

AGENDA

MEETING OF THE
UTAH STATE BOARD OF REGENTS

April 21, 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
COLLEGE OF EASTERN UTAH, PRICE, UTAH
JENNIFER LEAVITT STUDENT CENTER
APRIL 21, 2006

AGENDA

8:00 a.m. -
8:45 a.m.

EXECUTIVE SESSION BREAKFAST MEETING – STATE BOARD OF REGENTS
Board Room

8:45 a.m. -
9:00 a.m.

COMMITTEE OF THE WHOLE
Multipurpose Room (East)

Welcome and Overview

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

Programs Committee
Regent David J. Jordan, Vice Chair
Board Room

ACTION:

1. Utah Valley State College – Bachelor of Arts Degree in Forensic Science Tab A
2. Utah Valley State College – Bachelor of Arts and Bachelor of Science Degrees in Theatre Arts; Bachelor of Science Degree in Theatre Arts Education; Minor in Theatrical Arts Tab B

CONSENT:

3. Consent Calendar, Programs Committee Tab C
 - A. University of Utah – Undergraduate Certificate, Alcohol and Drug Abuse Treatment Training Program
 - B. Weber State University
 - i. New Department of Automotive Technology
 - ii. Discontinue Emphasis Areas in Bachelor of Visual Arts Program
 - iii. Discontinue Bachelor of Applied Technology Degree
 - C. Salt Lake Community College – Fast-Track Medical Billing Certificate of Proficiency
 - D. Utah College of Applied Technology – Fast-Track Certificates of Proficiency
 - i. DATC – Pharmacy and Composite Materials
 - ii. MATC – Certificates approved for Financial Aid

PROGRAMS COMMITTEE (continued)

INFORMATION:

- 4. Information Calendar, Programs Committee Tab D
 - A. Utah State University
 - i. Master of Accounting Specialization in Personal Financial Planning
 - ii. Restructure of the Ph.D. Program in Disability Disciplines
 - iii. Consolidation of Existing Emphases in Department of Art
 - iv. Name Change of Management Accounting in Master of Accounting Degree
 - v. Latin American Studies Minor
 - vi. Move Training and Development from one major to another within the BIS Department
 - B. Southern Utah University – English as a Second Language Stand-alone Minor
 - C. Utah Valley State College – Name Change: College of Success and Academic Literacy to College Success Studies
 - D. Salt Lake Community College – Two-year Follow-up Reports
 - i. Office Clerk
 - ii. Customer Service/Receptionist
 - iii. Basic Health Records
 - iv. Computer Programs
- 5. September 2005 Majors' Meeting Report Tab E

Finance Committee

Regent Jerry C. Atkin, Chair

Multipurpose Room (West)

ACTION:

- 1. University of Utah – Sale of Property Tab F
- 2. Dixie State College – Approving Resolution, Auxiliary Service Revenue Bonds Tab G
- 3. Dixie State College – Approving Resolution, Bond Refunding Tab H
- 4. College of Eastern Utah – Campus Master Plan Tab I
- 5. College of Eastern Utah – Purchase of Energy Center Tab J

CONSENT:

- 6. Consent Calendar, Finance Committee Tab K
 - A. UofU and USU – Capital Facilities Delegation Reports

INFORMATION/DISCUSSION:

- 7. USHE/UHEAA – Financial Aid Briefing Tab L
- 8. USHE – Capital Improvements Allocation Tab M

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

**COMMITTEE OF THE WHOLE AND REGULAR BUSINESS MEETING
OF THE STATE BOARD OF REGENTS**
Multipurpose Room (East)

1. Technology Initiative Advisory Board (TIAB) Funding Recommendations Tab N
2. Reports of Board Committees
3. General Consent Calendar Tab O
4. Report of the Commissioner
5. Report of the Chair

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

LUNCHEON MEETINGS

STATE BOARD OF REGENTS AND CEU BOARD OF TRUSTEES
Alumni Room

Others
Multipurpose Room (West)

1:30 p.m. -
2:30 p.m.

COMMITTEE OF THE WHOLE
Multipurpose Room (East)

1. Strategic Directions Update Tab P
2. USTAR Update Tab Q

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.

April 12, 2006

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Utah Valley State College - Bachelor of Science Degree in Forensic Science, Beginning, Fall Semester 2006– Action Item

Issue

Officials at Utah Valley State College request approval to offer a Bachelor of Science Degree in Forensic Science, effective Fall Semester 2006.

Background

The proposed Bachelor of Science (BS) Degree in Forensic Science at UVSC will support students in the BS Criminal Justice Degree, the BS Paralegal Degree and other degree programs, which need forensic background for their specialties. New student graduates of the proposed BS Forensic Science program would form a consistent pool of personnel trained in crime scene investigation and crime laboratory work. In addition, active law enforcement personnel would benefit from in-service training for active officers and a consistent supply of highly qualified candidates.

The BS Forensic Science degree supports crime scene investigation and the identification of physical evidence at crime laboratories. Graduates' training will meet the new higher standards of scientific knowledge required by the Forensic Education Programs Accreditation Committee and the forensic science community. Graduates will be qualified to use advanced technologies for solving crimes and will be employed at the Utah State Bureau of Forensic Services, and in county and local law enforcement agencies. Graduates will also find employment in local, county, state and federal law enforcement agencies, and in private companies and laboratories outside of Utah.

The Legal Studies Department at UVSC already has a BS degree program in Criminal Justice and Paralegal Studies, and a Police Academy certificate program. The proposed Forensics Degree would increase the opportunities for students.

Policy Issues

The institutional Board of Trustees approved this proposal on November 6, 2005. Other USHE institutions expressed support for this program.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the Request to Offer a Bachelor of Science in Forensic Science at Utah Valley State College, effective Fall 2006.

Richard E. Kendell, Commissioner

REK/GW
Attachment

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

Request to Offer a Bachelor of Science in Forensic Science, effective Fall 2006.

Utah Valley State College

Prepared for
Richard E. Kendell
By
Gary Wixom

April 12, 2006

SECTION I: The Request

Utah Valley State College requests approval to offer a Bachelor of Science Degree in Forensic Science effective Fall Semester 2006. This program was approved by the institutional Board of Trustees on November 6, 2005. The Board of Regents Program Review Committee (PRC) approved the Letter of Intent on February 16, 2006.

SECTION II: Program Description

Complete Program Description

The practice of forensic science takes place in three areas: (1) the crime scene, (2) technical laboratories, and (3) courts of law. The Bachelor of Science Degree in Forensic Science (BS Forensic Science) targets crime scene investigation and evidence examination (area 1) at the local, county, state, and national levels. The BS Forensic Science will be offered by the Legal Studies Department in the School of Business.

The proposed degree is designed to serve four groups of students:

1. Criminal justice students wishing to collect, preserve, and analyze physical evidence;
2. Legal studies students who wish to prosecute crimes in courts of law;
3. Students from scientific, technical, and professional disciplines who desire foundational (core) forensic education to extend their professional capabilities into the forensic area; and
4. Active law enforcement personnel who need consistent in-service training opportunities to meet their required forty hours of training each year, who need to renew professional certifications and who desire to enrich and enhance their careers by acquiring additional skills and knowledge in forensic science will be served.

Purpose of Degree

New student graduates of the BS Forensic Science program will form a consistent pool of personnel trained in crime scene investigation and crime laboratory work. In addition, the BS Forensic Science degree directly supports students in the BS Criminal Justice and BS Paralegal and other degree programs who need forensic background for their specialties. Active law enforcement personnel will benefit from in-service training for active officers and a consistent supply of highly qualified candidates.

The BS Forensic Science degree supports crime scene investigation and the identification of physical evidence at crime laboratories. Graduates' training will meet the new higher standards of scientific knowledge required by the Forensic Education Programs Accreditation Committee and the forensic science community. Graduates will be qualified to use advanced technologies for solving crimes and will be employed at the Utah State Bureau of Forensic Services, and in county and local law enforcement agencies. Graduates will also find employment in local, county, state and federal law enforcement agencies, and in private companies and laboratories outside of Utah.

Institutional Readiness

The BS Forensic Science is a proposed program in the Legal Studies Department that already has BS degree programs in Criminal Justice and Paralegal Studies, and a Police Academy certificate program. The BS Forensic Science program will complement these programs and will be under the direction of W. Brent Bullock, JD, the Legal Studies Department Chair. The BS Forensic Science program has been developed to FEPAC standards by a FEPAC accreditation examiner and FEPAC accreditation will be pursued. A Director of Forensic Science at UVSC meets the FEPAC recommendations of a terminal physical science degree with crime laboratory and courtroom testimony experience. Existing personnel in the Legal Studies Department will provide advisement and office support. Laboratory support and adjunct instructors needed in years two through five have been identified and included in the budget. Federal and state grants totaling \$642,741 have been awarded to purchase learning resources and instructional technology. A Library and Information Resources support plan specifically for a Forensic Science program started in 2005.

Faculty

Forensic science is a broad term that describes the use of scientific analysis and conclusions to matters that are before courts of law. Forensic scientist is a general term used to describe a scientist who, as an expert witness, testifies in court as to his scientific findings. A forensic scientist is usually a specialist who must qualify in three areas: education, specialized forensic training, and experience. An example is Dr. Gary H. Naisbitt who is the Director of Forensic Science at UVSC. His Curriculum Vitae in Appendix C illustrates the education, specialized forensic training and experience criteria needed to be a forensic scientist in a crime laboratory.

Whenever possible, existing courses in other departments have been used to meet FEPAC accreditation recommendations and requirements. All non-criminal justice, specialty core courses, are presently being taught on campus. Existing full-time criminal justice faculty will teach the two new courses in the foundational criminal justice core curriculum. Upper-division criminal justice specialty courses will be taught by a combination of adjunct and full-time faculty. Faculty credentials are presented in Appendix C. The following departments are contributing to the BS Forensic Science degree.

Contributing Departments

Art and Visual Communications Department
Chemistry Department
Geology Department
Mathematics Department

Biology Department
Criminal Justice Department
Physics Department

Contributing Faculty Members

Simon Blundell	M.F.A., Photography, University of Utah
Calvin Bond	Ph.D., Environmental and Analytical Chemistry, University of Maryland, College Park
W. Brent Bullock	J.D., J. Reuben Clark Law School, Brigham Young University
William Dinkledge	Ph.D., Geology, University of California, Santa Barbara
Curtis Fillmore,	M.S, Public Administration, Brigham Young University
James Godfrey	M.F.A., Graphic Design, Utah State University
Lawrence J. Gray	Ph.D., Zoology, Arizona State University, Tempe
Gamini U. Gunawardena	Ph.D., Chemistry, University of Utah
Stott Harston,	J.D., J. Reuben Clark Law School, Brigham Young University
Phillip Matheson	Ph.D., Physics, Brigham Young University
Stephen Merrin	Ph.D., Mathematics, New Mexico State University
Gary H. Naisbitt, Director	Ph.D., Biochemistry, Brigham Young University
Raymond Sievers	Ph.D., Applied Statistics and Research, Univ. Northern Colorado

Staff

Student advisement and secretarial support will be provided by the full-time staff of the Legal Studies Department. Ms. Bobbi Gren is the student advisor and Ms. Michelle Peckover is the full-time department secretary. Supplemental part-time help will be added as necessary. A part-time laboratory preparation technician will be required in the second year of the program.

Library and Information Resources

Each discipline at UVSC is assigned a yearly budget and new programs are given a special, additional allocation through the regular acquisitions budget. Because of the relatively new age of the holdings, students have access to books of quality and currency. Books and other discipline related materials are selected by a librarian assigned to each discipline in collaboration with faculty. Materials are chosen that best support current and future classes at UVSC, and are updated with peer-recommended lists and other review sources.

The UVSC Library currently supports bachelor degree programs in criminal justice, chemistry, physics, and paralegal, the principal contributors to this forensic science interdisciplinary proposal. As noted earlier, a serious effort was started about a year ago to build specific holdings in the focused area of forensic science. That project is going well and again makes available to UVSC students not only the "classic" holdings that are ordered, but also the most up-to-date items including books and periodicals.

The statewide reciprocal borrowing agreement through UALC allows UVSC students and faculty to check out materials from any Utah academic institution library, including the University of Utah Marriott Library and the private schools, BYU and Westminster. If books are not available in state, or if students cannot physically go to another library, any needed book can be ordered through Interlibrary Loan. The ILL Web form can also be accessed from the Library Homepage. The library also offers subject specific bibliographic instruction sessions to help students maximize their use of library sources and materials and increase the quality of research and scholarship. The library is committed to supporting a four-year forensic science degree. With active participation from faculty, the collection continues to grow in quality and quantity.

Admission Requirements

In addition to UVSC's general admission requirements, candidates admitted to the BS Forensic Science program must complete the following requirements:

1. Complete a minimum 30 semester hours of college credit.
2. Complete General Education courses with a grade of "C" or higher.
3. Overall average GPA of at least 2.5 is required.
4. Business computer proficiency exam of ISYS 1050 must be passed with a minimum score of 80 percent.
5. Formal application to the BS Forensic Science program must be made through the Legal Studies advisor.

Student Advisement

Ms. Bobbi Gren, the Legal Studies Departmental Advisor, will provide student academic advisement. UVSC's job placement center will help graduates find employment, and faculty members will supplement career and academic advising as needed.

Justification for Number of Credits

The BS Forensic Science degree requires the completion of 124 semester credits. The selection of courses follows the Forensic Education Programs Accreditation Committee's guidelines for a Bachelor of Science Degree in forensic science that reflects the interdisciplinary nature of the degree that combines a core of physical sciences and forensic science. As prescribed in USHE's policy R401, one hundred and twenty-four semester credits is within the number of semester credits for a bachelor degree.

External Review and Accreditation

Degree programs based on FEPAC curriculum guidelines and accreditation requirements are key because they represent a new and higher standard of forensic education. The National Institute of Justice (NIJ), representing the United States Department of Justice, has partnered with the American Society of Crime Laboratory Directors (ASCLD, representing the employers); and the American

Academy of Forensic Sciences (AAFS, representing forensic professionals), to form the Forensic Education Programs Accreditation Committee (FEPAC) to accredit forensic education programs. This is the only forensic science accrediting body in the United States, and as of February 14, 2006, only eleven programs have been awarded accreditation.

Although many traditional forensic science programs exist across the nation, the Forensic Education Programs Accreditation Committee (FEPAC) finds them deficient because of: 1) curriculum inconsistency; (2) science major's lack forensic training; while (3) criminal justice majors lack scientific training. FEPAC recommends a broadly based science curriculum that is combined with forensic methodology and legal practices. The curriculum of the BS Forensic Science degree in the Legal Studies Department at Utah Valley State College has been created by a FEPAC programs examiner following FEPAC guidelines and in contact with personnel in the accreditation office. See Appendix A for a description of the program as it will be listed in the catalog.

The following sources were used in developing the BS Forensic Science Degree:

The forensic science educational needs and guidelines set by the US Department of Justice in their publication Educational Training in Forensic Science: A Guide for Forensic Science Laboratories, Educational Institutions, and Students, National Institute of Justice, Office of Justice Procurement (www.ojp.usdoj.gov).

American Society of Crime Laboratory Directors. (www.asclld.org)

American Academy of Forensic Sciences. (www.aafs.org)

FEPAC Programs Examiner Training at the American Academy of Forensic Sciences Meeting, Feb 2005.

Reference to curricula from FEPAC accredited programs. (www.aafs.org/fepac).

Projected Enrollment

For planning purposes it is estimated that twenty-two (22) students will be ready in Year One to begin the junior level courses for the BS Forensic Science degree and that the program will grow at a rate of about twenty per cent per year for the next four years. These estimates are also used in budgetary calculations and do not contemplate possible attrition. Table 1 summarizes the estimated growth in student headcount.

Table 1. Estimated Student Headcount

	Year 1	Year 2	Year 3	Year 4	Year 5
Juniors	22	26	30	36	42
Seniors	0	22	26	30	36

Table 2 presents the expected FTE student and faculty growth.

Table 2. Expected Student FTE/Faculty

	Year 1	Year 2	Year 3	Year 4	Year 5
FTE Students	12.57	25.73	29.90	35.40	41.80
Student/Faculty Ratio	10.93	12.87	11.50	11.42	12.86
Headcount (Majors)	22	48	56	66	78

Because the proposed forensic science and criminal justice programs share several core courses, the criminal justice students who decide to change to forensic science will not have an impact on class size. The modest number of students who come from outside criminal justice will not increase the number of lecture classes, but may require an additional laboratory section.

Expansion of Existing Program

Although the proposed BS Forensic Science degree is new and is not built on a two-year degree program, it builds on existing related strengths. The Paralegal program in the Legal Studies Department is the only such program in Utah accredited by the American Bar Association. Over the last nine years the Legal Studies Department which also includes the Criminal Justice program has grown to be one of the largest and fastest growing departments at UVSC. UVSC also hosts a Police Academy (POST) that teaches police officer standards and training, and the only Fire Academy in Utah that offers professional certification programs. These departments and academies are drawn together by their common mission of public service. Bachelor of Science degrees are currently offered in chemistry, biology, nursing, computer science, accounting, computer information systems, paralegal studies and criminal justice. Extending forensic capabilities to these programs in the future is an attractive enhancement to students in these programs that may be proposed.

SECTION III: Need

Program Need

The BS Forensic Science program is needed to provide appropriately prepared graduates to staff crime laboratories, to provide crime scene specialists, and to enhance personnel preparation for law enforcement at the local, county, and federal levels.

Labor Market Demand

Overview

The BS Forensic Science degree is intrinsically tied to a comprehensive program that consists of four elements: (1) An accredited academic program for the teaching of forensic science; (2) a Bachelor of Science degree that targets forensic specialties in crime laboratories; (3) provision for peace officer in-service training and certification; and (4) a foundational core of forensic courses designed to add forensic capability to professionals in other fields. The market demand for each of these elements is discussed below.

Market Demand for an Accredited Forensic Science Program

The National Institute of Justice has characterized the needs of the forensic science community not only in terms of work force, but also in the standardization of methodology, the availability and quality of instruction, and in the need for accredited educational programs.

As stated in the 1999 National Institute of Justice (NIJ) publication *Forensic Science: Review of Status and Needs*, the educational and training needs “of the forensic community are immense. (Emphasis added). Training of newcomers to the field, as well as providing continuing education for seasoned professionals, is vital to ensuring that crime laboratories deliver the best possible service to the criminal justice system. Forensic scientists must stay up to date as new technology, equipment, methods, and techniques are developed. While training programs exist in a variety of forms, there is need to broaden their scope and build on existing resources.” (*Forensic Science: Review of Status and Needs*, executive summary, page 4). Among the recommendations made in the NIJ report were:

- Create independent, community-wide, technical working groups to establish consensus standards.
- Adopt national consensus standards of education in the forensic sciences.
- Provide for accreditation/certification of forensic academic training programs/institutions.
- Build on existing strengths.

Colleges and universities are expected to provide this training and FEPAC curriculum guidelines and program accreditation were created to assure educational quality. UVSC’s forensic science program is designed to meet these higher standards of forensic education.

Market Demand for BS Forensic Science Degrees National

According to Ms. Alissa VanCor, from the U.S. Department of Labor, Bureau of Labor Statistics (BLS) in Washington D.C., the most recent job availability information is November 2004. The job title “Forensic Science Technicians” is identified by the number 19-4092 and has the following description. (Personal communication, October 20, 2005)

19-4092 Forensic Science Technicians

Collect, identify, classify, and analyze physical evidence related to criminal investigations. Perform tests on weapons or substances, such as fiber, hair, and tissue to determine significance to investigation. May testify as expert witnesses on evidence or crime laboratory techniques. May serve as specialists in area of expertise, such as ballistics, fingerprinting, handwriting, or biochemistry. (www.bls.gov/oes)

In May 2004 the BLS estimated the job demand for Forensic Science Technicians to be 9,230 and in November 2003 it was 9,010, about a 2.4% increase over six months. In the following six months from May 2004 to November 2004 the employment estimate increased to 10, 270, a rise of 3.6%. These data are presented in Table 3.

Table 3. National Employment Estimates for Forensic Technicians

Reporting Period	Employment Estimate	Percent Increase From The Previous Six Month Period
November 2003	9,010	
May 2004	9,230	2.4%
November 2004	10,270	3.2%

National Employment Estimates for Forensic Technicians. (www.bls.gov/soc).

Ms VanCor further explained that forensic science jobs are often advertised based on specialized education, training, or experience and are therefore not found in the 19-4092 "Forensic Science Technicians" category. Demand for these jobs should be added to the number cited above, but due to the many different job titles the information is not compiled automatically. To illustrate this situation, the American Academy of Forensic Sciences (www.aafs.org) maintains a small "Employment Opportunities" list for its members in which 29 employers announced 35 jobs using 18 different job titles in the last listing. A list of job titles and employers is presented in Appendix D.

Laboratory accreditation is one factor that increases the need for BS Forensic Science graduates. The American Society of Crime Laboratory Directors/Lab (ASCLD/Lab) is the organization charged with certifying the employment standards, business practices, analytical methodology, and quality control operations of crime laboratories. As a partner in FEPAC, ASCLD/Lab employment requirements follow FEPAC guidelines. Nationally, there are approximately 450 crime labs of which " . . . 302 crime laboratories have been accredited by ASCLD/Lab. The list of accredited laboratories includes 176 state laboratories, 80 local agency laboratories, 23 federal laboratories, 9 international laboratories and 14 private laboratories."

(<http://www.asclclab.org/legacy/asclclablegacylaboratories.html>). Because forensic laboratories feel a strong need to become accredited, the demand for UVSC BS Forensic Science graduates will increase.

According to Mr. Barry M. Fischer, past president of the American Academy of Forensic Science and Laboratory Director of the Los Angeles County Sheriffs Crime Laboratories, the creation of new laboratories, continuing laboratory accreditation of existing laboratories, stronger participation from private industry, new technologies and an anticipated wave of retirements will significantly increase the job demand. (Personal communication October 13, 2005)

ASCLD/Lab Certified Laboratories – Utah

The State of Utah Bureau of Forensic Services (Utah State Crime Laboratory) is an ASCLD/LAB accredited laboratory with the main laboratory located in Salt Lake City and satellite labs in Ogden, Price and Cedar City. During 2004 and early 2005 over thirty-percent of their technical personnel and several specialized services were lost. (<http://forensicservices.utah.gov/interest.html>) Attempting to partially fill the vacancies, two positions in fingerprint examination were opened but according to Ms. Jennifer McNair the result was disappointing because the applicants did not have the desired combination of science and forensic training. (Jennifer McNair, Chemistry Section Supervisor,

Utah State Bureau of Forensic Services, August 8, 2005). The BS Forensic Science degree is specifically designed to prepare students for employment in accredited crime laboratories and federal agencies.

Crime Scene Investigation and Evidence Processing
Local and County

Although many cities and counties do not have formal crime laboratories, most do have some basic forensic capability and would like more. There is a national trend toward requiring bachelor level degrees for crime scene specialists and evidence technicians at all levels including the local level. For example in Utah, "Layton PD has one evidence/crime scene person that is a classified civilian position whereas Davis County Sheriff's office has three sworn deputies that have crime scene response as an additional duty. The educational background for these positions is varied and each agency sets its own policy in regards to hiring practices. The trend is to hire civilian technicians with a BA/BS degree." (Emphasis added). (<http://forensicservices.utah.gov/interest.html>). The BS Forensic Science degree supports these needs with specialized training in technical areas.

Law Enforcement Agencies In-Service Training

In Utah the market demand for forensic science training is driven by new hires, annual forty-hour in-service training, college courses for rank advancement, new technology, and expanding local investigative capability. Death and fire scenes, computer forensics and white-collar crime investigation add additional demands. Utah's rapidly growing population drives expansion in all areas of law enforcement. While demands for training increases the demand for in-service training is hard to fill.

The State of Utah Bureau of Criminal Identification tracks the number of full-time and part-time peace officers in Utah. Data in the following table reports only the number of full-time officers for 2004, which is the most recent year that data is available. The number of correctional officers and part-time peace officers approximately doubles the number of officers listed in the table below who need annual in-service training.

Table 4. Number of Full-time Peace Officers Who Need Forty Hours of In-service Training Annually

	Utah County	Utah County Plus Counties Adjacent to Utah County	Wasatch Front	State Wide
Number of Full-time Officers	510	2,008	2,643	4,156

Statistical information from the State of Utah Bureau of Criminal Identification shows that over the last five years the number of peace officers in Utah County increased an average of 11.8 officers per year making the growth rate for Utah County 7.0 times higher than the Wasatch Front and 9.1 times higher than the State as a whole. This rapid increase of new incoming officers reflects the demands placed on law enforcement agencies by Utah County's rapidly growing population. UVSC's mission is to serve our local community by expanding our educational opportunities. The BS Forensic Science program

establishes a foundation for a convenient, close-at-hand, in-service training venue for active peace officers.

Lt. Wade Breuer, Utah Public Safety, Police Officer Standards and Training (POST) In-Service Training Officer stated that forensic skills concerning crime scene investigation, evidence collection and preservation, and fingerprints is highly valued but often hard to find in adequate quantity. "Any in-service training opportunities at UVSC would be a welcomed addition." (Personal communication September 6, 2005.) Advanced analytical capabilities, once available only from the State Crime Laboratory, are being distributed to local and county law enforcement agencies. Controlled substance (drugs) cases are approximately seventy percent of the State Crime Laboratory caseload. Within the next year marijuana will not be analyzed at the State Crime Laboratory. Instead, the State Crime Laboratory is teaching marijuana analysis to selected local officers across the state. (<http://forensicservices.utah.gov>). The proposed Marijuana Identification Certificate course in the BS Forensic Science curriculum was designed to support this initiative.

The trend toward local use of advanced techniques also applies to digital imaging. Local crime scene specialists and evidence technicians use computer-based image techniques to facilitate fingerprint and impression evidence analysis, enhance surveillance images, and re-create crime scenes to aid investigation and for presentation at court. Using advanced analytical capabilities in local law enforcement agencies is more efficient and will increase as more qualified personnel become available. The BS Forensic Science degree supports this trend by presenting both degree-seeking students and in-service officers consistent training in advanced techniques by highly qualified instructors.

Student Demand

Future Students

Students presently in junior high and senior high school are very interested in a forensic science career. Jenny L. Chamberlain, Director of the Equity in Education Center at UVSC reports that about 800 girls (girls only were invited) and over 150 adults attend "Expanding Your Horizons" technology conference each year on UVSC's campus. At last year's conference, held in March 2005, "*Forensic Science was our most popular class . . . over 80 girls requested it and even more had it in their top choices.*" In 2005 three classes were offered, but in 2006 she is planning to offer nine classes. Forensic science presentations given at "Career Days" at Jefferson Jr. High School in Salt Lake City filled and turned interested students away. These data suggest that enrollment in a forensic science program at UVSC will remain strong.

Similar Programs

There are no comprehensive forensic science programs that follow FEPAC accreditation standards in the USHE. No programs in the USHE, other than this one proposed by UVSC, have announced an intention to pursue FEPAC accreditation. Existing criminal justice programs that include some forensic content do not offer forensic science degrees, whereas UVSC has developed a Bachelor of Science degree specifically designed to meet the needs of local law enforcement agencies and crime laboratories.

Metropolitan State College of Denver, in Denver, Colorado offers a BS Criminalistics degree that is similar but focuses more on the forensic laboratory where the proposed BS Forensic Science focuses more on crime scene and local evidence examination. There is some overlap and some complementary elements in the two programs. There are no other similar programs in the other states that border Utah. (www.aafs.org/fepac)

Collaboration with and Impact on Other USHE Institutions

Legal Studies Department Chair, Dr. Brent Bullock, has met with the department chairs and/or school deans of Salt Lake City Community College, Weber State University, and Southern Utah University to explain the forensic science program proposed by UVSC. No resistance was encountered and some encouragement was voiced. A group of UVSC administrators traveled with Dr. Bullock to meet with administrators at Southern Utah University where the coordination occurred for this UVSC proposal and the SUU master's degree proposal.

Benefits

A number of benefits will come as demand for forensic science capability is addressed with the proposed program.

A study conducted in Michigan shows what is likely the situation in Utah and most other law enforcement agencies across the nation. The article entitled "The Forensic Science Needs of Law Enforcement Applicants and Recruits: A Survey of Michigan Law Enforcement Agencies" (Lambert, Eric, et. al., Journal of Criminal Justice Education, Vol. 14, No. 1, p 67-81 Spring 2003) concludes that forensic science training "*will improve . . . employability, . . . and will provide positive benefits for law enforcement agencies, particularly those who do not have specialized crime scene technicians.*"

Employers will reduce initial on-the-job training expenses and experience more timely productivity. Local and state law enforcement agencies will benefit from an established in-service training venue with adequate space, facilities, and professional instructors. Forensic science is a missing component in the Legal Studies Department and related public service academies at UVSC.

Benefits of Foundational Forensic Science Core Courses

Anyone with specialized knowledge in a field could testify as an expert witness in the technical matter of that specialty, but most specialists lack the forensic background to do so. The foundational forensic science courses in the BS Forensic Science core curriculum provide that knowledge to anyone who wishes to practice as a forensic expert in his professional field.

Student Benefits

By following FEPAC curriculum guidelines, forensic science graduates will benefit from a state-of-the-art education in the newest procedures and technologies, and will stand out above traditional forensic science graduates. A variety of career positions is available to BS Forensic Science graduates. Graduates can advance their professional standing through personal certification with the International

Association of Identification or the American Board of Criminalistics. Other career paths might include advanced degrees in specialized areas of forensic science, forensic education, private practice, or law.

Consistency with Institutional Mission

The Legal Studies Department follows UVSC's mission statement. The Legal Studies Department "is committed to meeting student and community lower division and upper division needs for occupational training; providing developmental, general, and transfer education; meeting the needs for continuing education for personal enrichment and career enhancement; and providing diverse social, cultural and international opportunities, and student support services." The approval of the proposed BS Forensic Science degree will allow students the opportunity to develop the skills necessary to positively impact law enforcement in the community, state, nation and world. The Legal Studies Department is already involved in this goal.

The mission of the Legal Studies Department is to improve the well-being of individuals, families and communities by training individuals for careers in law enforcement and the criminal justice system. The department is committed to the development of academic programs that will assist students in the achievement of their professional goals. Courses in forensic science support law enforcement in solving crimes, support the legal system in successfully prosecuting offenders, and support other areas of public service such as fire departments and the medical examiner's office.

SECTION IV: Program and Student Assessment

Program Assessment

The goal of the BS Forensic Science program is to train crime scene technicians and crime laboratory specialists to the educational standards set by the joint efforts of the Department of Justice, the American Academy of Forensic Sciences and the American Society of Crime Laboratory Directors for employment in ASCLD-Lab certified crime laboratories. One measure of the program's success will be the percentage of new hires into jobs that require FEPAC training or jobs in which FEPAC training was the deciding factor to hire.

UVSC Institutional Research, under the direction of Dr. Robert Loveridge, compiles statistical information about the effectiveness of academic programs and alumni performance. The Legal Studies Department maintains a graduate database to help Institutional Research locate Criminal Justice graduates. Program assessment is a FEPAC accreditation requirement and UVSC Institutional Research will acquire the data. Two key surveys that will be used are the *Employer Survey of UVSC Graduates* and the *UVSC Alumni Survey*.

Employer Survey of UVSC Graduates

1. What is the individual's current position?
2. How long, in years, has this individual been employed; in current position, total service?
3. Knowledge/Skills

Please rate the knowledge/skill of this employee in the following areas:

- a. Written Communication
- b. Oral Communication

- c. Math/Computational
- d. Necessary Computer Proficiency
- e. Critical Thinking/Problem Solving
- f. Organization of Work
- g. Leadership
- h. Essential Knowledge for Position
- i. Essential Functional Skills for Position
- j. Interpersonal
- k. Conceptual Understanding
- l. Job-related, Technical
- m. Overall Job Knowledge and Skills

4. Did the graduate have the essential knowledge/skills to perform work requirements?

Yes No

If no, please explain:

5. Do you feel there are competency or foundational knowledge/skills where UVSC graduates need better or additional preparation?

Y Yes N No

If yes, please explain:

6. Is this person's education/training related to his/her current employment?

7. Workplace Attitudes/Values

Please rate your satisfaction with this employee in the following areas:

- a. Quality of Work
- b. Willingness to Learn
- c. Application of Knowledge to Work Situations
- d. Ability to Work as a Team Member
- e. Acceptance of Work Responsibilities
- f. Ethical Behavior
- g. Taking Initiative
- h. Entrepreneurial and Innovative Behavior
- i. Setting High Personal Standards for Work Performance
- j. Respect for Others and Their Ideas

8. How important was the graduate's specific course of study (FEPAC) in your employment decision?

- Very Important
- Important
- No Opinion
- Unimportant
- Very Unimportant
- Not Applicable

9. Given your experience with UVSC graduates, how likely are you to hire other UVSC graduates when the opportunity presents itself?

- Very Likely
- Likely
- Neutral
- Unlikely
- Very Unlikely

10. Please share with us any comments or recommendations you might have for improving educational services at UVSC.

- Very Related
- Moderately Related
- Slightly Related
- Not Related

11. How much importance do you place on ASCLD-Lab accreditation standards and FEPAC skills and education in your hiring criteria?

12. Does this individual still work for you?

UVSC Alumni Survey

Dear employer/supervisor:

The individual named on this sheet has indicated that you are his/her employer/supervisor. The student has given UVSC permission to contact you in relation to this survey. UVSC is continually trying to improve its programs and consequently the students it graduates. The information you provide will be helpful to UVSC as a means to measure its success and maintain accreditation. Information will not be reported in ways which allow individual identification of the former student or his/her employer. You will notice that the questions focus on the success UVSC has had in preparing the individual for work. Therefore, we kindly ask that you take a few minutes to complete this survey on the named individual. Your time and cooperation are greatly appreciated.

Name of Company Representative:

Employer:

Address:

City, State, Zip

Supervisor's Name:

Phone:

Student Name:

Employer:

Supervisor:

Supervisor's Phone:

Expected Standards of Performance

A BS Forensic Science graduate will be expected to process physical evidence at a crime scene, use scientific instrumentation and methodology to analyze the evidence, and present his findings in a court of law. The graduate will:

- Know and apply approved practices of crime scene management
- Identify, record, photograph, package, and label physical evidence
- Maintain a proper Chain-Of-Custody
- Identify, record, photograph, enhance, lift, package and examine latent fingerprints and known comparison standards
- Identify, record, photograph, cast, package and examine impression evidence and known comparison standards
- Have a strong educational foundation in chemistry, physics, and mathematics
- Know and apply the specific forensic methodologies that apply to different types of evidence
- Use the stereo, compound, polarized, comparison (reflectance and transmittance modes) light microscopes, and the scanning electron microscope equipped with an EDAX detector to analyze physical evidence and Trace evidence
- Determine chemical structure of legal and illegal drugs, and arson accelerants by Gas Chromatography-Mass Spectrometry (GC-MS) and Fourier Transform Infrared Spectrometry (FTIR)
- Measure color precisely with a microspectrometer
- Maintain acceptable quality control
- Practice high safety standards
- Know the legal process of criminal law
- Apply statistical methods to support scientific findings and write appropriate reports
- Know the laws that pertain to the presentation of scientific findings in court
- Prepare courtroom displays and exhibits
- Give effective expert testimony
- Know the privileges of an expert witness and the court's expectation for the truthful and ethical practice of forensic science.

Formative and summative assessments in each course will measure incremental learning. During the senior year, the prospective graduate will sit for a comprehensive exam that encompasses all the material covered in the program. Questions in the program's summative examination will be taken from final examinations, from coursework together with practice questions, and from the American Board of Criminalistics certification examination.

SECTION V: Finance

Budget¹

The cost of the new criminal justice courses/sections is based on the student headcount of twenty-two students in the first year. A twenty-percent per year growth in head count is included in the planning. New staffing is described in the following yearly steps, and the associated budgetary impact is presented in Tables 5 and 6.

Year 1

New salaried faculty position is already budgeted to support program

Hourly faculty for Criminal Justice and Chemistry/Physics

.25 FTE of new lab manager

Year 2

Additional hourly faculty for Criminal Justice and Chemistry/Physics

Additional .25 FTE assignment of new lab manager above

Year 3

.5 FTE of additional new salaried faculty position for Criminal Justice

Year 4

Additional .1 FTE assignment of Year 3 new salaried faculty

Additional hourly faculty for Criminal Justice

Year 5

Additional .15 FTE assignment of Year new salaried faculty

Table 5. Costs of the Forensic Science Program – Criminal Justice Portion

	Year 1	Year 2	Year 3	Year 4	Year 5
Salaries and Wages	\$56,288	\$72,060	\$107,664	\$124,720	\$138,623
Benefits	\$20,154	\$22,366	\$34,397	\$38,708	\$43,693
Total Personnel Costs	\$76,441	\$94,426	\$142,061	\$163,428	\$182,316
Current	\$7,000	\$7,000	\$8,000	\$8,000	\$8,000
Travel	\$1,000	\$1,000	\$2,000	\$2,000	\$2,000

¹ Inflation factored at 3%.

Capital *					
Library	\$500	\$500	\$500	\$500	\$500
TOTAL	\$84,941	\$102,926	\$152,561	\$173,928	\$192,816

* Funds for the initial equipment and supplies expenses are being provided through federal and state grants which have already been received. See Grant Funding.

Funding Sources

The forensic science program has been in the planning stages for over a year. Through this planning cycle, significant federal funding has been received to provide the initial equipment and supplies expenses. Additionally, through UVSC's internal Planning, Budgeting & Accountability (PBA) process, a new salaried faculty position was funded for 2005-06. Future budgetary needs for this program will receive high priority in UVSC PBA cycles for funding from additional student tuition revenue (retaining students for BS degrees who otherwise may have left UVSC), second-tier tuition revenue, mission based/institutional funding equity allocation, and /or internal UVSC budget reallocations

Grant Funding

In early 2004 the Legal Studies Department through the School of Business applied for a total of 2.1 million dollars in state and federal grants to develop a forensic science program. To date a total of \$642,741 has been received for initial equipment, supplies and startup costs. These funds are considered Phases I and II with other Phases to follow. The Legal Studies Department is presently purchasing analytical instrumentation, equipment, and supplies that will be shared with the School of Science and Health to teach the BS Forensic Science courses. With current personnel serving in other programs, together with the new analytical equipment and supplies, preparations are sufficient to maintain a basic forensic science program. Through interdisciplinary cooperation between schools and departments, maximum results will be achieved at the lowest cost.

Future Sources for Funding

A request to the federal government for Phase III funding is being prepared. This money would supplement the forensic science program but it is not needed to maintain the initial program.

Reallocation

Three contact hours presently applied to the Criminal Justice program will be reallocated to the BS Forensic Science program. The Criminal Justice course content will not be lost, but will be combined into existing courses and streamlined for greater efficiency.

Budget Summary

Budgetary needs for full-time and adjunct faculty, staff, instrumentation, instructional equipment, and library support have been identified. Grant funding has provided the cost of the initial equipment and instrumentation needed to start the program. The budget has been planned to increase incrementally per year to meet the needs of the program. These funds are sufficient to start and sustain the proposed BS Forensic Science program.

Reallocation and Impact on Existing Budgets

It is anticipated that some of the Forensics majors will be drawn from students who may otherwise enroll in chemistry and physics courses and labs. However, it is also anticipated that additional lab sections may be required to support the forensic science majors. The potential impact would require a portion of an additional lab instructor and/or adjunct faculty. Table 6 summarizes these costs.

Table 6. Impact on Other Departments and Programs


Chemistry/Physics Impact	Year 1	Year 2	Year 3	Year 4	Year 5
Salaries & Wages	\$13,813	\$24,765	\$25,756	\$26,786	\$27,857
Benefits	\$5,272	\$10,552	\$10,974	\$11,413	\$11,870
Total Personnel Costs	\$19,084	\$35,317	\$36,730	\$38,199	\$39,727
Current	\$500	\$1,500	\$1,500	\$1,500	\$1,500
Travel	\$0	\$0	\$0	\$0	\$0
Capital	\$0	\$0	\$0	\$0	\$0
Library	\$0	\$0	\$0	\$0	\$0
TOTAL	\$19,584	\$36,817	\$38,230	\$39,699	\$41,227

Appendix A: Program Curriculum

New Courses to be Added in the Next Five Years

Course Number	Title	Credit Hours
CJ 135L	Introduction to Forensic Science Laboratory I	1
CJ 3880	Professional Practices for the Forensic Scientist	3
CJ 3500	Footwear Impression Evidence and Lab	3
CJ 3520	Tire Impression Evidence	3
CJ 3540	Forensic Trace Analysis I	3
CJ 3700	Fingerprint Examination I	3
CJ 3820	Crime Scene Investigation Techniques I	3
CJ 382L	Crime Scene Investigation Techniques Laboratory I	1
CJ 3860	Forensic Microscopy	3
CJ 100R	Forensic Science Lecture Series	1
CJ 3550	Forensic Science Trace Analysis II	3
CJ 3700	Fingerprint Examination I	3
CJ 3720	Fingerprint Examination II	3
CJ 3740	Fingerprint Examination III	3
CJ 3780	Blood Stain Pattern Analysis	3
CJ 3800	Computer Forensic Science and Cyber Crime	3
CJ 3850	Marijuana Identification Certificate	3
CJ 4400	Forensic Chemist Lecture	3
CJ 440L	Forensic Chemist Laboratory	1
CJ 443R	Directed Research in Forensic Science	2 – 7

All Program Courses

 UTAH VALLEY STATE COLLEGE					PROPOSED 11/10/05 BS	
800 West University Parkway, Orem, UT 84058					FORENSIC SCIENCE	
					124 HOURS REQUIRED	
			School:	Business		
			Department:	Legal Studies		
			Advisor:	Bobbi Gren Office: BU 247 Phone: 863-8489 E-mail: grenbo@uvsc.edu		
Matriculation Requirements:						
1	All courses must be completed with a grade of "C-" or higher:					
2	Overall GPA of at least 2.5 for all courses listed in item #1 above.					
3	Successfully pass the business computer proficiency exam or ISYS 1050 with a minimum score of 80 percent in each module.					
4	Complete a minimum 30 semester hours of college credit.					
5	Make formal application through the Legal Studies advisor.					
General Education Requirements:					38 Credits	
and/ or	<i>Prefix</i>	<i>Number</i>	<i>Course Title</i>	<i>Credits</i>	<i>Prerequisite(s)</i>	
	ENGL	1010	Introduction to Writing	3		
	ENGL	2020	Intermediate Writing: Science and Technology	3	ENGL 1010 with a grade of "C-" or better	
	MATH	1050	College Algebra (recommended for Business, Education, Science, and Health Professions majors)	4	*see catalog	
			One course that requires Math 1050 as a prerequisite (excluding MATH 1060)			
			An Advanced Placement (AP) Mathematics Test with a score of 3 or higher			
<i>Complete one of the following:</i>				3		
	HIST	2700	US History to 1877			
And	HIST	2710	US History since 1877			
	HIST	1700	American Civilization			
	ECON	1740	US Economic History			
	POLS	1000	American Heritage			
	POLS	1100	American National Government			
<i>Complete the following:</i>						
	PHIL	2050	Ethics and Values	3	ENGL 1010	
	HLTH	1100	Personal Health & Wellness			
Or	PES	1097	Fitness for Life	2		
<i>Distribution Courses</i>					Recommend Science Core Requirements	
	BIOL	1010	General Biology	3		
	CHEM	1210	Principles of Chemistry I	4		
	CHEM	1220	Principles of Chemistry II	4		
	COMM	1020	Public Speaking	3		
	ART	1050	Photography I	3		
			Social/Behavioral Science	3		
Discipline Core Requirements:					62 Credits	

Discipline Core: (Note: 9 hrs can be taken as General Education Distribution Courses)					65
Credits					
and/or	Prefix	Number	Course Title	Credits	Prerequisite(s)
	CJ	1010	Introduction to Criminal Justice	3	
	CJ	1330	Criminal Law	3	CJ 1010
	CJ	1340	Criminal Investigations	3	CJ 1010
	CJ	1350	Introduction to Forensic Science	3	CJ 1010 or CJ 1340
	CJ	135L	Introduction to Forensic Science Laboratory I	1	CJ 1350 or concurrent enrollment
	CJ	2350	Law of Evidence	3	LEGL 1000 or CJ 1010
	CJ	3880	Professional Practices for the Forensic Scientist	3	
	BIOL	1015	General Biology Lab	1	Assessment DRP=77 recommended
	CHEM	1215	Principles of Chemistry I Lab	1	MATH 1050 or higher
	CHEM	1225	Principles of Chemistry II Lab	1	CHEM 1210/1230
	CHEM	2310/2315	Organic Chemistry I and Lab	5	CHEM 1210 and 1220
	CHEM	2320/2325	Organic Chemistry II and Lab	5	CHEM 2310 and 2330
	PHYS	2010/2015	College Physics 1 and Lab	5	MAT 1010
	MATH	1210	Calculus I	5	MATH 1050 (C or better)
	MATH	2040	Principles of Statistics	4	MATH 1050 (C or better)
	CJ	3500	Footwear Impression Evidence and Lab		CJ 1350 and CJ 135L
Or	CJ	3520	Tire Imprint Evidence	3	CJ 1350 and CJ 135L
	CJ	3540	Forensic Trace Analysis I	3	CJ 1340 or CJ 1350
	CJ	3700	Fingerprint Examination I	3	CJ 1340 or CJ 1350
	CJ	3820	Crime Scene Investigation Techniques I	3	CJ 1340 or CJ 1350
	CJ	382L	Crime Scene Investigation Techniques Laboratory I	1	CJ 1350 and CJ 135L
	CJ	3860	Forensic Microscopy	3	CJ 1350 and CJ 135L
	ART	2450	Digital Imaging	3	
Elective Requirements:				24 Credits	
			Complete 12 credits of any of the courses listed below, plus complete 12 credits of any courses 1000 or higher, 9 credits must be upper division:		24.0
	CJ	3550	Forensic Trace Analysis II	3	CJ 1350 and CJ 135L
	CJ	3720	Fingerprint Examination II	3	CJ 1350 and CJ 135L
	CJ	3740	Fingerprint Examination III	3	CJ 1350 and CJ 135L
	CJ	3780	Blood Stain Pattern Analysis	3	CJ 1350 and CJ 135L
	CJ	3800	Computer Forensics and Cyber Crime	3	CJ 1350 and CJ 135L
	CJ	3850	Marijuana Identification Certificate	3	CJ 1350 and CJ 135L
	CJ	3880	Professional Practices for the Forensic Scientist	3	CJ 1350 and

					CJ 135L
	CJ	4400	Forensic Chemist Lecture	3	CJ 1350 and CJ 135L
	CJ	440L	Forensic Chemist Laboratory	1	CJ 1350 and CJ 135L
	CJ	443R	Directed Research in Forensic Science	2 - 7	CJ 1350 and CJ 135L
	CJ	482R	Internship	2 - 7	CJ 1350 and CJ 135L
	CHEM	3000	Analytical (Quantitative Analysis) / Lab	3	CHEM 2310 and 2330
	CHEM	3600/3605	Biochemistry / Lab	4	CHEM 2310 and 2330
	CHEM	4000/4005	Instrumental Analysis / Lab	4	CHEM 2310 and 2330
	ENGL	4310	Advanced Technical Communication	3	CJ 1350 and CJ 135L
	GEOL	3400	Forensic Geology	3	CJ 1350 and CJ 135L

Graduation Requirements:

1	Completion of a minimum of 124 or more semester credits with 40 semester credits from 3000 and 4000 level courses.
2	Overall grade point average of 2.0 (C) or above (departments may require a higher GPA)..
3	Residency hours--minimum of 30 credit hours through course attendance at UVSC, with at least 10 hours earned in the last 45 hours.
4	Completion of GE and specified departmental requirements. Students are responsible for completing all prerequisite courses.
5	Must have a grade of C- or higher in all Core and Elective requirements.
N ot e:	*Students will be required to complete the business computer proficiency exam with a score of 80 percent or higher on each module or complete the ISYS 1050 course or ISYS 105A-F modules as necessary with a score of 80 percent or higher in each of the six modules.

Course Descriptions

[CJ 1010](#)

Introduction to Criminal Justice

3.0 : 3.0 : 0.0 Su, F, Sp

Presents the processes, institution, and administration of criminal justice in the United States. Examines the crime problem and criminal law. Discusses criminal law, law enforcement, criminal prosecution, criminal defense, bail, the jury system, and sentencing. Explores the correctional system; namely, probation, prisons, inmates' rights, and parole.

[CJ 1330](#)

Criminal Law

3.0 : 3.0 : 0.0 Su, F, Sp

Prerequisite(s): [LEGL 1000](#) or [CJ 1010](#)

Provides an overview of criminal law and procedures. Covers history and terminology of the criminal justice system, the elements of specific offenses, and the role of the paralegal in the fact-gathering process.

[CJ 1340](#)

Criminal Investigations

3.0 : 3.0 : 0.0 F, Sp

Prerequisite(s): [CJ 1010](#) and [ENGL 1010](#)

Introduces criminal investigation including necessary functions of interviewing witnesses and suspects,

preservation and collection of evidence, and crime scene processing including post-crime scene processing of evidence.

[CJ 1350](#)

Introduction to Forensic Science

3.0 : 3.0 : 0.0 F, Sp

Prerequisite(s): [CJ 1010](#)

Studies the importance of proper identification, collection and preservation of physical evidence. Teaches laboratory techniques and services available to the law enforcement professional as they relate to physical evidence.

[CJ 135L](#)

Introduction to Forensic Science Laboratory

1.0 : 0.0 : 3.0

Co-requisites(s): [CJ 1350](#)

Analyzes different kinds of physical evidence in the laboratory. Reviews the metric system of measurements. Uses microscopy to examine hair, fiber, and tool marks. Uses casting techniques to preserve tool mark impression evidence. Uses photography to preserve and compare impression and pattern evidence. Analyzes bloodstain patterns for point of origin. Analyzes dye and ink by thin layer chromatography. Detects the presence of metal residue with chemical reaction tests.

[CJ 3500](#)

Footwear Impression Evidence

3.0 : 2.0 : 3.0

Prerequisite(s): [CJ 1410](#)

Presents the history of footwear evidence and introduces the examination of footwear impressions. Presents the anatomy of the human foot, its relationship to the manufacturing process, and resulting impressions. Explains crime scene protection and searching procedures. Explains why footwear impressions are overlooked and how to find them. Identifies and lists the basic equipment needed for footwear recovery at the crime scene. Identifies applicable chemical formulas and instructs in the preparation of chemical reagents used to visualize footwear impressions. Teaches lighting and other enhancements used to record and preserve footwear evidence. Recovers footwear evidence through photography, lifting, and casting. Teaches the methodology of footwear identification by image comparison techniques.

[CJ 3520](#)

Tire Imprint Evidence

3.0 : 2.0 : 3.0

Prerequisite(s): [CJ 136L](#) and [CJ 1410](#)

Presents a brief history of the tire and tire sales. Explains the mechanics of the tire tread and sidewalls resulting in distinctive wear patterns. Teaches Crime Scene and Traffic Accident Investigation: recording tire imprints, wheelbase and tire tread stance measurements. Describes the Tire Imprint Identification System: tire noise treatments, wear indicators, test tire impressions, and tire tread drawings. Explains what can be learned without a suspect's vehicle. Explains what can be learned when you do have a suspect's tire. Advises on preparing for trial and obtaining a consultant. Presents one case from the beginning to end. Presents a test case example on tire imprint identification.

CJ 3540

Forensic Trace Analysis I

3.0 : 2.0 : 3.0

Prerequisite(s): [CJ 136L](#)

Introduces the composition and varieties of glass, and discusses the forensic value of glass fractures and fragments associated with crimes. Teaches the physical and light transmission properties of glass. Instructs on the analytical identification of glass using instruments and microscopes to measure density, refraction, color and melting point. Introduces the chemical composition of paint. Teaches how to determine color, binder and elemental composition, and make forensic comparisons on microscopic sized samples. Explains the examination of fire debris, explosives and explosive residues. Teaches the physical characterization and chemical analysis of fire debris and explosive residues.

CJ 3550

Forensic Trace Analysis II

3.0 : 2.0 : 3.0

Prerequisite(s): [CJ 136L](#)

Introduces the physical and biological properties of hair including structure, color, and composition. Teaches the difference between human and animal hair. Explains microscopic hair comparison and the avoidance of false-positive results. Introduces the occurrence of fiber evidence. Teaches methods of fiber recovery and sample preparation. Explains the use of instruments and microscopes to determine chemical composition, color, strength, and shape. Teaches methods of fiber comparison, identification, and classification. Discusses the significance of fiber evidence.

CJ 3700

Fingerprint Examination I

3.0 : 3.0 : 0.0

Prerequisite(s): [CJ 1350](#)

Teaches professional conduct in fingerprint examination. Explains the differences in latent fingerprints as they relate to the physical condition in which they are found. Describes the equipment needed for fingerprint development, lifting and comparison. Presents different classification schemes. Teaches basic fingerprint comparisons, writing examination notes, and applies verification protocols to ensure accuracy. Prepares for courtroom testimony covering: written reports, dress and appearance, demeanor, testimony, presentation, mock trials. Prepares for cross-examination. Deals with judges, opposing counsel, juries and reporters.

CJ 3720

Fingerprint Examination II

3.0 : 3.0 : 0.0

Prerequisite(s): [CJ 1410](#), [CJ 3700](#)

Presents the history of fingerprint examination. Teaches recent technical advances in fingerprint development and examination. Describes the theory and make-up fingerprints, palm prints, and foot prints. Teaches "Superglue Enhancement" techniques. Explores different photographic techniques for preserving fingerprints. Explores different charting and comparison techniques. Teaches the criteria used to determine successful identification versus non-identification. Practices fingerprint identification in Latent Fingerprint Workshop. Organizes and archives casework.

CJ 3740

Fingerprint Examination III

3.0 : 3.0 : 0.0

Prerequisite(s): [CJ 1410](#), [CJ 3720](#), *Instructor's Consent*

Emphasizes the best established and emerging new methods for developing latent prints. Reviews latent print identification, composition, and chemistry. Teaches techniques directed at lipid-soluble components. Reviews traditional fingerprint development techniques. Teaches development by ninhydrin and its analogues. Teaches detection with photo luminescent nanoparticles. Teaches the use of silver physical developer. Updates the use of automated Fingerprint Identification and Imaging Systems. Teaches statistic-based measurements of individuality. Teaches strategies in systematic fingerprint comparison. Presents a Practical Crime Scene Exercise. Critiques and reviews.

CJ 3780

Bloodstain Pattern Analysis

3.0 : 3.0 : 0.0

Prerequisite(s): [CJ 1410](#)

Teaches methods for protection against blood-borne pathogens. Reviews weights, measures, trigonometry, and stroboscopic photo techniques. Presents bloodstain analysis from functional and historical perspectives. Teaches specialized bloodstain terminology and the techniques of bloodstain documentation. Presents the physical properties of blood as they apply to forensic investigation. Uses characteristic patterns and computer applications to interpret the impact patterns of spattered blood. Determine the motion, directionality, point of convergence, and the point of origin of bloodstains. Teaches traditional and modern techniques in crime scene reconstruction for documenting and reconstructing the crime scene. Presents guidelines for presenting bloodstain evidence at trial.

CJ 3800

Computer Forensics and Cyber Crime

3.0 : 3.0 : 0.0

Prerequisite(s): [CJ 136L](#) or *Instructor approval*

Introduces computer forensics and cyber crime. Explains computer terminology, history, and the history of computer crime. Discusses computer crime, computer as targets, hacking, and beyond. Presents avenues for prosecution and government efforts cyber crime. Presents the application of First Amendment, Fourth Amendment, and the Electronic Communications Privacy Act to computer-related crime. Teaches applicable forensic terminology and the standards applied to computer investigations. Develops computer forensic science capabilities. Describes pre-search activities, approaching and securing the crime scene, and crime scene processing. Teaches methods of data protection, retrieval, and analysis. Presents conclusions and future issues.

CJ 3820

Crime Scene Investigation Techniques I

3.0 : 3.0 : 0.0

Prerequisite(s): [CJ 1340](#)

Explains the fundamental goals of crime scene investigation. Explains the importance of physical evidence. Teaches fundamental crime scene documentation skills including note taking, sketching, and photography. Teaches evidence collection and packaging. Teaches specific methodology for death scenes, trace evidence, bloodstains, and ballistics. Assembles the evidence to reconstruct the crime scene.

CJ 382L

Crime Scene Investigation Techniques Laboratory I

1.0 : 0.0 : 3.0

Prerequisite(s): [CJ 1340](#)

Co-requisites(s): [CJ 3820](#)

Teaches fundamental crime scene documentation skills including note taking, sketching, and photography. Teaches evidence collection and packaging allowing correct tracking and protection against contamination. Teaches packaging of dangerous and infectious materials. Teaches by a cycle of critique, review, and repeat for at least two cycles to make documentation skills automatic, thus allowing the investigator to concentrate on the evidence and not on the process. Uses an alternative light source to find evidence at the crime scene. Provides experience in fingerprint development, photography and lifting. Provides experience in making three dimensional casts and two dimensional impressions of physical evidence.

CJ 3850

Marijuana Identification Certificate

3.0 : 2.0 : 2.0

Prerequisite(s): [CJ 1410](#) and *Instructor Approval*

Teaches the botanical and chemical methodology required for the legal identification of marijuana. Identifies the microscopic morphological features of the plant material. Uses thin layer chromatography to detect hallucinogenic chemicals. Uses the Duquenois-Levine Test to detect the cannabinoid family of chemicals. Teaches the methodology to detect marijuana residues in charred debris. Identifies false-positive results. Interprets data, writes a marijuana analysis report and presents results in a Moot Court.

CJ 3860

Forensic Microscopy

3.0 : 2.0 : 3.0

Prerequisite(s): [CJ 136L](#)

Lays the foundation of forensic microscopy. Explains the theory of the microscope: light and lenses. Describes the major variants of the compound microscope including the stereo, polarized light and comparison varieties. Explains the function and purpose of the illuminator, sub stage condenser, objective, and ocular. Establishes acceptable performance criteria and image quality as it relates to compromises among resolution, magnification, and visibility. Presents the use of specialized contrast enhancement and illumination techniques. Explains the theory and use of the polarized light microscope in the examination of anisotropic, birefringent, and optical properties of crystalline materials. Describes the use of the microscope as a quantitative measuring tool. Introduces color analysis using a microscope attached to a spectrophotometer. Teaches instrument calibration methods and the principles of forensic microscopic spectrophotometric examination. Describes the collection and examination of microtraces and the use of microtrace catalogs.

CJ 3880

Professional Practices for the Forensic Scientist

3.0 : 3.0 : 0.0

Prerequisite(s): [CJ 1330](#), [CJ 2350](#)

Stresses the importance of background checks, polygraph tests and personal integrity. Teaches Professional Competence: training, degrees and certificates, publications, affiliations, testimony track record, continuing education. Describes the duties and the special privileges of opinion testimony afforded to expert witnesses. Explains the Rules of Evidence and statistical reliability as they pertain to scientific

data and findings. Presents guidelines for case review and report writing. Discusses trial strategy, testimony, presentations, and dangers that confront the expert witness at court. Discusses cross-examination strategies. Teaches professional business practices including personal organization, contracts for hiring the expert for professional services, consultation, correspondence, record keeping, fee setting, and fee collection.

CJ 4400

Forensic Chemist Lecture

3.0 : 3.0 : 0.0

Prerequisite(s):[CJ 136L](#), [CJ 3820](#), [CJ 3880](#), and [CHEM 2320](#). *Co-requisites(s):*[CJ 441L](#)

Teaches safety precautions. Teaches the importance and procedures of evidence security, package seals to avoid contamination and loss. Instructs in case documentation and analytical notes in the laboratory. Teaches chemical analysis techniques including: net weight determination, sample preparation, presumptive testing, structural conformation and quantization. Teaches guidelines for data analysis, interpreting results, and writing analytical reports. Provides guidelines for case review and quality assurance. Teaches botanical identification and marijuana analysis. Presents methods for fiber and polymer analysis, paint sample preparation, and microscopic color analysis. Intends to replace the initial on-the-job training and professional seminars required of beginning forensic chemists after being hired in a crime laboratory.

CJ 441L

Forensic Chemist Laboratory

1.0 : 0.0 : 3.0 *Co-requisites(s):*[CJ 4400](#)

Stresses laboratory safety. Teaches evidence security, and the avoidance of contamination and loss. Instructs in case documentation and analytical notes in the laboratory. Teaches chemical analysis techniques including: net weight determination, sample preparation, presumptive testing, structural conformation and quantization. Teaches guidelines for data analysis, interpreting results, and writing analytical reports. Provides guidelines for case review and quality assurance. Teaches botanical identification and marijuana analysis. Presents methods for fiber and polymer analysis, paint sample preparation, and microscopic color analysis. Intends to replace the initial on-the-job training and professional seminars required of beginning forensic chemists after being hired in a crime laboratory.

CJ 443R

Directed Research in Forensic Science

2.0 to 7.0 : 1.0 : 3.0 to 15.0 *Prerequisite(s):**Instructor Approval*

Provides undergraduate research. Guidance by a faculty member directs literature data, experimental design, data acquisition, interpretation of results, and conclusion. Written report, suitable in form for publication, necessary for completion. May be repeated for a maximum of 7 credits toward graduation.

CJ 482R

Forensic Science Internship

1.0 to 8.0 : 0.0 : 5.0 to 40.0 *Prerequisite(s):**Instructor Approval*

Provides workplace job experience. Related to forensic science field. Awards credit based on work assignments, responsibilities, and duration. Requires a summary report describing duties and personal impressions.

Appendix B

Program Schedule

First Semester

ENGL	1010	Introduction to Writing	3
MATH	1050	College Algebra for Science majors	4
BIOL	1010	General Biology	3
BIOL	1015	General Biology Laboratory	1
CJ	1010	Introduction to Criminal Justice	3
Complete one of the following			
HIST	2700	U.S. History to 1877	
HIST	2710	U.S. History since 1877	
HIST	1700	American Civilization	
ECON	1740	U.S. Economic History	
POLS	1000	American Heritage	
POLS	1100	American National Government	<u>3</u>
Total			17

Second Semester

MATH	1210	Calculus I	5
Social Science Elective			3
CJ	1340	Criminal Investigations	3
PHIL	2050	Ethics and Values	3
ENGL	2020	Intermediate Writing: Science and Technology	<u>3</u>
Total			17

Third Semester

ART	1050	Photography	3
COMM	1020	Public Speaking	3
CHEM	1210	Principles of Chemistry I	4
CHEM	1215	Principles of Chemistry I Laboratory	1
CJ	1350	Introduction to Forensic Science	3
CJ	135L	Introduction to Forensic Science Laboratory	<u>1</u>
Total			15

Fourth Semester

CJ	2350	Laws of Evidence	3
CHEM	1220	Principles of Chemistry II	4
CHEM	1225	Principles of Chemistry II Laboratory	1
PHYS	2010	College Physics I	4
PHYS	2015	College Physics I Laboratory	1
Complete one of the following			
HLTH	1100	Personal Health & Wellness OR	
PES	1097	Fitness for Life	<u>2</u>
Total			15

Fifth Semester

ART	2450	Digital Imaging	3
CHEM	2310	Organic Chemistry I	4
CHEM	2315	Organic Chemistry I Laboratory	1
CJ	1330	Criminal Law	3

MATH	2040	Principles of Statistics		<u>4</u>
			Total	15

Sixth Semester

CHEM	2320	Organic Chemistry II		4
CHEM	2325	Organic Chemistry II Laboratory		1
CJ	3700	Fingerprint Examination I		3
CJ	3820	Crime Scene Investigation Techniques I		3
CJ	382L	Crime Scene Investigation Techniques I Laboratory		1
CJ	3860	Forensic Microscopy		<u>3</u>
			Total	15

Seventh Semester

CJ	3540	Forensic Trace Analysis I		3
Elective Credits		(from approved list—see advisor)		<u>12</u>
			Total	15

Eighth Semester

CJ	3500	Footwear Impression Evidence/Lab OR		
CJ	3520	Tire Imprint Evidence		3
CJ	3880	Professional Practices for the Forensic Scientist		3
		Complete 6 credits of any elective courses numbered 3000 or higher		<u>6</u>
			Total	12

Program Total 124 SH

Appendix C

Example Qualification for a Forensic Scientist (Today, often a scientist or criminalist with forensic training and/or experience rather than a graduate forensic science degree which is relatively new.)

GARY H. NAISBITT, Ph.D.

Education

Ph.D. Biochemistry, Brigham Young University
Post Doc. Department of Medicine, University of California, San Diego
B.A. Major: German, Weber State College
Minor: Chemistry

Professional Positions

Director of Forensic Science, Utah Valley State College, February 2005 to Present
Adjunct Criminal Justice Instructor, Utah Valley State College, January 2002 to February 2005
Criminalist B Expert Witness, Utah Bureau of Forensic Services Laboratory, 1995 to Nov., 2001
Adjunct Instructor, Salt Lake Community College, 1996 and 1997
Adjunct Associate Professor, Brigham Young University, 1994 to 2000
Biochemistry Faculty Research Associate, Brigham Young University, 1992 to 1994
Project Manager for the Environmental Protection Agency --- Contract Laboratory Program (EPA-CLP), DataChem Laboratories, 1989 to 1990
Research Chemist, Dionex, 1988 to 1989

Forensic and Technical Training

Forensic Education Programs Accreditation Committee – Program Examiner, American Academy of Forensic Sciences, February 2005
Introduction to Explosion and Bombing Crime Scenes, Northwest Association of Forensic Scientists, 2001.
Digital Imaging, Northwest Association of Forensic Scientists, 2001.
Mass Spectra Interpretation, Northwest Association of Forensic Scientists, 2001.
Paint and Drug Analysis, American Academy of Forensic Sciences, February 2000.
Accreditation and QA/QC, 27th Annual Symposium on Crime Laboratory Development, 1999.
21st International Symposium on Capillary Chromatography and Electrophoresis, 1999.
Y2K and QA/QC, American Academy of Forensic Science, , 1999.
Polarized Light Microscopy, Microvision Northwest, 1997.
Clandestine Laboratory Investigation, Clandestine Laboratory Investigators Assoc, 1997.
Paint Examination and Comparison, California Criminalistics Institute, 1997.
Forensic Chemist Seminar, Drug Enforcement Administration, 1996.
Mass Spectra B Theory and Interpretation, California Criminalistics Institute, 1996.
Perkin-Elmer Gas Chromatography-Mass Spectrometry User's Training, 1995.
Utah Crime Scene Academy Fall '95 - Basic Course, 1995.
Quality Control/Quality Assurance, Rocky Mountain Center of Industrial Hygiene, 1989.
Nikon School of Photography, Nikon, Inc.

Professional Affiliations

Fellow--American Academy of Forensic Science, 1996 to Present

Diplomat--American Board of Criminalistics, 1999 to July 2005

Member--SWG-DRUG, Quality Assurance and Methods Validation Subcommittee 1998 to 2001 (Non-Core Member, assigned to Jack Shyler)

Publications and Presentations

1. Gary H. Naisbitt, Mao-Rong Lu, William R. Gray, and Leo P. Vernon "A Small Basic Peptide From Pumpkin Seeds" Plant Physiol. No. 88, 770-773, 1988.
2. Campbell, E.R., Murphy, B.J., Naisbitt, G.H., Richter, B.E., Andersen, M.R., Knowles, D.E., Dankovic, D.A., Disinger, J., Horstman, M.G., Zanger, R.C., Springer, D.L., Later, D.W., "Supercritical Fluid Extraction Analysis of Residues in Meats, Final Progress Report", United States Department of Agriculture Science and Education, Grant No. 86-SBIR-8-0130, 130 pages, 1989.
3. Brett J. Murphy, Gary H. Naisbitt, Erin Campbell, Dankovic, D.A., Horstman, M.G., David L. Springer and Douglas W. Later, "Biological Monitoring of Pesticides, Solvents and Their Metabolites by Supercritical Fluid Chromatography", National Cancer Institute Contract Number N44-CP-71086, 1989.
4. Gary H. Naisbitt, Douglas W. Later and Brett J. Murphy "Single Method Analysis of Carbaryl Pesticide and Its Polar and Non-polar Metabolites by SFC" Proceeding of the 1989 Pittsburgh Conference, Published Abstract No. 1358 and Poster, 1989.
5. G.H. Naisbitt "SFC Analysis of Biological Substances Using Modified Mobile Phases", 1989 Symposium / Workshop on Supercritical Fluid Chromatography, Snowbird, Utah. Poster.
6. Naisbitt, Gary H. "Supercritical Fluid Chromatography and Extraction" Introduction to Industrial Hygiene Chemistry Seminar, Invited Lecture, Salt Lake City, Utah, 1990.
7. Fracki, Wojciech St., Li, Du, Owen, Noel, Perry, Carol, Naisbitt, Gary H., Vernon, Leo P., "Role of TYR 45, TYR 13, and TRP 8 in Membrane Responses of Pyricularia Thionin Determined by Optical and NMR Spectra Following TYR Iodination and TRP Modification" Toxicon, Vol 30, No. 11, pp. 1427-1440, 1992.
8. Wang, Fei, Naisbitt, Gary H., Vernon, Leo P., Glaser, Michael, "Pyricularia Thionin Binding and the Role of Trp-8 in the Enhancement of Phosphatidylserine Domains in Erythrocyte Membranes", Biochemistry, Vol 32, No. 46, pp. 12283 - 12289, Nov. 23, 1993.
9. Milton L. Lee, Iulia M. Lazar, Kenneh D. Onuska, and Gary Naisbitt, ACE-TOFMS for the Analysis of Drugs fo Abuse@, Proceedings of the Society of Forensic Toxicologists, Lecture, Abstract and Poster, October 1997.
10. Gary Naisbitt, Iulia M. Lazar, and Milton L. Lee, AAnalysis of Drugs of Abuse by Capillary Electrophoresis Coupled to Time-of-Flight Mass Spectrometry@, Proceedings of the American Academy of Forensic Science, Abstract and Poster No. 56, February 1998.
11. Iulia M. Lazar, Gary Naisbitt and Milton L. Lee, ACapillary Electrophoresis-Time-of-Flight Mass Spectrometry of Drugs of Abuse@, The Analyst, July 1998, Vol. 123 (1449-1454).
12. Iulia M. Lazar, Gary Naisbitt, Milton L. Lee, ACapillary Electrophoresis Time-of-Flight Mass Spectrometry of an Opium Extract@, Chromatographica, Vol.50, pp 188-194, August 1999.
13. Naisbitt, Gary H., ADPS Crime Laboratory Trace Program@, The Utah Peace Officer, Vol 77, pp 68-69. 2000.
14. Gary H. Naisbitt, PhD, David S. Murdock, PhD, Scott R. McDaniel, MS, Barbara J. Hopkins, BS, Jennifer M. McNair, BS, AGHB Determination by GC-MS Without Complication or Ambiguity from GBL@, Proceedings of the American Academy of Forensic Science, Oral Presentation and Abstract B14, Vol 7, pp 28, February 2001.

Faculty

Simon Blundell, MFA, Photography, University of Utah

Photography is an essential crime scene skill used to record the scene in its original condition. Photos are used during the investigation phase and in court for crime scene reconstruction to show jury the positions and condition of elements of the crime. Mr. Blundell will teach:

ART 1050 Photography I

Calvin Bond, PhD, Environmental and Analytical Chemistry, University of Maryland, College Park

Chemistry is an essential foundation field in the study of science. The duty of the chemistry section of the crime laboratory is to examine physical evidence from the crime scene to substantiate its chemical identity and describe its role in the crime. Common substances needing analysis are legal and illegal drugs, poisons, blood alcohol, arson accelerants, explosives, plastics, and paints. Dr. Bond also attended a 40-hour Forensic Workshop in the summer of 2004. He will teach:

CHEM 1210 Principles. Chemistry I

CHEM 1215 Principles Chemistry I Laboratory

CHEM 1220 Principles of Chemistry II

CHEM 1225 Principles of Chemistry II Laboratory

W. Brent Bullock, JD, Law, J. Reuben Clark Law School, Brigham Young University

Mr. Bullock has been a peace officer, Assistant County Attorney, and a judge. A forensic scientist needs to know the laws pertaining to the handling, analysis, and presentation of evidence in court. Dr. Bullock will teach:

CJ 1330 Law of Evidence

CJ 3880 Professional Practices of the Forensic Scientist

William Dinkledge, PhD, Geology, University of California, Santa Barbara

Soil comparisons are used to identify the crime scene and to link the victim and suspect together. Polarized light microscopy is used to identify synthetic fibers and other quasi-crystalline substances. Dr. Dinkledge will teach soil analysis and some areas of microscopy.

GEOL 3400 Forensic Geology

Curtis Fillmore, MS, Public Administration, Brigham Young University

Mr. Fillmore has spent more than twenty-five years with the U.S. Drug Enforcement Agency (DEA) investigating drug related crimes. His duties included Group Supervisor and Acting Resident Agent-in-Charge. Mr. Fillmore also represented the United States in drug related issues as the Assistant Country Attaché in the American Consulate in Copenhagen, Denmark. Mr. Fillmore's extensive law enforcement

experience contributes a strong sense of work-place reality into the Forensic Science program. Mr. Fillmore will teach:

CJ 1010 Intro. Criminal Justice
CJ 1340 Intro. Criminal Investigation
CJ 3820 Crime Scene Techniques I
CJ 382L Crime Scene Techniques I Laboratory
CJ 3840 Crime Scene Techniques II
CJ 384L Crime Scene Techniques II Laboratory

James Godfrey, MFA, Graphic Design, Utah State University

Graphic presentations are vital to presenting an accurate and understandable recreation of the crime scene to the jury. This course teaches digital presentation techniques that can be presented on the courtroom video system and easily archived for storage or review. Mr. Godfrey will teach:

ART 2450 Digital Imaging

Lawrence J. Gray, PhD, Zoology, Arizona State University, Tempe

General Biology is a required course in the science core. It contributes to the broadly based science curriculum required by FEPAC. Dr. Gray will teach:

BIOL 1010 General Biology

Gamini U. Gunawardena, PhD, Chemistry, University of Utah

Dr. Gunawardena teaches Organic Chemistry. Most of the materials tested in the crime laboratory are organic molecules that include illegal and legal drugs, arson accelerants, paint, synthetic fibers, explosives, and plastic materials. Dr. Gunawardena will teach:

CHEM 2310 Organic. Chemistry
CHEM 2315 Organic Chemistry I Lab
CHEM 2320 Organic Chemistry II
CHEM 2325 Organic Chemistry II Lab

Stott Harston, JD, J. Reuben Clark Law School, Brigham Young University

Mr. Harston has been an assistant county prosecutor. He will teach:

CJ 2350 Law of Evidence

Phillip Matheson, PhD, Physics, Brigham Young University

Physics are required courses in the science core. They contribute to the broadly based science curriculum required by FEPAC. Dr. Gray will teach:

PHYS 2010 College Physics
PHYS 2015 College Physics Lab

Stephen Merrin, PhD, Mathematics, New Mexico State University

Calculus is a required course in the science core. It contributes to the broadly-based science curriculum required by FEPAC. Dr. Merrin will teach:

MATH 1210 Calculus

Gary H. Naisbitt, PhD, Biochemistry, Brigham Young University

Dr. Naisbitt is a trained FEPAC program inspector. He managed an Environmental Protection Agency sponsored analytical chemistry program, served six years doing chemical and trace analysis in a state crime laboratory, has testified in court as an expert witness, has been a board certified criminalist, is a Fellow of the American Academy of Forensic Sciences, and has taught forensic science in college for over three years. Dr. Naisbitt will teach:

CJ 1350 Intro. Forensic Science
CJ 135L Intro. Forensic. Science Laboratory
CJ 3540 Forensic Trace Analysis I
CJ 354L Forensic Trace Analysis Laboratory I
CJ 3550 Forensic Trace Analysis II
CJ 355L Forensic Trace Analysis Laboratory II
CJ 3820 Crime Scene Techniques
CJ 382L Crime Scene Tech. Lab
CJ 3850 Marijuana Identification Certificate
CJ 3860 Forensic Microscopy
CJ 4400 Forensic Drug Analysis
CJ 440L Forensic Drug Analysis Laboratory

Raymond Sievers, PhD, Applied Statistics and Research, University of Northern Colorado

Statistics is a required course for FEPAC accreditation. It is used to test accuracy and relevance of scientific data. Dr. Sievers will teach:

MATH 2040 Principles of Statistics

Appendix D

Compilation of Job Titles and Potential Areas of Employment.

Job Titles

Job titles in the following lists have been compiled based on similar duties and academic requirements stated in the job descriptions and categorized as pertaining to the proposed BS Forensic degree. These data are taken from the American Academy of Forensic Science publication, *Academy News*, over the nine month period from January to September 2005. The Academy lists *Job Opportunities* as a courtesy to Academy members but it represents only a small sampling of the much larger national job market.

Employers

The following list of employers is taken from the same data that was cited for Job Titles. It shows significant private sector strength for the BS Forensic Science and BS Forensic Chemistry degrees.

Job Titles – BS Forensic Science

Forensic Scientist
Forensic Customer Training Specialist
Trace Evidence Examiner
Criminalist 2 Firearms, Tool Marks
Forensic Product Specialist – East Coast & West Coast
Quality Assurance Officer
Firearms and Toolmark Examiner
Forensic Unit Supervisor
Criminalist
Forensic Scientist Entry / Forensic Scientist 1
Latent Print Examiner
Corporate Security Forensic Scientist
Evidence Custodian
Evidence Custodian Assistant
Fingerprint Specialist
Forensic Photographer
Forensic Specialist
Forensic Analyst – Latent Prints/Firearms

Employers Advertising for New Hires

Private Industry

Bode Technology Group
Crime Scene Technology
Ideal Innovations
Forensic Analytical Specialities, Inc
Aramco Services Company

State, County, and Local Agencies

Oregon State Police, OR
Honolulu Police Department, HI
City of Greenwood, IN
Riverside County Sheriff, CA
City of Miami, FL
Washington State Patrol, WA
Seattle and King County, WA
San Diego Police, CA
Cook County, NV
Kansas City Police, KA
San Mateo County Sheriff, CA
Suffolk County,
Hamilton County,
DuPage County Sheriff,
Miami Dade Police, FL
Los Angeles County Sheriff, CA
Wyoming Attorney General, WY
Johnson County Sheriff,
City of Tacoma, WA
Pinellas County, FL

Federal Agencies

U.S. Army Criminal Investigation Laboratory
Department of Justice, Drug Enforcement Administration (DEA)
Alcohol, Tobacco, and Fire Arms

Traditional Forensic Employers

U.S. Army Criminal Investigation Laboratory
Department of Justice, Drug Enforcement Administration (DEA)

Alcohol, Tobacco, and Fire Arms

Federal Bureau of Investigation
Drug Enforcement Administration
U.S. Postal Service
Food and Drug Administration
Local, County and State Law Enforcement

MEMORANDUM

April 12, 2006

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Utah Valley State College - Bachelor of Arts and Bachelor of Science Degree Programs in Theatre Arts, Bachelor of Science Degree in Theatre Education, Theatre Arts Minor – Action Item

Issue

The Utah Valley State College Department of Theatrical Arts for Stage and Screen requests approval to offer Bachelor of Arts and Bachelor of Science Degrees in Theatre Arts, Bachelor of Science Degree in Theatre Education and a Theatre Arts Minor effective Fall Semester 2006. The programs have been approved by the institutional Board of Trustees on 10 November 2005. The proposal was approved for development by the Program Review Committee (PRC) on 16 February, 2006.

Background

For three years, UVSC has been enhancing its liberal arts offerings as part of its developing role as a comprehensive, four-year college. Programs recently approved in the arts area include dance and art and visual communication. For the past 1½ years, the proposal for four-year degree programs in Theatre has been on the institution's priority list.

The purpose of the proposed Theatre programs is to enable the Theatre Department to meet the needs of its existing and future students for continued education in the Theatre arts, fulfilling their desires to:

- Be fully prepared for continued (graduate) education
- Be fully prepared for employment upon attainment of the proposed degrees
- Possess a lifelong desire for learning and personal fulfillment
- Be culturally active in their communities

UVSC is prepared to begin the four-year program with its dedicated theatre facilities in the form of a recently-renovated blackbox theatre, a rehearsal studio, a scene shop, a costume shop, and shop storage spaces. As with other USHE theatre venues, UVSC shares its performance spaces with other entities on campus, but has priority scheduling rights to them. These facilities are adequate for the proposed Theatre programs.

More faculty will be added over time. The Department currently has four tenured or tenure-track faculty (three of whom have terminal degrees), two qualified and experienced individuals in full-time lectureship positions (one of whom has a terminal degree), and two part-time artists-in-residence (one of whom also has a terminal degree). This faculty cohort, with 1.5 planned new hires, is more than adequate for the four-year degrees to be offered. Funding for the new positions has already been committed. New funding is expected from second-tier tuition, mission-based equity funding, and reallocation of existing resources.

The College provided need and student interest data to support the proposal. Most compelling is the growth of student interest in the associate's degree with the emphasis in Theatre and in Theatre courses.

Policy Issues

Utah State University raised issues regarding adequate rehearsal space and adequate faculty support for a four-year program with heavy emphasis on the upper-division major courses. UVSC officials provided detailed information on their use of shared space. UVSC officials, in addressing the number of needed faculty cite the R312 to explain that, as a Type IIIA institution, their teaching loads are heavier and, therefore, their faculty teach more classes compared to Type I institutions. In addition, Theatre faculty, in the first year, intend to offer junior level courses. The senior-level courses will be offered the second year.

Concern was expressed regarding the impact of enrollment on other USHE Theatre programs. The impact will not be known until the program has functioned for several years.

Commissioner's Recommendation

The Commissioner recommends the Baccalaureate Degrees (BA/BS) in Theatre Arts proposed by Utah Valley State College be approved by the Board of Regents. It is further recommended that a three year report be submitted to the Regents on the progress of this program.

Richard E. Kendell, Commissioner

REK/PCS
Attachment

Academic, Applied Technology and Student Success Committee

Action Item

Request to Offer Bachelor of Arts and Bachelor of Science Degrees in Theatre Arts, Bachelor of Science in Theatre Education, Theatre Arts Minor

Utah Valley State College

Prepared for
Richard E. Kendell
By
Phyllis C. Safman

April 12, 2006

SECTION I: REQUEST

The Utah Valley State College Department of Theatrical Arts for Stage and Screen requests approval to offer the following degrees, effective Fall Semester 2006. The programs that follow have been approved by the institutional Board of Trustees on 10 November 2005. The proposal was approved for development by the PRC on 16 February, 2006.

- Bachelor of Arts in Theatre
- Bachelor of Science in Theatre
- Bachelor of Science in Theatre Arts Education
- Minor in Theatre Arts

The Department submitted an initial Letter of Intent, which was posted to the USHE Academic Affairs website for response. UVSC posted replies to the responses, after which the PRC reviewed the Letter of Intent on 06 January 2006. The PRC recommended a revision to simplify the proposed programs and to eliminate one or more emphases from both the BA and BS degree programs. The revision was submitted 13 January 2006.

This proposal incorporates the recommendations of the PRC. It also addresses earlier concerns voiced by other institutions in the USHE, as well as those of UVSC's consultants. Of significant note is the elimination of all emphases in favor of a general, liberal arts baccalaureate degree.

SECTION II: PROGRAM DESCRIPTION

DESCRIPTION OF PROGRAMS

BA and BS in Theatre Arts

The BA and BS degrees in Theatre total 120 credits, 40 of which must be upper division. Both the BA and the BS share a common core of Theatre courses totaling 35 credits, of which 22 are upper division. The remaining credits are distributed between Theatre electives and foreign language/electives. An overall GPA of 2.0 ("C") is required. The standard of 2.0 ("C") overall G.P.A. for graduation is in line with the majority of Institutions in USHE. The student must complete a minimum of 30 credit hours while in residence at UVSC, with at least 10 of those completed within the last 45 hours.

Degree requirements are as follows:

Requirements	BA	BS	Upper Division
General Education Core and Distribution	35	35	0
Theatre Major Core Requirements	35	35	19
Theatre Major Electives	18	18	18
Foreign Language	15	--	0
Electives	17	32	3
TOTAL CREDITS	120	120	40

The National Association of Schools of Theatre, the discipline's accrediting body, specifies that Theatre courses consist of 30-50% of the total BA/BS credits for a liberal arts degree. The proposed BA/BS consists of 53 Theatre credits, or 44 percent of 120 total credits.

BS in Theatre Arts Education

The BS in Theatre Arts Education (120 credits) consists of a core of Theatre courses totaling 43 credits, which includes a secondary teaching methods course (3 credit hours). The core is designed to meet or exceed subject matter requirements for secondary education licensure in Theatre. (NOTE: Each state determines what constitutes "highly qualified" under No Child Left Behind. The State of Utah has determined that a passing grade in the Praxis II subject matter test or 30 semester hours in the major meets the requirement for "highly qualified" under NCLB. The Praxis II test in Theatre is currently under development. However, the proposed degree more than exceeds the required 30 semester hours.)

Requirements	BS
General Education Core and Distribution	36
Theatre Major Core Requirements (incl. teaching methods)	43
Secondary Education Licensure Courses	30
General Electives	11
TOTAL CREDITS	120

Students must maintain an overall grade point average of 2.75 or above with no grade lower than a B- in secondary education courses and no grade lower than a C+ (2.40) in Theatre major courses.

Of the proposed secondary education program, Carol Ann Goodson of the State Office of Education, says: "This proposal has our blessings. It fulfills the NCLB and the USOE requirements." Goodson adds that UVSC faculty must be ". . . familiar with the Utah Secondary Theatre Core and cover the critical areas, . . ."

The education program as detailed in the Appendix includes a generic "place holder" teaching methods course which will be replaced by one specific to theatre prior to implementation of the program. It will be developed by Aleen Ure, Director-Curriculum for Alpine School District, and the department's Dr. Terry Petrie and Elaine Hansen, who each have numerous years of experience with secondary education and licensure. Both have experience with secondary education curriculum development and student-teacher supervision. NAST's standards for teacher development programs will be used as the template, as well as the requirements of the Utah Secondary Theatre Core.

Minor in Theatre Arts

The final element of this proposal is for a Minor in Theatre Arts consisting of 21 credit hours. A 2.0 ("C") overall G.P.A. is required of students in this minor. All courses meet the State of Utah requirements for secondary education endorsements in Theatre.

PURPOSE OF DEGREE

The purpose of the proposed programs is to enable the Department to meet the needs and desires of its existing and future students for continued education in the theatre arts, fulfilling their desires to:

- Be fully prepared for continued (graduate) education
- Be fully prepared for employment upon attainment of the proposed degrees
- Possess a lifelong desire for learning and personal fulfillment
- Be culturally active in their communities

INSTITUTIONAL READINESS

For three years now, UVSC has been enhancing its liberal arts offerings as part of its developing role as a comprehensive, four-year college. Programs recently approved in the arts area include dance and art and visual communication. For the past 1½ years, the proposal for four-year degree programs in Theatre has been on the institution's 1-12 month priority list.

UVSC currently has dedicated Theatre facilities in the form of a recently-renovated blackbox theatre, a rehearsal studio, a scene shop, a costume shop, and shop storage spaces. As with other USHE theatre venues, UVSC shares its other performance spaces with other entities on campus, but has priority scheduling rights for them. These facilities are adequate for a good Theatre program.

The revised Letter of Intent noted a possible enhancement of facilities in the future. However, as stated above, the proposed programs are not dependent on other than the facilities currently available.

FACULTY

The Department currently has four tenured or tenure-track faculty (three of whom have terminal degrees), two qualified and experienced individuals in full-time lectureship positions (one of whom has a terminal degree), and two part-time artists-in-residence (one of whom also has a terminal degree). This, with 1.5 planned new hires, is more than adequate for the four-year degrees to be offered. In fact, a review of the web sites, catalogues, and class schedules of baccalaureate programs in the Utah System of Higher Education reveals that it is not unusual to offer these programs with a similar sized or even smaller corps of contract faculty. Weber State University (WSU) appears to have seven full-time theatre instructors and offers a general BA/BS in Theatre Arts, a BA/BS in Musical Theatre, a BA/BS in Theatre Arts Teaching, and Minors in Theatre Arts and Theatre Arts Teaching. Southern Utah University (SUU) appears to have six full-time theatre instructors. This school offers a BA/BS in Theatre Arts with emphases in either Acting/Directing or Design/Technical. SUU also offers a BA/BS leading to secondary education licensure and a Minor in Theatre Arts. Both of these schools utilize a 24 credit-hour teaching load per school year, while the teaching load for USU and U of U is at 18 credits. UVSC's faculty teaching load requirement is 27 credits per year, yielding the equivalent for teaching of three faculty FTE for two at the U of U and USU and nine for eight faculty at SUU and WSU.

For details of faculty qualifications, please see Appendix C.

The Department also has a pool of thirteen highly-qualified adjunct instructors from whom to draw specialty skills. For example:

- Lisa Bean (Ph.D., Children's Theatre--Brigham Young University), teaches Children's Theatre classes.
- Kim Abunuwara (Ph.D., Theatre and Film--Brigham Young University; MFA, Acting - National Theatre Conservatory, Denver Center for the Performing Arts) teaches acting classes.
- Katie Farmer (MA, Theatre and Film--BYU; ABD, Dramatic Theory and Criticism - BYU) teaches Script Analysis.
- Blaine Quarnstrom (Ph.D., Theatre History/Theory--Ohio State University) is scheduled to teach upper-division classes in those areas.

The average number of adjuncts teaching in the current AS program in any semester is seven - covering 10 to 17 of mostly general education sections each semester. The proposed program requires an additional adjunct FTE of 0.65 by the end of year five (see budget projections). The number of adjunct instructors used in the USHE theatre programs varies, with the larger schools utilizing a higher ratio of adjuncts to contract faculty.

With the exception of the 0.65 adjunct FTE mentioned above, all the upper-division course work required for the major will be taught by the full-time faculty.

For a discussion of proposed staffing and new hires for the new programs, please see Section 10.1.6 of this document. The budget explains adding 1.5 new FTE faculty to the Department.

STAFF

The Department currently has one full-time administrative assistant who also handles the advising functions within the Department. With the implementation of the proposed programs, the advising functions will be shifted to a recently-hired advisor whose assignment is to counsel for three Departments – Art and Visual Communication, Music, and Theatrical Arts. This position is funded at the School level. The administrative assistant will serve as a resource and liaison between the Department and the advisor.

Two staff positions currently exist – the aforementioned artists-in-residence. Three-quarters of their time will continue as supervisors in the costume and scene shops. Their remaining time, as detailed in Section V below, will be allocated to teaching.

LIBRARY AND INFORMATION RESOURCES

As with other subject areas, Theatre is assigned its own separate, annual library budget. Collections are housed primarily in the PN 1991-2300 area using the Library of Congress classification system, including resources in areas related to the specific subject area such as drama, acting, directing, production, history, and so forth.

Books

Books are selected in collaboration with faculty to best support current and future classes at UVSC, and are updated with peer-recommended lists and other review sources. Because of the relatively new age of the holdings, students have access to books of quality and currency.

Audio Visual Items

The UVSC Library has one of the largest video collections in the state higher educational system with close to 13,000 video recordings on the main campus alone. A review of other USHE catalogues or conversations with department heads shows WSU having 9,197 items, SUU at 5,990, and USU at 8,702. Only the University of Utah has more audio-visual items at 16,636; however, the items are available only to faculty for checkout. Of UVSC's main campus holdings, over 1,800 of these titles are related to Theatre and Film Studies, with over 200 filmed stage productions including the "Broadway Theatre Archive." In addition, the library owns the "Production Music Library," a set of 27 CD's with over 918 copyright free music cuts which can be used for underscoring Theatre productions; and the "Period Backgrounds Sound Effects Library," which has sounds from various periods suitable for mixing and looping to provide period atmosphere for stage productions.

Periodicals Indexes

Currently, UVSC Library provides access to over 100 periodical indexes. The library belongs to the Utah Academic Library Consortium (UALC) which allows reciprocal borrowing among the higher education institutions in Utah, Idaho and UNLV in Nevada. Major indexes covering theatre include:

Index	Coverage
<i>Academic Search Premier</i>	Some full text, coverage=1975+
<i>Art Abstracts Full Text</i>	Some full text, coverage=1984+
<i>Directory of Open Access Journals (DOAJ)</i>	Full text, coverage varies.
<i>International Index to the Performing Arts Full Text (IIPA)</i>	Full Text (IIPA). Some full text, coverage=1864+,
<i>LexisNexis Academic</i>	Full text, coverage= 1970+
<i>MasterFILE Premier</i>	Some full text, coverage=1984
<i>MLA International Bibliography</i>	No full text, coverage=1963+
<i>Project Muse</i>	Some full text coverage dates vary
<i>SIRS Renaissance</i>	Full text
<i>Video Librarian</i>	Full text coverage

Other Library Resources

The statewide reciprocal borrowing agreement through UALC allows UVSC students and faculty to check out materials from any Utah academic institution library, including the University of Utah Marriott Library and the private schools, BYU and Westminster. If books are not available in-state, or if students cannot physically go to another library, any needed book can be ordered through Interlibrary Loan. The ILL web form can also be accessed from the Library Homepage. The library also offers subject specific bibliographic instruction sessions to help students maximize their use of library sources and materials and increase the quality of research and scholarship. The library is committed to supporting a four-year Theatre degree. With active participation from faculty, the collection continues to grow in quality and quantity.

Additionally, the Department recently received the personal Theatre libraries of two retired faculty members, the significant contents of which are being catalogued and made available for student checkout. These valuable materials are available to students over and above what is found in UVSC's main library.

ADMISSION REQUIREMENTS

With the exception of the BS in Theatre Arts Education, there are no matriculation requirements for the proposed programs other than the admissions requirements imposed by the institution.

For matriculation into the Education degree program, students follow the matriculation guidelines of UVSC's secondary education program, which are: 1) minimum ACT composite score of 20 with no sub-test score lower than 18; 2) passing score on the CAAP writing exam (3 or higher); 3) completion of all general education requirements; 4) GPA of 2.75 or higher; 5) passing an interview directed by the Secondary Teacher Education Selection and Retention Committee; and 6) pass a criminal background check at the beginning of a student's junior year.

STUDENT ADVISEMENT

The School of Humanities, Arts, and Social Sciences recently hired a full-time advisor for the Departments of Art and Visual Communication, Music, and Theatre Arts. Advisement responsibilities will be shifted from the administrative assistant to the new advisor in Fall of 2006. It should also be noted that recent budget requests have included plans to hire a full-time advisor for each department within the School of HASS.

After admission to the College, students are required to take any needed assessment/placement tests and to participate in an online, pre-advisement tutorial designed to acquaint the student with the campus and its policies and procedures. With testing and pre-advisement in place, students are then referred to the Department advisor. This advisor electronically ascertains that pre-advisement and all transcripts and tests are in place and that the student is a declared major. The advisor then counsels the student for the major and its requirements. Only after the preceding actions have taken place can the student be cleared by the Department advisor for registration.

Continued mentoring and advisement occurs throughout each student's career. Majors are interviewed at least once each semester by the Department Chair to assure they understand the program and to identify any students who are at risk. These students are assigned a faculty mentor to coach them through the remainder of their programs.

JUSTIFICATION FOR NUMBER OF CREDITS

The proposed programs fall within the acceptable range of credit hours as articulated in R401 of USHE Policies and Procedures.

EXTERNAL REVIEW AND ACCREDITATION

External Review

The Department of Theatrical Arts for Stage and Screen of Utah Valley State College contracted two consultants to review the details of the programs as they were initially proposed. One consultant was from within the state and the other was from out-of-state.

The in-state consultant contracted was Richard Dean Bugg, Assistant Professor of Theatre Arts at SUU and that department's former chair. Bugg studied the initial proposal as well as the revised one and responded with a written report. His comments follow:

- **Overall Opinion.** "In reviewing your revised curricula proposal for your department's move to offer four-year programs, I am satisfied that you have rooted out the apparent potential difficulties and stumbling blocks."
- **Theatre Arts Education BS.** Bugg states: "I see that you have focused on disciplines of legitimate theatre and have excised any classes overtly focused on film. I think your decision is a wise one and will allow for clearer pedagogical goals."
- **Conclusion.** "I find your proposal clear, straight forward, and well balanced in its offerings. Based on my review of these materials, as well as my personal exposure to many of your faculty and students, I believe that your expanding department will successfully and artfully offer a quality education and meaningful degrees to your students."

Jack Watson, Associate Professor of Theatre Arts at the University of Oregon was the second consultant. Mr. Watson consults from a perspective of 20 years of teaching at the University of Oregon. He has served as Department Head for seven years, and has many years of involvement with the Kennedy Center American College Theatre which has provided him with many opportunities to view departments nationwide.

Watson reviewed both the initial proposal (degree with emphases) and the current proposal. Of the latter, he made the following observations and suggestions:

- **Overall Opinion.** Watson began his remarks by stating that ". . . the program description is nicely prepared and represents careful planning and thought. The programs described are very much in line with national trends and represent a fine degree." He also observed that the "justification for growth of the program seems well developed. The review of market demand is accurate, there appears to be significant student demand, and the stated growth of the program in the past few years indicates a strong support for the program proposed. The supporting documents outline the degree programs very neatly. The advising forms are particularly informative and reflect careful thought in developing each."
- **Theatre Arts BA/BS.** Watson notes: "The new proposal represents an excellent revision of the earlier document. The program outlined is a solid undergraduate major with careful attention paid to coverage and sequencing. The curriculum is clearly in line with other high-level programs, and the inclusion of the "business" element is unique to this program and an excellent idea. (Indeed, I will seriously consider proposing the addition of such an element to our undergraduate program at Oregon.)"

- **Conclusion.** Jack Watson concludes: "I applaud the faculty for creating this new proposal, and I hope it leads to great success and future expansion. This document outlines a very fine program with a solid base . . . If proper resources are available, this is a program of which your college can be extremely proud."

Accreditation

The proposed programs have been designed with the guidelines of theatre's accrediting body – the National Association of Schools of Theatre - in mind. With projected hires, the Department believes it will be ready for an accreditation review in the Fall of 2011.

PROJECTED ENROLLMENT

Projected student enrollments and student-to-faculty ratios are shown in the table below.

Projected Enrollments and FTE

	Year 1 2006-07	Year 2 2007-08	Year 3 2008-09	Year 4 2009-10	Year 5 2010-11
FTE Students	14.40	29.73	31.87	34.00	36.13
FTE Faculty (Full-time and Hourly)	0.70	2.00	2.00	2.15	2.15
Student/Faculty Ratio	21	15	16	16	17
Headcount (incl. Secondary Education students)	45	96	108	120	132

NAST recommends that: "Some balance, appropriate to each institution and each theatre unit, must be maintained between the numbers of full-time equivalent students and full-time equivalent faculty. The institution must demonstrate that its student/faculty ratio is consistent with the size, scope, goals, and objectives of the programs offered. . . . Classes in creative work generally should not exceed 15 students. In some cases, safety considerations and specialized equipment limitations will require class limits of fewer than 15. Effective instruction can be achieved in lecture classes with larger enrollments than are acceptable in studio courses. However, sound educational practice indicates that such large classes should be supported by small discussion or tutoring sessions."¹

The projections above take into consideration limiting class sizes in such appropriate performance courses as acting, directing, and script writing, and in equipment-intensive courses such as stagecraft and design.

EXPANSION OF EXISTING PROGRAM

The following table shows a growth rate of 65% in the number of AS degree Theatre majors over the past four academic years. (Official enrollment figures for Fall 2005 are still pending.) During that same period, the total number of students served in Department classes increased by 49 percent.

Expansion of AS Theatre Program, 2000 – 2004

	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004

¹ National Association of Schools of Theatre, *Handbook: 2003-2004*, pp. 63-64.

	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004
Students in Major	74	74	89	85	114
Number of Students in Department Courses*	494	658	769	876	1003
Student FTE's	239.97**	105.80	133.43	142.57	199.13

* From Fall semester reports of student earned grades (adjusted to remove public speaking course).

** A popular general education course, *Public Speaking*, which existed in the Theatre Department was moved to the Communication Department, effective Fall 2001.

SECTION III: NEED

PROGRAM NEED

Research conducted by the Department shows a need for the proposed programs based upon (1) labor market demand, (2) projected public school and UVSC student enrollment growth, and (3) student demand.

LABOR MARKET DEMAND

Consultant Watson supports the analysis of the market demand figures which follow: "The justification for the growth of the program seems well developed. The review of market demand is accurate . . . "

Those jobs traditionally associated with Theatre include acting (and those who also sing and dance), directors, producers, play and script writers, designers (costumes, makeup, lights, set, sound), technicians, dramaturgs, agents, and theatre critics. However, it is not infrequently that graduates also find work in the related areas of broadcasting, motion pictures, and television, particularly those graduates with education in the technical areas of the discipline.

The U.S. Bureau of Labor Statistics categorizes occupations in the United States and assigns each category an SOC (Standard Occupational Classification) number. Some *traditional* theatre occupations have their own SOC numbers. Additionally, there are other traditional theatre occupations which are subsets of larger SOC categories. Finally, those related occupations into which theatre practitioners frequently cross can be found in yet other SOC categories.

The BLS findings indicate that among the traditional theatre occupations having their own SOC codes, one can expect to see, through the year 2012:

- 51,000 job openings (an 18.5 percent increase) in traditional theatre occupations having their own SOC codes;
- 155,000 job openings (a 13.1 percent increase) in SOC categories of which traditional theatre jobs are a subset; and
- 229,000 job openings (a 16.2 percent increase) in related SOC job categories into which many theatre practitioners cross

It is significant to note that the BLS included the following categories in their *List of Industries with Fast Employment Growth* through 2012:

- Motion picture and sound recording (30% increase); and
- Performing arts companies, promoters, agents, managers, and independent artists (15.5% increase)

The BLS also included the following jobs in their *List of Occupations that were Relatively High Paying in 2002 and are Projected to Grow Faster than Average* over the 2002-2012 period:

- Agents and business managers of artists, performers, and athletes (27.8% increase; 7,000 jobs);
- Producers and directors (18.3% increase; 25,000 jobs);
- Actors (17.7% increase; 19,000 jobs);
- Set and exhibit designers (20.9% increase; 4,000 jobs);
- Film and video editors (26.4% increase; 9,000 jobs); and
- Other media and communication equipment workers (20.1% increase; 10,000 jobs)

On a local level, the percentage increase in the number of projected jobs is even more robust. According to the Utah Department of Workforce Services publication, *Utah Occupational Projections 2002-2012*, published in September 2004, one can expect to see:

- A 34.4 percent increase in "traditional" theatre SOC job categories;
- A 32.9 percent increase in SOC categories of which theatre is a subset;
- A 35.3 percent increase in "related" job categories; and
- 742 jobs created *annually* from these SOC category groupings

Consider, too, the following statistics:

- 80 entities listed statewide in the yellow pages in the category, *Theatres-Live*;
- 98 entities listed with the Utah Film Commission in the categories of *production, post-production, support services, and talent agencies*; and
- 144 entities listed in the yellow pages within a 50-mile radius of Salt Lake City in the categories of *radio and television stations*.

It has been suggested by some that the BLS figures quoted above for *actors* are not supported by those of the industry. At least not yet! While the reduced employability for actors has historically been a concern, one must not overlook the many other specialties within Theatre in which employability is very favorable. UVSC's two-year theatre students find work throughout the state with their skills in design (lights, set, sound, costume, makeup), construction, stage management, directing, and producing in the strong theatre, motion picture, broadcast, television, video and public relations industries. The actor's dilemma is but one strong reason that UVSC has proposed degrees with a strong emphasis on the survival skills taught in its theatre management courses.

Projected Student Enrollment Growth. Anticipated population growth in Utah County² is another significant

²See School Age Population data at www.governor.state.ut.us/projections/R0102B30.pdf and www.utahsbr.edu/finance/databook.htm, tab C, and page 22.

market demand factor in support of bringing more baccalaureate and teaching degrees to UVSC. The data indicate that:

- The number of students age 5-17 state wide will increase by 14.6% over the next five years and by an additional 15.9% in the five years after that;
- 32.9% of that growth will take place in Utah County (25,181 new students) by 2010, with an additional 27.5% of the statewide growth (25,250 new students) occurring in Utah County by 2015; and
- The projected growth continues at a similar pace in the ensuing years.

While current enrollments across the USHE have leveled, the projected explosion in school-age children will rapidly make this lull a thing of the past within the next ten years.

With the dramatic increase in the number of school-aged individuals and the imminent retirement of “baby-boomers, teacher-training programs begun now will help meet the demand generated for new teachers. Utah’s Office of Education projects a shortfall. According to the *2003-2004 Utah Educator Supply and Demand Study*, the total need for new theatre teachers over the next ten years will not be met by the current rate of graduates in theatre education from Utah institutions. This situation points to the need for another theatre education program in the USHE. At least two school districts in the State have already reported a critical shortage in this area. The results of the study for theatre are summarized in the following table:

2003-2004 Criticality Study for Theatre Arts Teachers

No. of Districts Reporting Critical Shortage	Total Positions	Attrition (12.7% over 10 years)	Growth (24.5%)	Total Need over 10 years	Per Year Need	Per Year Avg. No. of Graduates over Past 3 Years	% of Needs Met by Graduates Based on 50% Placement
2	447	567.69	109.515	677.205	67.7205	24.33	17.96%

Source: Utah State Office of Education, *2003-2004 Utah Educator Supply and Demand Study*.

While the newest of these studies (2004-05) does not sort the data by subject area as shown above, it does offer the following projections: 1) Projected educator attrition is expected to increase to at least 13.6 percent by 2014; 2) More than 14,839 (46.5 percent) current educators will be eligible for retirement based on experience in the next ten years; 3) More than 12,536 (42.5 percent) current educators are fifty years of age or older (The overall educator population is aging. The average age has risen from 39 in 1990 to 44 in 2004.); and 4) Due to enrollment growth and educator attrition, Utah may need over 44,000 new educators in the next ten years.

The Teaching Field Index of Criticality for Utah T. H. Bell Teaching Incentive Loan Program (dated November 2005) places the field of Drama at a 2.8, which is at the high end of the “minimal shortage” range, tending toward the “moderate shortage” range. All of this data taken together provide documentation of a need, which will increase, for more graduates from Theatre Arts teacher programs.

STUDENT DEMAND

Watson also observed that “. . . There appears to be significant student demand, and the stated growth of the program in the past few years indicates a strong support for the program proposed.”

Recent surveys conducted by UVSC reveal a high student demand for baccalaureate degrees at UVSC, particularly in the arts and even more specifically in Theatre. Over the last four years, the Department has tracked student interest in a four-year Theatre degree by way of semi-annual meetings, advisor records, and student surveys. Please refer to Appendix E for survey details.

The Department holds semi-annual meetings for those students with an interest in pursuing a four-year degree in Theatre. More than sixty students regularly attend these meetings. The Department advisor reports that twenty or more inquiries are received per month as to the status of a four-year program. This number increases significantly during the height of the enrollment season.

Theatre Arts 4-Year Degree Interest Survey – Spring 2002

Planning for the four-year Theatre degrees began in the Spring of 2002. It was at this time that the Theatre Department, with assistance from UVSC Institutional Research, conducted a survey to determine support for a four-year Theatre degree at Utah Valley State College. One hundred eighty-nine students in various Theatre classes were surveyed. Results showed that:

- 85 students (45%) felt UVSC should have a Bachelor Degree in Theatre; and
- 81 students (43%) said they would stay if UVSC if a four-year degree.

Theatre Arts 4-Year Degree Interest Survey – Spring 2005

In the Spring of 2005, the Department conducted a survey of all students enrolled in departmental courses, regardless of major. The survey indicated the following:

- 48 theatre majors (84%) indicated a strong desire to complete a baccalaureate degree in theatre arts if offered at UVSC.
- 46 theatre majors (81%) are strongly interested in theatre education credentials.
- 146 of the total students surveyed (51% of the total) indicated a strong desire to complete a baccalaureate degree in theatre arts if offered at UVSC
- 112 total students (39% of the total) are strongly interested in theatre education credentials

Theatre Arts 4-Year Degree Interest Survey – Fall 2005

A more recent student survey was completed in September 2005. A total of 405 major and non-major students were surveyed in Theatre Department classes to determine the interest in a four-year degree in Theatrical Arts at UVSC. Of the students surveyed, 262 were freshman and sophomore students. From the survey, it was apparent that:

- 202 students indicated an interest in a baccalaureate theatre degree.

- 240 students selected UVSC as their 1st or 2nd choice among Utah institutions³ at which to complete their bachelor degrees.
- 109 students said they would not pursue a theatre degree at another institution if UVSC does not offer a four-year degree.
- 95 majors (80% of majors) indicated they would be “very likely” or “somewhat likely” to finish a four-year degree in theatre at UVSC if offered.

It should be noted that of the 118 theatre majors polled, fully 82 percent indicated that going elsewhere to get a baccalaureate degree would be “probably impossible,” “extremely difficult,” or “difficult.” These students are place-bound by such circumstances as employment, finances, or family obligations. The results of these surveys clearly show a strong preference among UVSC students to stay in the Utah Valley area to pursue their degrees.

The establishment of the proposed programs at this time may increase UVSC’s retention of these students, will greatly enhance the breadth and depth of the students’ preparation, and may certainly attract others who are looking for ways to maximize their professional and vocational opportunities in theatre.

SIMILAR PROGRAMS

A basic, liberal arts bachelor-degree program in Theatre is available at each four-year institution in the USHE. UVSC’s Theatre Department has studied each in detail as well as the BYU program and has adopted or adapted from the best in these programs.

UVSC faculty members contacted the departments of theatre at the Utah State University, Weber State University, University of Utah, Dixie State College and Southern Utah University to ascertain concerns and anticipate objections. An area of concern expressed by these schools is that all proposed Theatre programs meet the NAST (National Association of Schools of Theatre) accreditation guidelines. Accordingly, those guidelines appearing in NAST’s *Handbook: 2003-04* have served as the template for developing the proposed programs.

The study of Theatre combines the knowledge and skills required of a performer, creator, teacher, theorist, and historian. For this reason, certain subject matter and learning processes are common to all baccalaureate-level instruction in Theatre. Student learning objectives common to all have been identified by NAST as “. . . *the creation and presentation of public performance in the theatre; the development of visual and aural perceptions; to understand basic production processes such as acting, directing, stage, costume, and lighting design and basic technical operations; to become familiar with the historical and cultural dimensions of theatre, including the works of leading playwrights, actors, directors, and designers, and to be able to make informed assessments of quality in works of theatre.*”⁴

Although all Theatre programs share these general standards and core components for liberal arts degrees, each Theatre program in the state has a unique focus. UVSC’s programs will also offer a unique focus in that the teaching of essential business survival skills will be taught within the core of each

³ University of Utah, Utah State University, Southern Utah University, Weber State University, Brigham Young University, Other Schools

⁴ National Association of Schools of Theatre, *Handbook: 2003-2004*.

baccalaureate-degree program. The first course meeting these requirements, Introduction to Stage and Theatre Management, is offered to introduce students to basic theatre management concepts and to provide Theatre Education students with essential skills for managing secondary education theatre productions. The second theatre management course, Theatre Management II, is required of the Theatre BA/BS degree students and addresses those critical issues unique to the non-profit arts sector including audience development, grant writing, fundraising, and non-profit management and finance. The required Portfolio class teaches students how to prepare, present, and customize their portfolios to the unique requirements of each theatre discipline. Finally, students will be required to complete, according to a student's selected theatre discipline either 1) an individual special project, or 2) an internship in a local area theatre where learned theory may be applied to actual practice.

No other USHE school captures this focus within the required components of its four-year degree program. Thus, the UVSC Theatre degree will offer an option not found in the other programs, while still reflecting the core content shared by all of them.

COLLABORATION WITH AND IMPACT ON OTHER USHE INSTITUTIONS

Dixie State College

On the 13th of June 2005, Steven Purdy and D. Terry Petrie traveled to both Dixie State College and Southern Utah University. At Dixie that morning, representatives of the department met with Varlo Davenport, Associate Professor of Theatre Arts. After describing UVSC's intentions and outlining a four-year program, Davenport's concern with regard to adding yet another degree program to the USHE system were discussed in detail. The possibility of having joint productions in the near future was also discussed.

Southern Utah University

Later that afternoon, the same department representatives met with Chris Lusk, Assistant Professor of Theatre Arts/Associate Department Chair and Associate Professor of Dance Department Chair, Shauna Mendini, of SUU. The proposal and SUU's concerns were discussed in-depth. The Department committed to send them a detailed copy of the program. SUU felt that any new program in Theatre must: 1) have proper credit hour ratios; 2) meet NAST standards; 3) keep a tight focus; and 4) have a reasonable number of adjunct faculty.

A short time after the development of the initial draft of the four-year program proposal, the Department forwarded a copy to them. As the proposal matured into version one of the LOI, USU posted their concerns to the USHE Academic Affairs website. The UVSC reply and subsequent changes to the proposed four-year degrees was this department's effort to address their concerns.

Weber State University

On 3 August 2005, James Arrington and D. Terry Petrie traveled to both Weber State University and Utah State University. That morning at Weber State University, they met with Catherine Zublin, Professor of Theatre and Chair of the Performing Arts Department. Catherine was thoughtful, positive, and if not

encouraging, she appeared interested. Her main observation was that UVSC had a very ambitious program. Following that meeting, the focus of the initial proposal was streamlined and tightened.

Utah State University

Department representatives met with Colin Johnson, Department Head of Theatre, on 3 August 2005. Like Davenport of Dixie State College, Johnson was concerned about another institution adding another theatre or education degree to the USHE. Johnson's main concerns were that: 1) there is currently too little money in the system to support existing degrees let alone another degree, and 2) USU has a serious problem with declining enrollment. This is due, in part, to proposed out-of-state residency policies which would impact their enrollment. Since that time, the state has modified its out-of-state residency position and the new policy should help USU.

University of Utah

On 22 September 2005, Dean William Cobb, Associate Dean Bill Bridges of the School of HASS, Elaine Hansen, James Arrington, and D. Terry Petrie of the Department of Theatrical Arts traveled to University of Utah and met with the new chair, Robert Nelson, Xan Johnson, and Richard Scharine.

During that time, the proposed program was presented and an in-depth discussion was held. At that time few concerns were expressed. Those expressed addressed making the program academically rigorous and ensuring that UVSC would be able to get accreditation from NAST.

A couple of weeks later, an email was sent by the department as a follow up to the discussion and asked for thoughts and suggestions. Robert Nelson responded with his suggestions in late January. UVSC has attempted to address his few concerns in this document.

BENEFITS

As detailed below, the addition of four-year degrees in Theatre will allow UVSC to more fully realize its mission. It is important to many students that Utah Valley State College round out its four-year program offerings, especially in the fine and performing arts. At present, UVSC offers a four-year degree in both art and dance.

There is no doubt that the USHE will benefit by retaining students in the Theatre major. As mentioned, the department's inquiries show that a vast majority of UVSC associate-degree Theatre students will do one of two things in order to live and work in Utah Valley: 1) switch majors (to Business, English, Behavioral Science, MCT, Integrated Studies), or 2) drop out of College to continue working and living in this area. The switch in majors is neutral to Utah Valley State College. However, there is a benefit to the USHE. It is important that students are encouraged to stay in the major for the full four years. Anecdotal research shows that by staying in the major, the students end up doing one of two things: 1) fill a position in the community related to the major, or 2) move on to graduate school. By keeping students in the major, those institutions offering graduate degree programs in Theatre will certainly benefit, as these graduates will choose a school close to this area. UVSC Theatre graduates will add to local and state communities

materially through increased earning power, the resultant taxes contributed by working graduates, and improved cultural citizenship..

With the projected growth of Utah Valley State College and this immediate geographic area, a large number of students will have more choice completing the baccalaureate degree they seek.

CONSISTENCY WITH INSTITUTIONAL MISSION

The proposed Theatre degrees will contribute materially to UVSC's R312, Type IIIA mission to *" . . . transmit knowledge and skills through undergraduate programs at the associate and the baccalaureate levels"* In fact, performing arts programs such as those proposed are considered fundamental to most four-year degree institutions. The National Center for Education Statistics places four-year Theatre degrees as 17th in their list of top 26 most-offered four-year degrees nationally.⁵ The proposed Theatre programs are grounded in a very strong, well-established, and successful associate degree program that continues to be in demand by the student-body.

The proposed Theatre curriculum captures the breadth and depth of technical, theoretical, historical, scientific, artistic, creative, and cultural knowledge necessary to prepare students for successful careers in Theatre as educators, entrepreneurs, scholars, designers, technicians, writers, performing artists, and a variety of other discipline-related occupations. Thus, the Theatre degree is well-aligned with UVSC's mission statement to provide *" . . . a broad range of quality academic, vocational, technical, cultural, creative, and social opportunities designed to encourage students in attaining their goals and realizing their talents and potential, personally and professionally."*

A comprehensive, four-year performing arts program that includes the Theatre creates significant bridges to the community by providing both educational and cultural enrichment in the form of performances, workshops, and school and community-based education. This characteristic enables UVSC to fulfill its stated mission of meeting *" . . . the needs for continuing education, for personal enrichment, and career enhancement"* The proposed programs will produce not only theatre practitioners, but also individuals who understand the cultural and aesthetic significance of the art. Students and spectators exiting department activities should take the lead in establishing an arts tradition in the community – a community that includes fifty-six professional and community theatres within a fifty-mile radius. The success of theatre arts in the community is significant to the quality of cultural life in the State and in the Nation. It is consistent with the R312 mandate to contribute *" . . . to the quality of life and economic development at the local and state levels."*

SECTION IV: PROGRAM AND STUDENT ASSESSMENT

PROGRAM ASSESSMENT

Program goals are identified below by category. The goals support the Department's mission, the institution's Academic Master Plan, and are compatible with NAST (National Association of Schools of Theatre) accreditation standards. The ongoing short- and long-term goals shown below address identified strengths, weaknesses, opportunities, and threats:

⁵ National Center for Education Statistics, Fall 2002. Modified to include only institutions comparable to UVSC.

Finances, Governance, and Administration

- Provide financial resources sufficient to fully realize the mission and goals of the Department and to assure educational, artistic, administrative, and financial continuity and stability.
- Maintain adequate representation to deliberative bodies on campus whose work has an impact on the educational and artistic endeavors of the Department.

Faculty and Staff

- Hire full-time and adjunct faculty members who are qualified by earned degrees and diversity of experience to teach in the area of specialization for which they are hired, who are practicing artists in that specialty, and who can effectively guide students and communicate personal knowledge and experience.
- Hire knowledgeable support staff sufficient to accommodate the academic and production programs of the Department.
- Provide distribution and numerical proportion of full- and part-time faculty sufficient to achieve the Department's mission and to maintain the continuity and integrity of the Department's programs from year to year.
- Restrict class sizes and student/faculty ratios appropriate to the format and subject matter of each theatre discipline.
- Support and facilitate the timely advancement of faculty and staff and foster a culture that encourages continued professional development among faculty and staff and to promote individual initiative in its attainment.
- Develop policies providing faculty with adequate time to provide effective instruction, mentor and evaluate students, continue professional growth, and participate in service activities expected by the College.

Facilities, Equipment, and Safety

- Provide adequate rehearsal, performance, classroom and office space and technical equipment appropriate to instructional and production programs of the department.
- Provide a safe environment for all students, faculty, staff, and theatre patrons.

Library and Learning Resources

- Improve the quantity and quality of, the accessibility to, and the utilization of library resources by students.

Recruitment, Admission-Retention, Record Keeping, and Advisement

- Recruit students who will benefit from and contribute to the Department.
- Assist students in identifying resources which will help them reach their educational goals.
- Provide accurate, timely advisement and mentoring to each student.
- Maintain accurate, up-to-date records for every student.

Branch Campuses, External Programs

- Assure that courses in Theatre and film offered on branch campuses maintain the same academic standards and receive the same instructional support as those offered on the main campus.
- Maintain functional equivalency between courses offered on campus and those offered through distance learning delivery systems.

Community Involvement and Articulation with Other Schools

- Promote a cooperative, mutually beneficial relationship between the Department and community schools, performing organizations, and arts agencies.
- Work closely, and on a regular basis, with schools in the Utah System of Higher Education and with private institutions to maintain appropriate articulation agreements between schools.

The Department currently utilizes a yearly strategic planning cycle designed to coordinate with the institution's PBA (Planning, Budget, and Accountability) and Academic Master Plan processes. This cycle is summarized as follows:

- Situation (SWOT) Analysis. Department faculty and staff meet in retreat each summer to assess the department's strengths, weaknesses, opportunities, and threats in the context of the department's mission statement. This is accomplished via a review of the past year's activities, evaluations, and research.
- Strategic Goal and Objective Setting. Within the institution's Academic Master Plan, school-wide goals (desired results) are identified. The Department also identifies short- and long-term goals specific to the Theatrical Arts Department to address situations identified in the SWOT analysis. Specific, measurable, and achievable objectives are then developed in support of each goal.
- Action Plan. While goals and objectives concentrate on the results wanted, the action plan for each concentrates on the methods employed and completed tasks to accomplish them – the who, what, when, where and how many.
- Implementation.
- Evaluation. Student Outcomes Assessment and other measures are utilized to evaluate success. Evaluation also includes an appraisal of the extent to which the planning cycle itself is productive and meaningful.

EXPECTED STANDARDS OF PERFORMANCE

The department's faculty recently developed student learning outcomes and assessment for its existing AS degree. After much research, and in anticipation of a four-year program in Theatre, rubrics were developed which identified levels and characteristics of each outcome through the senior year. The levels are identified as *deficient or entering*, *limited*, *developing*, *capable*, and *exemplary*. Existing AS students and

proposed Theatre minors are evaluated based upon the *developing* level of each rubric. Four-year degree-seeking students will be evaluated against the *capable* and *exemplary* levels of the rubrics. The outcomes are shown below by program:

BA/BS in Theatre Arts and BS in Theatre Education

- Students will exhibit a *capable* to *exemplary* understanding of the historical, social and cultural dimensions of theatre.
- Students will demonstrate a *capable* to *exemplary* ability to analyze and interpret plays and other theatrical events with special attention to the skills involved in the analysis, production, performance, design, and writing of texts across a range of media.
- Students will demonstrate a *capable* to *exemplary* understanding of the collaborative production processes of theatre.
- Students will demonstrate a *capable* to *exemplary* ability to compile and present professional portfolios and resumes.
- Students will identify a theatre focus (acting, technical theatre, lights/set/sound design, costume/makeup design, script writing, directing/theatre management) from the areas of study and will demonstrate *capable* to *exemplary* skills in their chosen foci (see below).

Acting Skills

- Character research and preparation
- Ability to use voice and diction to express character and style
- Ability to use movement to express style and character

Design/Technical Theatre Skills

- Preparation, research, and analysis of the design
- Creativity of the design
- Technique of the design
- Documentation and communication of the design
- Implementation of the designs
- Compilation of Portfolio/resume

Script Writing Skills

- Understanding of the research requirements of script creation
- Ability to use text analysis and theories of dramatic structure to develop own work and to identify problems and correct them
- Understanding of different approaches involved in script development and evaluation and development of own approach to script writing
- Ability to recognize the different requirements of script made by the context of different media.
- Ability to present and comment critically and reflectively on own work and the work of others
- Understanding of the business side of script writing.

Directing/Theatre Management Skills

- Script analysis, research and preparation
- Personal and production organization
- Aesthetics of staging and design/technical elements
- Communication with cast and other collaborators
- Production of theatrical events with a demonstrated understanding of all production functions
- Articulation, application, and analysis of appropriate business theories and procedures within the arts context
- Willingness to tolerate conflict and difference among aesthetic perspectives and understand the importance of many voices in the contemporary theatre
- Leadership skills

BS in Theatre Arts Education (in addition to general outcomes above and those of UVSC's Secondary Education program)

- Students will demonstrate a *capable to exemplary* ability to produce works of theatre on stage, including all performance, script, design, and technical components.
- Students will demonstrate a *capable to exemplary* ability to evaluate their own creative works and the works of others.

- Students will demonstrate a *capable* to *exemplary* ability to articulate a philosophy of theatre education at the secondary level.
- Students will demonstrate a *capable* to *exemplary* ability to create a theatre program on the secondary education level.
- Students will demonstrate a *capable* to *exemplary* ability use successful teaching strategies in the theatre classroom.
- Students will demonstrate a *capable* to *exemplary* ability to develop secondary education theatre curriculum.

Associate of Science in Theatre Arts

- Students will exhibit a *developing* understanding of the historical, social, and cultural dimensions of theatre and film.
- Students will demonstrate a *developing* ability to analyze and interpret plays, films, and other theatrical events with special attention to the skills involved in the analysis, production, performance, design, and writing of texts across a range of media.
- Students will demonstrate a *developing* understanding of the collaborative production processes of theatre.
- Students will identify a preliminary area of concentration from among the areas of acting, musical theatre, design/technical, script writing, or theatre entrepreneurship/management, and will demonstrate *developing* skills in their chosen areas.

Minor in Theatre Arts

- Students will exhibit a *developing* understanding of the historical, social, and cultural dimensions of theatre and film.
- Students will demonstrate a *developing* ability to analyze and interpret plays, films, and other theatrical events with special attention to the skills involved in the analysis, production, performance, design, and writing of texts across a range of media.
- Students will demonstrate a *developing* understanding of the collaborative production processes of theatre and the roles of various theatre practitioners in the realization of a completed theatrical work.

Cognitive Assessment

A locally-developed test will be administered to assess the cognitive aspects of the listed outcomes. Students will take the test as a pre-test upon entrance into the program and as a post-test when leaving the program. The learning gains over the course of the program can then be measured and sorted according to program.

Attitudinal Assessment

An exit survey has been developed to assess the attitudinal aspects of student learning. Students who have completed their minors, their AS degrees, or their four-year programs are all targeted for this survey.

Behavioral Assessment

Scorecards have been developed for each program, based upon newly developed rubrics, by which to evaluate students' ability to apply learning. Student performers, designers/technicians, script writers and theatre directors/managers will be scored based upon their senior projects and the appropriate rubric/scorecard for their program.

Seniors will also present their portfolios/resumes for evaluation and scoring by appropriate faculty. Student ability to collaborate effectively will be scored by instructors of the Production Practicum courses and by appropriate senior project supervisors.

SECTION V: FINANCE

BUDGET

The table below summarizes the costs of implementing the proposed programs at Utah Valley State College. It includes supporting costs such as salaried support staff, current expense, travel and capital as needed. Student enrollment figures are based upon maintaining the existing students with a yearly incremental increase of 10 percent which will mean increased tuition dollars.

The staffing plan is three-fold: 1) Replace one of two existing lectureships with a full-time, tenure track position in design for Fall of 2006. The original tenure-track line was recently vacated and is being held open by the aforementioned lectureship. 2) Increase the two part-time Artist-in-Residence positions to full-time positions (non-tenure track) for the Fall of 2006. Each of these positions will have a required teaching component of 0.25, totaling the 0.5 Faculty FTE shown in Year 1 of the table. 3) Hire one new contract faculty position in Fall of 2007, bringing the new faculty FTE to the needed 1.5 for the balance of the five-year projections.

Regarding the staffing plan, one of the consultants stated: "Your plans for increasing the number of full-time faculty are both wise and necessary to the success of your new programs. You are fortunate, indeed, to have such a cadre of professionals and experienced educators to make up your pool of adjuncts. Assuming suitable payroll funding, I have no doubts about your ability to provide varied, rich, expert, and fulfilling educational experiences for your students."

The table reflects costs based upon maintaining the existing students; however, it is anticipated that the proposed programs in Theatre will attract new students into the Department, thus increasing tuition dollars.

New Program Budget Projections

Category/Year	Year 1	Year 2	Year 3	Year 4	Year 5
Contact hours/year	18	54	54	58	58
Full-time faculty FTE @ 27 hrs	0.50	1.50	1.50	1.50	1.50
Hourly faculty FTE @ 30 hrs	0.20	0.50	0.50	0.65	0.65
Full-time Faculty	\$ 17,500	\$ 60,000	\$ 62,400	\$ 64,896	\$ 67,492
Hourly Faculty	3,050	7,930	8,247	11,150	11,596
Total Salaries & Wages	\$ 20,550	\$ 67,930	\$ 70,647	\$ 76,046	\$ 79,088
Benefits	12,867	39,981	41,580	43,511	45,251
Total Personnel Costs	33,417	107,911	112,227	119,557	124,339
Current	1,500	3,000	3,000	3,000	3,000
Travel	1,000	3,000	3,000	3,000	3,000
Capital	0	0	0	0	0
Library	1,000	1,000	1,500	1,500	1,500
TOTAL COSTS	\$ 36,917	\$114,911	\$119,727	\$127,057	\$131,839
FTE Students	14.40	29.73	31.87	34.00	36.13
Headcount	45	96	108	120	132

As previously mentioned, UVSC currently has dedicated Theatre facilities in the form of a recently-renovated blackbox theatre, a rehearsal studio, a scene shop, a costume shop, and shop storage spaces. These facilities, as well as the aforementioned performance venues, are adequate for a good theatre program.

FUNDING SOURCES

The proposed programs are a priority for UVSC's Academic Affairs office. Funding for the new positions illustrated in years 1 and 2 of the table above has already been committed through UVSC's PBA (Planning, Budgeting, and Accountability) process. Funds will be provided from second-tier tuition, mission-based equity funding, and reallocation of existing resources.

Appendices

APPENDIX A:	Program Curriculum
	1. New Courses
	2. Program Descriptions (Advising Sheets)
	3. Course Descriptions
APPENDIX B:	Typical Program Schedule
APPENDIX C:	Faculty
APPENDIX D:	Employment Projections for Theatre Occupations
APPENDIX E:	Student Demand Surveys

APPENDIX A-1: New Courses

Course Number	Title	Credit Hours
THEA 3123	Stage Dialects	3
THEA 3133	Stage Combat	3
THEA 3203	Costume Construction II	3
THEA 3223	Makeup II	3
THEA 3553	Period Styles for Theatre Design	3
THEA 3623	Directing II	3
THEA 3723	Theatre History and Literature I	3
THEA 3733	Theatre History and Literature II	3
THEA 374R	New Script Workshop	3
THEA 3753	Script Writing II	3
THEA 4123	Acting Styles	3
THEA 4533	Advanced Lighting Design	3
THEA 4633	Theatre Management II	3
THEA 482R	Theatre Internship	3
THEA 4981	Portfolio	1
THEA 4993	Senior Project	3

APPENDIX A-2: Program Descriptions (Advising Sheets)



**THEATRE ARTS
MINOR
ACADEMIC YEAR 2006-07**

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MATRICULATION REQUIREMENTS: Admission to a bachelor degree program at UVSC.	GRADUATION REQUIREMENTS: Completion of all theatre courses with a grade of C- or better.
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Course Number	Course Title	Prerequisites	Credits
Theatre Arts Minor Requirements - 21 credits			
THEA 1013	Introduction to Theatre		3
THEA 1033	Fundamentals of Acting I (3 cr)		3
THEA 1513	Stagecraft I (3 cr)		3
THEA 1713	Script and Text Analysis (3 cr)		3
THEA 2513	Introduction to Design (3 cr)	THEA 1513	3
THEA 2713 THEA 3613	Script Writing I (3 cr), or Directing I (3 cr)	(THEA 1713 & THEA 1033) or MCT 2110	3
THEA 3633	Introduction to Stage and Theatre Management (3 cr)	THEA 1513	3

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COURSE REQUIREMENTS: General Education Core and Distribution (incl. 3 hrs foreign language)..... 35 Theatre Core Courses 35 Theatre Emphasis..... 18 Foreign Language..... 15 Elective Courses..... 17 Total credits 120	GRADUATION REQUIREMENTS: Total credits 120 Upper division credits 40 UVSC credits (With at least 10 hours in the last 45) 30 Minimum cumulative grade point average..... 2.00
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Course Number	Course Title	Prerequisites	Credits
General Education Core and Distribution - 35 hours			
ENGL 1010	Introduction to Writing		3
ENGL 2010 or ENGL 2020	Intermediate Writing: HU/SS majors Intermediate Writing: SCI/TECH majors	ENGL 1010 ENGL 1010	3
MATH 1030 or MATH 1040 or MATH 1050	Quantitative Reasoning (3 cr) Introduction to Statistics (3 cr) College Algebra (4 cr)	MAT 1010 MAT 1010 MAT 1010	3
HIST 2700 + HIST 2710 or POLS 1000 or HIST 1700 or ECON 1740 or POLS 1100 or	U.S. History, OR American Heritage, OR American Civilization, OR U.S. Economic History, OR American National Government		3
PHIL 2050	Ethics and Values	ENGL 1010	3
HLTH 1100 PES 1097	Personal Health & Wellness, OR Fitness for Life		2
HUMANITIES	(2020 Foreign Language Course)		3
SOCIAL SCIENCE	(Choose from list)		3
FINE ARTS	THEA 1013 Intro. to Theatre		3
BIOLOGY	(Choose from list)		3
PHYSICAL SCIENCE	(Choose from list)		3
ADDL. BIOLOGY OR PHYSICAL SCIENCE	(Choose from lists)		3
Theatre Arts Core Requirements - 35 credits			
THEA 1033	Fundamentals of Acting I (3 cr)		3
THEA 1513	Stagecraft I (3 cr)		3
THEA 1713	Script and Text Analysis (3 cr)		3
THEA 2513	Introduction to Design (3 cr)	THEA 1513	3
THEA 259R	Production Practicum (1 cr)		4
THEA 3613	Directing I (3 cr)	(THEA 1713 & THEA 1033) or MCT 2110	3
THEA 3633	Introduction to Stage and Theatre Management (3 cr)	THEA 1513	3
THEA 3723	Theatre History and Literature I (3 cr)	THEA 1013, THEA 1713, ENGL 2010 OR ENGL 2020	3
THEA 3733	Theatre History and Literature II (3 cr)	THEA 3723	3

Course Number	Course Title	Prerequisites	Credits
THEA 4633	Theatre Management II	THEA 3633	3
THEA 4981	Portfolio (1 cr)	THEA 3733 and Senior status in Theatre	1
THEA 481R, or THEA 4993	Theatre Internship, or Senior Capstone Project (3 cr)	Department Approval, or THEA 3733 and Senior status in Theatre	3
One foreign language (Foreign language 2020-level course is in the General Education Humanities requirement)			15
General Electives (any course 1000-level or higher. At least 3 credits must be upper division)			17
Theatre Arts Elective Tracks (choose one track)			18
<p>TRACK ONE: BREADTH. For students desiring a general education in all areas of theatre study. Select three (3) courses from each area of study shown below for a total of 18 credits.</p> <p>TRACK TWO: DEPTH. For students desiring to enter the job market with specialized skills or for students who have identified a specific area of theatre for their graduate degree studies. Select one area of study shown below and take 6 courses for a total of 18 credits. See the department advisor for further refinements of this track.</p>			
TOTAL HOURS FOR DEGREE			120

ELECTIVES FOR BA/BS DEGREES

Course Number	Course Title	Prerequisites	Credits
PERFORMANCE AREA OF STUDY:			
THEA 3113	Acting for Film	THEA 2033 OR MCT 1110	3
THEA 3123	Stage Dialects	THEA 1113	3
THEA 3133	Stage Combat	THEA 2123	3
THEA 3413	Acting for Musical Theatre I	THEA 1033	3
THEA 3423	Acting for Musical Theatre II	THEA 3413	3
THEA 3623	Directing II	THEA 3613	3
THEA 374R	New Script Workshop	THEA 1713 & (THEA 2713 OR THEA 1033 OR THEA 3613)	3
THEA 3753	Script Writing II	THEA 1713 & THEA 2713	3
THEA 4113	Auditioning	THEA 1033 & Senior status in Theatre	3
THEA 4123	Acting Styles	THEA 2033, THEA 3123, THEA 3133, THEA 3723	3
DESIGN/TECHNICAL AREA OF STUDY:			
THEA 3553	Period Styles for Theatre Design	THEA 2513	3
THEA 3223	Makeup II	THEA 1223	3
THEA 3203	Costume Construction II	THEA 2203	3
THEA 4213	Costume Design I	THEA 2513 & THEA 3203 & THEA 3553	3
THEA 3513	Set and Prop Construction and Painting	THEA 2513	3
THEA 3533	Lighting and Sound Design I (3 cr)	THEA 2513	3
THEA 4513	Sets and Properties Design I	THEA 2513, THEA 3503, THEA 3553, and THEA 3513	3
THEA 4533	Advanced Lighting Design	THEA 3533	3

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COURSE REQUIREMENTS: General Education Core and Distribution (incl. 3 hrs foreign language)..... 35 Theatre Core Courses 35 Theatre Emphasis..... 18 Elective Courses..... 32 Total credits 120		GRADUATION REQUIREMENTS: Total credits 120 Upper division credits 40 UVSC credits (With at least 10 hours in the last 45) 30 Minimum cumulative grade point average..... 2.00	
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Course Number	Course Title	Prerequisites	Credits
General Education Core and Distribution - 35 hours			
ENGL 1010	Introduction to Writing		3
ENGL 2010 or ENGL 2020	Intermediate Writing: HU/SS majors Intermediate Writing: SCI/TECH majors	ENGL 1010 ENGL 1010	3
MATH 1030 or MATH 1040 or MATH 1050	Quantitative Reasoning (3 cr) Introduction to Statistics (3 cr) College Algebra (4 cr)	MAT 1010 MAT 1010 MAT 1010	3
HIST 2700 + HIST 2710 or POLS 1000 or HIST 1700 or ECON 1740 or POLS 1100 or	U.S. History, OR American Heritage, OR American Civilization, OR U.S. Economic History, OR American National Government		3
PHIL 2050	Ethics and Values	ENGL 1010	3
HLTH 1100 PES 1097	Personal Health & Wellness, OR Fitness for Life		2
HUMANITIES	(Choose from list)		3
SOCIAL SCIENCE	(Choose from list)		3
FINE ARTS	THEA 1013 Intro. to Theatre		3
BIOLOGY	(Choose from list)		3
PHYSICAL SCIENCE	(Choose from list)		3
ADDL. BIOLOGY OR PHYSICAL SCIENCE	(Choose from lists)		3
Theatre Arts Core Requirements - 35 credits			
THEA 1033	Fundamentals of Acting I (3 cr)		3
THEA 1513	Stagecraft I (3 cr)		3
THEA 1713	Script and Text Analysis (3 cr)		3
THEA 2513	Introduction to Design (3 cr)	THEA 1513	3
THEA 259R	Production Practicum (1 cr)		4
THEA 3613	Directing I (3 cr)	(THEA 1713 & THEA 1033) or MCT 2110	3
THEA 3633	Introduction to Stage and Theatre Management (3 cr)	THEA 1513	3
THEA 3723	Theatre History and Literature I (3 cr)	THEA 1013, THEA 1713, ENGL 2010 OR ENGL 2020	3
THEA 3733	Theatre History and Literature II (3 cr)	THEA 3723	3

Course Number	Course Title	Prerequisites	Credits
THEA 4633	Theatre Management II	THEA 3633	3
THEA 4981	Portfolio (1 cr)	THEA 3733 and Senior status in Theatre	1
THEA 481R, or THEA 4993	Theatre Internship, or Senior Capstone Project (3 cr)	Department Approval, or THEA 3733 and Senior status in Theatre	3
General Electives (any course 1000-level or higher)			32
Theatre Arts Elective Tracks (choose one track)			18
<p>TRACK ONE: BREADTH. For students desiring a general education in all areas of theatre study. Select three (3) courses from each area of study shown below for a total of 18 credits.</p> <p>TRACK TWO: DEPTH. For students desiring to enter the job market with specialized skills or for students who have identified a specific area of theatre for their graduate degree studies. Select one area of study shown below and take 6 courses for a total of 18 credits. See the department advisor for further refinements of this track.</p>			
TOTAL HOURS FOR DEGREE			120

ELECTIVES FOR BA/BS DEGREES

Course Number	Course Title	Prerequisites	Credits
PERFORMANCE AREA OF STUDY:			
THEA 3113	Acting for Film	THEA 2033 OR MCT 1110	3
THEA 3123	Stage Dialects	THEA 1113	3
THEA 3133	Stage Combat	THEA 2123	3
THEA 3413	Acting for Musical Theatre I	THEA 2033	3
THEA 3423	Acting for Musical Theatre II	THEA 3413	3
THEA 3623	Directing II	THEA 3613	3
THEA 374R	New Script Workshop	THEA 1713 & (THEA 2713 OR THEA 1033 OR THEA 3613)	3
THEA 3753	Script Writing II	THEA 1713 & THEA 2713	3
THEA 4113	Auditioning	THEA 1033 & Senior status in Theatre	3
THEA 4123	Acting Styles	THEA 2033, THEA 3123, THEA 3133, THEA 3723	3
DESIGN/TECHNICAL AREA OF STUDY:			
THEA 3553	Period Styles for Theatre Design	THEA 2513	3
THEA 3223	Makeup II	THEA 1223	3
THEA 3203	Costume Construction II	THEA 2203	3
THEA 4213	Costume Design I	THEA 3203 & THEA 2513 & THEA 3553	3
THEA 3513	Set and Prop Construction and Painting	THEA 2513	3
THEA 3533	Lighting and Sound Design I (3 cr)	THEA 2513	3
THEA 4513	Sets and Properties Design I	THEA 2513, THEA 3503, THEA 3553, and THEA 3513	3
THEA 4533	Advanced Lighting Design	THEA 3533	3

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GRADUATION REQUIREMENTS: General Education Core and Distribution..... 36 Theatre Courses..... 43 Secondary Education Courses..... 30 Elective Courses..... 11 Total credits..... 120 Upper Division Credits..... 40 Residency Hours (at least 10 hours in the last 45 hours)..... 30 Minimum overall GPA..... 2.75 (with no grade lower than a B- in Secondary Education courses and no grade lower than a C+ in Theatre courses)	MATRICULATION REQUIREMENTS: Students are admitted directly to the Baccalaureate degree program in Theatre Arts Education upon formal acceptance, by application and successful completion of admission criteria, to the Secondary Education Program of the college. Students should contact the Secondary Education department early in their academic careers to learn and prepare for the admission requirements.
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Course Number	Course Title	Prerequisites	Credits
General Education Core and Distribution - 36 hours			
ENGL 1010	Introduction to Writing		3
ENGL 2010 or ENGL 2020	Intermediate Writing: HU/SS majors Intermediate Writing: SCI/TECH majors	ENGL 1010 ENGL 1010	3
MATH 1050	College Algebra (4 cr)	MAT 1000 or MAT 1050 with grade of C or better; or Current ACT score of 24; or Recommended placement by the COMPASS test.	4
HIST 2700 + HIST 2710 or POLS 1000 or HIST 1700 or ECON 1740 or POLS 1100 or	U.S. History, OR American Heritage, OR American Civilization, OR U.S. Economic History, OR American National Government		3
PHIL 2050	Ethics and Values	ENGL 1010	3
HLTH 1100 PES 1097	Personal Health & Wellness, OR Fitness for Life		2
HUMANITIES	(2020 Foreign Language Course)		3
SOCIAL SCIENCE	(Choose from list)		3
FINE ARTS	THEA 1013 Intro. to Theatre		3
BIOLOGY	(Choose from list)		3
PHYSICAL SCIENCE	(Choose from list)		3
ADDL. BIOLOGY OR PHYSICAL SCIENCE	(Choose from lists)		3
Theatre Arts Core Requirements - 43 credits			
THEA 1033	Fundamentals of Acting I (3 cr)		3
THEA 1513	Stagecraft I (3 cr)		3
THEA 1713	Script and Text Analysis (3 cr)		3

Course Number	Course Title	Prerequisites	Credits
THEA 2033	Fundamentals of Acting II (3 cr)		3
THEA 2503	Stagecraft II (3 cr)		3
THEA 2513	Introduction to Design (3 cr)	THEA 1513	3
THEA 259R	Production Practicum (1 cr)		4
THEA 2713	Introduction to Writing for the Stage and Screen (3 cr)		3
THEA 3613	Directing Actors for Stage and Screen I (3 cr)	(THEA 1713 & THEA 1033) or MCT 2110	3
THEA 3623	Directing Acting for Stage and Screen II (3 cr)	THEA 3613	3
THEA 3633	Introduction to Stage and Theatre Management (3 cr)	THEA 1513	3
THEA 3723	Theatre History and Literature I (3 cr)	THEA 1013, THEA 1713, ENGL 2010 OR ENGL 2020	3
THEA 3733	Theatre History and Literature II (3 cr)	THEA 3723	3
EDSC 4500 (Placeholder class)	Secondary Teaching Methods (3 cr) TO BE REPLACED BY THEATRE-SPECIFIC COURSE PRIOR TO IMPLEMENTATION	Matriculation into program, EDSC 3000, and EDSC 4550	3
Elective Requirements - 11 credits			
Select 11 credits of 1000-level or higher courses			11
Secondary Education Core Courses - 30 credits			
EDSC 2540	Development of the Adolescent Student (2 cr)	May be taken prior to matriculation	2
EDSC 3400	Exceptional Students (2 cr)	May be taken prior to matriculation	2
EDSC 3000	Educational Psychology (3 cr)	Matriculation into program	3
EDSC 3050	Foundations of American Education (2 cr)	Matriculation into program	2
EDSC 3250	Instructional Media (2 cr)	Matriculation into program	2
EDSC 4440	Content Area Reading and Writing (3 cr)	Matriculation into program	3
EDSC 4450	Multicultural Instruction/ESL (2 cr)	Matriculation into program	2
EDSC 4550	Secondary Curriculum Instruction and Assessment (4 cr)	Matriculation into program	4
EDSC 4850	Student Teaching - Secondary (4 cr)	Completion of all professional education and	8
EDSC 4200	Classroom Management I (1 cr)	Matriculation into program	1
EDSC 4250	Classroom Management II (1 cr)	EDSC 4200	1

APPENDIX A-3: Course Descriptions

THEA 1013 - Introduction to Theatre

3.0 : 3.0 : 0.0

A dynamic introductory course which examines theatre analysis, history, dramatic structure, outstanding dramatic literature, and the various roles in theatre production including the playwright, producer, director, the design team, production staff, house staff, run crew, and publicity. Utilizes lecture, film review, play reading, and live theatre attendance.

THEA 1023 - Introduction to Film

3.0 : 2.0 : 3.0

Designed to develop the analytical skills necessary for understanding the motion picture - not only as an art form, but as a tool for the statement of ideas. Explores the visual and aural elements employed by movie-makers to influence audiences. Uses selected motion picture examples to examine the filmmaker's manipulation of time, space, and sound. Combines lecture, screening, and demonstration with critical discussions of assigned readings and films.

THEA 1033 - Fundamentals of Acting I

3.0:3.0:0.0

For theatre arts majors and anyone interested in developing acting skills. Covers basic acting terminologies and definitions, techniques of movement, voice, and script analysis with a strong emphasis on performance ethics.

THEA 1113 - Voice and Diction

3.0 : 3.0 : 0.0

Designed for theatre, communication, film majors, and other students interested in improving their vocal skills. Studies control and enhancement of the vocal mechanism. Stresses respiration, phonation, and articulation. Includes vocal exercises, oral presentations and study of the International Phonetic Alphabet (I.P.A) combined with lectures, films, demonstrations, and critiques.

THEA 1223 - Makeup I

3.0 : 3.0 : 0.0

Introduction to character makeup application for stage and screen with emphasis on corrective, age, and period with some stylized applications. Studies include the development of physical characterization for scripted characters.

THEA 1513 - Stagecraft I

3.0 : 3.0 : 0.0

Surveys all elements of theatre and film production including sets, lighting, sound, properties, and costumes. Offers experience in the construction, painting, dressing, and striking of sets and props; the hanging, focusing and gelling of lighting instruments; the preparation of sound effects; and the operation of sound and lighting control equipment. Utilizes lecture, demonstration, films, and observation of working production facilities and personnel.

THEA 1713 - Script and Text Analysis

3.0 : 3.0 : 0.0

Introduces students to the analysis of story-based text across a range of media. Covers dramatic narrative and semiotic theory and dramatic literature from various periods in theatre history. Utilizes lecture, discussion, script and text analysis, film viewing, and live production attendance.

THEA 2033 - Fundamentals of Acting II

3.0 : 3.0 : 0.0

Prerequisite(s):THEA 1033, THEA 1113

Designed to build upon the techniques learned in THEA 1033. Emphasizes character development and application in creating a role through intense scene study of scripts in both stage and screen.

THEA 2123 - Introduction to Movement for the Actor

3.0 : 3.0 : 0.0

Designed to help actors for both stage and screen develop the physical awareness and self discipline critical to effective performance of period style, staged combat, and the musical. Emphasizes balance, strength, postural correction, energy drives, motivation, and basic movement vocabulary.

THEA 219R - Performance Practicum

1.0 : 0.0 : 3.0

Prerequisite(s):Permission of instructor

Provides opportunity for earning college credit for supervised performance opportunities in production. Applies learned skills in actual production performance. Criteria for project completion will be negotiated with the instructor on an individual basis. May be repeated for a maximum of 3 credits toward AS degree.

THEA 2203 - Costume Construction I

3.0 : 3.0 : 0.0

A beginning overview of the vocabulary and basic sewing methods of theatrical costuming. Familiarizes students with sewing machine and serger operation, basic sewing techniques, fabrics, simple patterning, and skills of costume construction.

THEA 2313 - Film History I

3.0 : 2.0 : 3.0

Prerequisite(s):THEA 1023

Explores the development of the feature film, both in America and abroad from 1895 to 1945. Covers the evolution of motion pictures from conception as an entertainment novelty (c. 1895) to the mass-audience, commercial art form of the 1940's. Examines film as a serious historical study of a form of mass communication, which has had ethical, social, and political consequences on society. Includes lecture, screenings, and demonstrations with critical discussions of assigned readings and films.

THEA 2323 - Film History II

3.0 : 2.0 : 2.0

Prerequisite(s):THEA 1023

Survey of cinema history focused upon social, aesthetic, business, and technical dimensions of film and media from 1945 to the present. Emphasizes the parallel emergence and interrelationship of Hollywood and international cinema. Some films screened may be considered controversial and may carry an "R" rating.

THEA 2333 - Race Class and Gender in Film

3.0 : 2.0 : 2.0

Raises cultural awareness through aesthetic, critical, and interdisciplinary examination of the evolution of ethnic and minority film in America. Focuses on how both Hollywood and independent minority filmmakers have "created" various ethnic and minority groups for the mass audience (i.e. "Representation"). Some films screened may be considered controversial and may carry an "R" rating.

THEA 234R - Special Topics in Film Studies

3.0 : 2.0 : 2.0

Prerequisite(s):THEA 1023

Focuses upon a particular genre, director, or film movement for the benefit of theater students seeking a film emphasis and MCT and English students seeking added depth in their fields of study. Topic varies by semester.

THEA 249R - Musical Theatre Practicum

2.0 : 0.0 : 6.0

Prerequisite(s):Instructor approval by audition

Prepares the student to perform in musical theatre through development of acting, singing, and dance techniques in performance showcase forum. Offers performance opportunities.

THEA 2513 - Introduction to Design

3.0 : 3.0 : 0.0

Prerequisite(s):THEA 1513

Studies the design process associated with costumes, scenery, and lighting. Uses research, conceptual renderings, models, and drafting. Introduces perspective drawing, figure drawing, three dimensional model building, and standard drafting practices.

THEA 259R - Production Practicum

1.0 : 0.0 : 3.0

Provides opportunity for earning college credit for supervised projects in any area of production, excluding performance. Involves the development of a contract between student and the assigned instructor. May be repeated for a maximum of 4 credits toward graduation.

THEA 2713 - Script Writing I

3.0 : 3.0 : 0.0

Introduces dramatic writing in plays and screenwriting. Covers script formatting, dramatic structure, theatre and film conventions, use of dialogue, character, and plot development. Requires writing monologues, scene treatments, a short one-act play, and a short screenplay.

THEA 3113 - Acting for Film

3.0 : 3.0 : 0.0

Prerequisite(s):THEA 2033 or MCT 1110

Introduces the specialized techniques of performance, audition, and agent/actor relationships as they apply to the film and television industries.

THEA 3123 - Stage Dialects

3.0 : 3.0 : 0.0

Prerequisite(s):THEA 1113

Teaches the creation of believable characters from various linguistic backgrounds. Emphasizes lilt, stress, resonance, and pronunciation of dialects as a stage tool. Utilizes the IPA - International Phonetic Alphabet. Includes multiple dialects from three broad geographical categories: American, British Isles, and Western Continental Europe.

THEA 3133 - Stage Combat

3.0 : 3.0 : 0.0

Prerequisite(s):THEA 2123

Teaches basic principles of stage combat/ choreography and safety practices.

THEA 3203 - Costume Construction II

3.0 : 3.0 : 0.0

Prerequisite(s):THEA 2203

Provides more experience with sewing machine operations and advanced sewing techniques. Includes textile selection and construction skills. Focuses on specialized pattern drafting and draping.

THEA 3223 - Makeup II

3.0 : 3.0 : 0.0

Prerequisite(s):THEA 1223

Teaches advanced techniques in makeup design and application, character analysis, and three-dimensional masks. Includes hair applications, prosthetic appliances, airbrush techniques, and variety characterizations.

THEA 4213 - Costume Design I

3.0 : 3.0 : 0.0

Prerequisite(s):THEA 3203 and THEA 2513 and THEA 3553

Introduces theories and fundamentals of costume design with practical application through research and rendering. Provides an overview of costume history and period research. Emphasizes conceptual ideas based in script and director's concept.

THEA 3413 - Acting for Musical Theatre I

3.0 : 3.0 : 0.0

Prerequisite(s):THEA 2033

Introduces the acting student to the techniques of acting, singing, and dancing for the musical, as well as looking at the history and trends of the musical. Also incorporates the art of transitioning between dialogue and song.

THEA 3423 - Acting for Musical Theater II

3.0 : 3.0 : 0.0

Prerequisite(s):THEA 3413 or private audition

Further develops and refines the performer's abilities as a singer, dancer, and actor. Links trends in musical theater with past and present artistic choices. Explores design aspects of musical theater and thematic integration of acting, singing, and dancing. Includes lecture, discussion, film, rehearsal, and performance.

THEA 3513 - Set and Prop Construction and Painting

3.0 : 3.0 : 0.0

Prerequisite(s): THEA 2513

Focuses on integration of elements and phases of advanced set construction, property construction and paint finishes for theatrical film sets. Includes shop experience and work on UVSC productions.

THEA 3533 - Lighting and Sound Design I

3.0 : 3.0 : 0.0

Prerequisite(s):THEA 2513

Focuses on the designing and practical application of theatrical lighting and sound. Includes laboratory work on UVSC theatre productions.

THEA 3553 - Period Styles for Theatre Design

3.0 : 3.0 : 0.0

Prerequisite(s): THEA 2513

Introduces historical styles of architecture, painting, and dress as they influence theatrical design.

THEA 3613 - Directing I

3.0 : 3.0 : 0.0

Prerequisite(s):(THEA 1713 and THEA 1033) or MCT 2110

Introduces basic directing techniques utilized in casting and rehearsing actors for stage and screen performance. Places emphasis on achieving honest and believable performances in the intimate style of camera acting, as well as the highly physical acting style of the stage. Includes studies in script structure, visualization, movement, pace and rhythm, gesture, casting techniques, and rehearsal techniques.

THEA 3623 - Directing II

3.0 : 3.0 : 0.0

Prerequisite(s):THEA 3613

Builds upon concepts covered in Directing I. Includes class workshops and demonstrations followed by class/instructor critique. Requires completion and presentation of a director's book. Culminates in public presentation of a one-act play.

THEA 3633 - Introduction to Stage and Theatre Management

3.0 : 3.0 : 0.0

Prerequisite(s):THEA 1513

Introduces students to the basic processes of creating and managing a theatre production organization. Includes introductory structural organization, collaboration, strategic planning, accounting, and marketing concepts, procedures, and simulation exercises. Prepares students for upper division courses in theatre management.

THEA 3713 - Childrens Theatre in the Elementary School

2.0 : 2.0 : 1.0

For students majoring in elementary education and/or theatre, speech, or communications. Emphasizes child drama and speech activities in the elementary school. Studies storytelling, story theatre, mask drama, puppetry, and creative dramatics. Includes lectures, demonstrations, workshops, rehearsals and performances before children in local elementary schools. Addresses the Utah State Core Curriculum in Theatre for the elementary school. Completion of a second course is required to satisfy the fine arts requirement (see Graduation section of catalog).

THEA 3723 - Theatre History and Literature I

3.0 : 3.0 : 0.0

Prerequisite(s): THEA 1013 and THEA 1713 and (ENGL 2010 or ENGL 2020)

Examines the history of the theatre from its earliest origins through the Renaissance. Emphasizes theatre practice in its social, political and economic contexts. Introduces the theory and skills necessary for writing analytically about the theatre.

THEA 3733 - Theatre History and Literature II

3.0 : 3.0 : 0.0

Prerequisite(s):THEA 3723

Examines the history of the theatre and its associated literature and artists from the Restoration to the present time. Focuses on historical theatre practice in its social, political and economic contexts. Introduces the theory and skills necessary for writing performance reviews and extended research papers in theatre.

THEA 374R - New Script Workshop

3.0 : 2.0 : 3.0

Prerequisite(s):THEA 1713 and (THEA 2713 or THEA 1033 or THEA 3613)

Acts as a reading, performance, discussion and improvisation lab for scriptwriter's creative works. Involves students in the process of polishing, refining, and brainstorming dramatic works. Supports original student scripts with the ultimate goal of production. Integrates the work of writers, directors and actors into a collaborative effort. Includes

active class discussions, readings, improvisations, written and oral presentations and critiques, research and completion of a project.

THEA 3753 - Script Writing II

3.0 : 3.0 : 0.0

Prerequisite(s):THEA 1713, THEA 2713

Builds and enlarges on the specific writing craft elements of plot, character, and theme introduced in prior writing classes. Examines plot structures in one-act plays and short films including documentaries. Involves students in identifying and strengthening weaknesses or challenges in their own as well as fellow students original scripts. Includes active class discussions, readings, written and oral presentations, research and final projects of a one-act play or short film from 30 to 60 minutes in length.

THEA 4113 - Auditioning

3.0 : 3.0 : 0.0

Prerequisite(s):THEA 1033 and (senior status in BA/BS Theatre degree or department approval)

Prepares the student with the specific skills and knowledge to audition for stage and/or screen and to find success in the audition process, both psychologically and physically. Includes resumes and interview skills.

THEA 4123 - Acting Styles

3.0 : 3.0 : 0.0

Prerequisite(s):THEA 2033, THEA 3123, THEA 3133, and THEA 3723

Includes advanced preparation for performance of classical texts. Emphasizes voice, speech, movement, and character development. Covers Greek and Roman acting styles, Commedia dell Arte and 17th Century French Neoclassic styles, Shakespearean Tragedy and Comedy, Comedy of Manners, and 19th Century Romanticism and Melodrama. Also includes a brief introduction to Modern and Post-modern acting styles.

THEA 4513 - Sets and Properties Design I

3.0 : 3.0 : 0.0

Prerequisite(s): THEA 2513, THEA 3503, THEA 3553, and THEA 3513

Advanced application of the principles of scenic design for sets and properties. Includes completion of at least one project design including elevation drawing and drafting, rendering and model building. Emphasizes conceptual ideas based on script and director's concept. Student designers for UVSC productions may be selected from this class.

THEA 4533 - Advanced Lighting Design

3.0 : 3.0 : 0.0

Prerequisite(s):THEA 3533

Explores and applies elements of design as they relate to lighting for theatre, dance and film from design process conception to final paperwork. Requires work on UVSC productions as well as individual student projects.

THEA 4633 - Theatre Management II

3.0 : 3.0 : 0.0

Prerequisite(s):THEA 3633

Introduces advanced concepts in theatre management. Applies principles taught in prior management and finance courses to a producing theatre organization. Includes concepts in management, economics, finance, strategic planning, organizational design, marketing, and fundraising as applied to the theatre. Utilizes lecture, discussion, and real-world simulation experiences.

THEA 481R - Theatre Internship

1.0 to 8.0 : 0.0 : 5.0 to 40.0

Prerequisite(s): Department Approval

Provides a transition from school to professional life where learned theory is applied to actual practice through meaningful on-the-job experience.

THEA 4981 – Portfolio

1.0 : 1.0 : 0.0

Prerequisite(s): THEA 3733 and Senior Status

Features development of student portfolio for the areas of performance, design, management, directing and writing. Includes interview skills and website development. Emphasis on placement in the theatrical job market or graduate school placement.

THEA 4993 - Senior Project

3.0 : 3.0 : 0.0

Prerequisite(s): THEA 3733 and Senior Status

Provides credit for independent projects and research of advanced nature in the area of Theatre Arts under faculty supervision. Requires an area of study to be designated at time of registration.

APPENDIX B: Typical Program Schedule

The following schedule is typical of a student selecting a Track Two (Depth) option in the Performance area of study. The example shown is of a student with an interest in directing and script writing. The order of classes is based on the sequence table and prerequisite illustrations which follow.

COURSE	Fall	Spring	G.E./Electives
FRESHMAN YEAR			
THEA 259R – Production Practicum	1	1	
THEA 1033 – Fundamentals of Acting I	3		
THEA 1113 – Voice & Diction	3		3
THEA 1713 – Script & Text Analysis	3		
G.E./Electives/Foreign Language	3	6	9
THEA 1013 – Introduction to Theatre		3	3
THEA 1513 – Stagecraft I		3	
THEA 2123 – Introduction to Movement for the Actor		3	3
TOTAL FRESHMAN YEAR	13	16	18
SOPHOMORE YEAR			
THEA 259R – Production Practicum	1	1	
THEA 2513 – Introduction to Design	3		
THEA 2713 – Script Writing I	3		
THEA 3123 – Stage Dialects	3		
G.E./Electives/Foreign Language	6	6	12
THEA 3133 – Stage Combat		3	
THEA 3613 – Directing I		3	
THEA 3750 – Script Writing II		3	
TOTAL SOPHOMORE YEAR	16	16	12
JUNIOR YEAR			
THEA 3623 – Directing II	3		
THEA 3633 – Introduction to Stage and Theatre Management	3		
THEA 3723 – Theatre History and Literature I	3		
G.E./Electives/Foreign Language	6	9	15
THEA 3733 – Theatre History and Literature II		3	
THEA 374R – New Script Workshop		3	
TOTAL JUNIOR YEAR	15	15	15
SENIOR YEAR			
THEA 4633 – Theatre Management II	3		
THEA 4981 – Portfolio	1		
G.E./Electives/Foreign Language	12	10	22
THEA 4993 – Senior Project		3	
TOTAL SENIOR YEAR	16	13	22
TOTAL FOR DEGREE	120		67

APPENDIX C: Faculty

Full-Time Faculty

- James Arrington** **Assistant Professor. Tenured 2006. At UVSC since 1999.**
MA, Theatre and Cinematic Arts - Brigham Young University, 1997
Two-Year Training Congress - American Conservatory Theatre, 1974
BFA, Theatre - Utah State University, 1973
9 years' post-secondary teaching experience. 40 plus years of entrepreneurial theatre and theatre business. Professional actor, producer and scriptwriter. Gene Frankel Writing and Directing Workshop, NYC. H B Studios Advanced Writing Workshop, NYC.
- Elaine Hansen** **Assistant Professor. Tenure Track. At UVSC since 2002.**
MFA, Children's Theatre - University of Utah, 1990
BA, Modern Dance - Brigham Young University, 1977
9 years' post-secondary teaching experience. 8 years with Walt Disney World as a writer, director of special events/promotions, stage manager, entertainment manager, and corporate trainer. 13 years secondary education and musical theatre teaching experience.
- Randall King** **Professor. Tenured 1997. At UVSC since 1990.**
MFA, Directing - Utah State University, 1994
MA, Theatre History - Brigham Young University, 1986
17 years' post-secondary teaching experience. 30 years of professional stage and film acting & directing..
- Rick Moody** **Lecturer. Film Studies. At UVSC since 1992.**
Ph.D., Theatre and Film, Film Theory, History and Criticism - Brigham Young University, 1994
MA, Telecommunications - San Diego State University, 1988
17 years' post-secondary teaching experience. Popular regional presenter and film critic.
- D. Terry Petrie** **Assistant Professor. Tenure Track. At UVSC since 2004.**
Ph.D., Directing, Theatre, Speech and Cinema - Brigham Young University, 1987
Education Degree - University of Alberta, Edmonton, Alberta, Canada
30 plus years of professional, community, public school experience – producing, directing and writing, 10 years of professional theatre administration, managing, and special event production experience
- Stephen Purdy** **Lecturer (holding open a tenure-track line in Design). Set Design and Technical Theatre. At UVSC since 2003.**
BA, Communications Advertising - Brigham Young University, 1974, Magna cum laude
25 years design work, Universal Studios, Universal City, California

New Hire **Assistant Professor. Tenure Track. (To begin 2007).**
Terminal Degree required. (A search will be done to fulfill a position that will strengthen either management or scriptwriting courses. The choice will depend upon reassignment and experience of existing faculty.)

Joe Fox **Artist in Residence (Currently part-time. Add 0.25 faculty FTE teaching component for Fall 2006): Lighting Design and Technical Theatre. At UVSC since 2002.**
MFA, Theatre Arts - Brandeis University, Waltham, Massachusetts, 2001
BFA, Theatrical Design - University of Evansville, Indiana, 1998
Professional and educational design, tech, and management experience.

Carla Summers **Artist in Residence (Currently part-time. Add 0.25 faculty FTE teaching component for Fall 2006): Costume Design and Construction. At UVSC since 2002.**
BS, Costume Design - Brigham Young University, 1988
Designer, Golden West Productions
25 years of professional costume design, costumer for stage and screen.

Adjunct Faculty Pool

Kim Abunuwara **Ph.D., Theatre and Film - Brigham Young University, 1995**
MFA, Acting - National Theatre Conservatory, Denver Center for the Performing Arts, 1988
Tenured while at University of Texas at El Paso, 1999

Lisa Bean **Ph.D., Directing - Brigham Young University, 1989**
BA, Children's Theatre - Brigham Young University, 1981
Co-authored Utah State Theatre Arts Curriculum Standards, K-12 (1995)
Many years of teaching teachers and students in Children's Theatre

Larry Blackburn **MM, Organ Performance - Brigham Young University, 2005**
BA, Organ Performance - UC Santa Barbara, 1985
Numerous years of teaching voice and diction, vocal training, professional accompaniment and entertainment experience.

Chris Clark **MFA, Shakespeare Performing/Directing - University of Exeter, UK, 2002**
ABD, Theatre Education - BYU
Directing, writing, and acting experience both on the professional and educational levels.

Katie Farmer **MA, Theatre and Film - BYU 1972**
ABD, Dramatic Theory and Criticism - BYU
Numerous years of post secondary teaching scriptwriting and dramatic structure experience.

Anne Sward Hansen **MA, Drama - University of Miami, Coral Gables, Florida, 1974**
BS, Theatre Arts and Speech - Emerson College, Boston, 1971
Member - Screen Actors' Guild Independent Representative, Screen Actors' Guild, American Federation of Television and Radio Artists, American Society of Composers,

Authors and Publishers, American Women in Radio and Television.
13 years as contract player/performed in over 2,000 episodes of television on CBS's "As the World Turns".

- Elizabeth Hansen** MFA, Screenwriting - American Film Institute Center for Advanced Film and Television Studios, Los Angeles, 1988
BFA, Theatre Performance - University of Utah, 1976 (Cum Laude)
Member: Actors' Equity Association, Screen Actors' Guild, American Association of Film and Television Artists.
Winner of Writers Guild Award for CBS Schoolbreak Special American Eyes. EMMY Award nominee and Humanitas Prize finalist.
- Rick Macy** MA Ed., University of Phoenix
BA, Theatre and Cinematic Arts - Brigham Young University, 1982
25 years as professional film and television actor.
- David Morgan** MFA, Acting, Movement, Voice, Directing - National Theatre Conservatory, 1990
BA, Theatre - Brigham Young University, 1985
Tenured at BYU teaching voice and directing.
- Blaine Quarnstrom** Ph.D., Theatre History/Theory - Ohio State University, 1967
MA, Performance/Directing - Brigham Young University, 1963
Achieved Tenure at Ohio State University, directing and administrative experience.
- Jill Robinson** MA, Theatre and Media Arts, Brigham Young University, 1999
Experienced screenwriter, creative dramatics instructor, and secondary education teacher.

APPENDIX D: Employment Projections for Theatre Occupations

U.S. Employment Projections 2002-2012 (Numbers in thousands of jobs)

Description	Employment		Growth		Total Job Openings from Growth <i>and</i> Net Replacements (2002-2012)
	2002	2012	Number	Percent	
TRADITIONAL THEATRE OCCUPATIONS					
Actors, Directors, and Producers	139	164	25	18.0%	44
Set and Exhibit Designers	12	15	3	20.9%	4
Costume Attendants	4	5	1	25.1%	2
Makeup artists, theatrical and performance	2	2	0	18.2%	1
TOTALS	157	186	29	18.5%	51
JOB CATEGORIES OF WHICH TRADITIONAL THEATRE OCCUPATIONS ARE A SUBSET					
Agents and Managers	15	19	4	27.8%	7
Tailors, dressmakers, and custom sewers	53	48	-5	-9.1%	9
Fashion Designers	15	16	2	10.6%	4
Dancers and choreographers	37	42	5	13.3%	28
Musicians and singers	161	189	27	17.1%	61
Writers and Authors	139	161	22	16.1%	46
TOTALS	420	475	55	13.1%	155
RELATED OCCUPATIONS					
Motion Picture Projectionists	9	9	0	0.4%	5
Announcers; News analysts, reporters, and correspondents; Public relations specialists	300	348	48	16.0%	114
Media and communication equipment operators (Broadcast, TV, video, and motion picture)	295	345	50	16.9%	115
TOTALS	604	702	98	16.2%	229

Source: U.S. Bureau of Labor Statistics, *Occupational Employment Projections to 2012*.

Utah Employment Projections 2002-2012

Description	Employment		Growth		Total ANNUAL Job Openings from Growth and Net Replacements
	2002	2012	Number	Percent	
TRADITIONAL THEATRE OCCUPATIONS					
Actors, Directors, and Producers	1,790	2,410	620	34.6%	90
Set and Exhibit Designers	100	130	30	30.0%	10
TOTALS	1,890	2,540	650	34.4%	100
JOB CATEGORIES OF WHICH TRADITIONAL THEATRE OCCUPATIONS ARE A SUBSET					
Agents and Managers	50	70	20	40.0%	2
Tailors, dressmakers, and custom sewers	350	370	20	5.71%	10
Dancers and choreographers	370	470	100	27.0%	200
Musicians and singers	430	510	80	18.6%	10
Writers and Authors	2,270	3,190	920	40.5%	130
TOTALS	3,470	4,610	1,140	32.9%	352
RELATED OCCUPATIONS					
Announcers; News analysts, reporters, and correspondents; Public relations specialists	2,740	3,490	750	27.4%	80
Media and communication equipment operators (Broadcast, TV, video, and motion picture)	3,300	4,680	1,380	41.8%	210
TOTALS	6,040	8,170	2,130	35.3%	290

Source: *Utah Occupational Projections 2002-2012*, Utah Department of Workforce Services, September 2004. Note: Data may not add to total due to rounding and

the exclusion of occupations with small employment.

APPENDIX E: STUDENT DEMAND SURVEYS

4-Year Degree Interest Survey - Spring 2005 (Students in all Theatre Classes, Regardless of Major)

Survey Questions	Theatre Majors		All Participants	
	No.	%	No.	%
No. of participants	57	100%	288	100%
No. preferring completion of their baccalaureate degrees at UVSC	38	67%	181	63%
No. indicating that going elsewhere to get a baccalaureate degree would be "probably impossible" or "extremely difficult"	10	17%	109	38%
No. indicating a 5 or 4 (on a scale of 1-5, 5 being the highest) their desire for a 4-year Theatre Arts major	32	56%	167	58%
No. indicating a 5 or 4 (on a scale of 1-5, 5 being the highest) their desire for a Theatre Arts minor	28	49%	117	41%
No. indicating a 5 or 4 (on a scale of 1-5, 5 being the highest) their desire for a Theatre Arts teaching major or minor	46	81%	112	39%
No. indicating a 5 or 4 (on a scale of 1-5, 5 being the highest) that they would likely finish a baccalaureate degree in Theatre Arts if offered at UVSC	48	84%	146	51%

4-Year Degree Interest Survey – Fall 2005 (Students in all Theatre Classes, Regardless of Major)

Survey Questions	Theatre/Film Majors		All Participants	
	No.	%	No.	%
No. of participants	118	100%	405	100%
No. planning on getting a baccalaureate degree at UVSC or another institution	114	97%	340	84%
No. interested in a baccalaureate theatre degree	113	96%	202	50%
No. indicating a 1 st or 2 nd choice on a scale of 1 to 7 (with 1 being first choice) the likelihood or desirability of completing baccalaureate degree at UVSC over other Utah institution of higher learning	88	75%	240	59%
No. indicating that going elsewhere to get a baccalaureate degree would be "probably impossible," "extremely difficult," or "difficult"	101	82%	109	38%
No. indicating "very likely" or "somewhat likely" that they would finish a baccalaureate degree in Theatre and Film Arts if offered at UVSC	95	80%	209	51%

*University of Utah, Utah State University, Southern Utah University, Weber State University, Brigham Young University, Other

March 23, 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 requests have been submitted for consideration by the Regents on the Consent Calendar of the Programs Committee:

A. University of Utah

Proposal to offer an Undergraduate Certificate Alcohol and Drug Abuse Treatment Training Program

Request: The College of Social Work is requesting that the Alcohol and Drug Abuse Treatment Training Program be granted status as an official University Undergraduate Certificate Program.

The current program was established in 1982 in cooperation with the Utah Division of Substance Abuse, and the University's Division of Continuing Education within the College of Social Work. The program has a long history of academic rigor and excellence. All classes are held in the evenings, beginning at 5:00 p.m. Initially designed to train individuals from the community to meet the educational and practicum requirements for licensure as a Substance Abuse Counselor, in the last several years the program has experienced a significant increase in the number of matriculated University of Utah student enrollments. These students view completion of this program as increasing their knowledge/skill base, and enhancing their employment prospects.

Need: The Alcohol and Drug Abuse Treatment Training Program enables students to enhance their education and prospects for employment upon graduation. Completion of the College of Social Work Alcohol and Drug Abuse Treatment Training Program fulfills the educational and practicum requirements for licensure as an entry-level substance abuse counselor in the state of Utah; hence, completion of this program can lead directly to employment in the field. Fields of study where students would benefit from obtaining a Substance Abuse Treatment Certificate include, but are not limited to, the "helping fields" of social work, psychology, educational psychology, sociology, family and consumer studies, health, and

recreational therapy. In addition, since substance abuse has such a significant impact on employment and productivity, students majoring in business and human resource management would clearly benefit from increased knowledge in this area.

Impact on Existing Programs: All the courses for this certificate proposal already exist. The Alcohol and Drug Abuse Treatment Training Program has been operating for over twenty years and has a reputation of excellence and integrity. The enrollment has ranged from 30 to 40 undergraduate students and 10-20 graduate students per year. Undergraduate and graduate sections of each class are taught separately, and course content and rigor reflect the requirements for each level. Currently, this program confers a certificate of completion that students can present to the state Division of Occupational and Professional Licensing certifying they have met the academic and practicum requirements for licensure, but is not noted on an individual's transcript as a certificate.

The Alcohol and Drug Abuse Treatment Training Program's impact on related degree programs is one of educational and employment enhancement. This program does not confer a degree of any kind, but rather, enhances and/or supplements students' educational goals by giving them information and practical experiences (through field training), which will better enable them to interact positively and effectively with people who have substance abuse problems. No profession or area of employment is exempt from the dilemma of substance abuse by its employees. Having individuals who are prepared to recognize and understand treatment options and legal implications will be beneficial in maintaining a healthy and productive workforce.

B. Weber State University

i. Proposal to create the Department of Automotive Technology

Request: This request is to separate the Automotive Technology Program from the Sales and Service Technology Department and give the program departmental status. The new department will be named Automotive Technology.

Need: The Automotive Technology program has grown (currently 280 majors) to the point where it needs to have departmental status. In addition, it has a number of working relationships with various automotive manufacturers and dealerships where it would function more effectively as a department rather than as a program in a department with which it currently only has a nominal relationship.

Institutional Impact: This reorganization will have no impact upon enrollments in any other programs as this is an organizational change, not affecting the curriculum in any way. The program already has its own secretary, program coordinator, and budget. Thus there will be no effect on existing administrative structures. It also has its own offices and laboratories so no new facilities will be required.

Finances: Because the Automotive Program already has everything in place to become a department including the staff and a budget, this change will be cost neutral.

ii. Proposal to eliminate Bachelor of Applied Technology Degree

Request: Weber State University requests the elimination of the Bachelor of Applied Technology degree.

Need: The Board of Regents, on March 14, 2003, gave permission for Utah Valley State College and Weber State University to offer the Bachelor of Applied Technology (BAT) degree. Although program information has been included in the 2004-05 and 2005-06 editions of the Weber State University Catalog, no students have availed themselves of the opportunity to enroll in the program. Accordingly, no graduates of the program have been produced. While Weber State University admits a significant number of students from the Davis and Ogden/Weber ATCs, for the most part these students do not arrive with the AAT and therefore enter traditional bachelor programs. Given that there is no demonstrable student interest in the program, there is a need to eliminate the BAT degree program.

Institutional Impact: Institutional impact is expected to be slight. As no students have chosen the degree program, no students will be affected by the proposed change. No faculty or staff will need to be reassigned upon elimination of the program.

Finances: No financial impact is anticipated.

iii. Proposal to eliminate emphasis areas in the Bachelor of Visual Arts Program

Request: Weber State University requests the elimination of emphasis areas in the Bachelor of Visual Arts program, which will be consolidated into one Art major. These emphasis areas are:

- Art Composite Teaching
- Two-Dimensional
- Three-Dimensional
- Photography
- Visual Communication/Design or Illustration

Thus, there will be no emphasis designations at the Bachelor's level. Total credit hours for the Bachelor of Visual Arts major will remain at 48.

Need: The intent of this proposal is to update, strengthen and focus the foundational coursework, and simplify and consolidate Art major degree programs. This is the first significant change for the Visual Arts curriculum at WSU since the semester conversion of 1998.

Institutional Impact: Institutional impact is expected to be slight. The necessary curriculum changes have already been approved by the department, the college, the Faculty Senate curriculum committee, and the Faculty Senate. This is merely a change in nomenclature for the Art major.

Finances: No financial impact is anticipated.

C. Salt Lake Community College

Fast Track Proposal from Salt Lake Community College, Skills Center – Medical Coding and Billing Program

Request: The Skills Center of Salt Lake Community College requests Fast Track approval for a Medical Coding and Billing program. This 700-hour program has been approved through the SLCC internal process and will be submitted for financial aid eligibility upon Board of Regents approval.

Need: In 2003 the Skills Center proposed two programs: Data Entry for Medical Billing and Medical Coding Procedures. After running these programs for more than two years, information was gathered from instructors, students, employers, the Office Information Systems (OIS) department Career Specialist, current job and employment data, course listings from other applied technology programs, and employees and trainers working in the medical coding and medical billing fields which indicate that many medical billing and/or coding positions require the skills taught in both programs. Therefore, by combining the programs, students receive the training needed for positions in the following areas: patient access representative, medical biller, billing clerks, medical receptionists, outpatient clinic representative, client representative, patient service representative, medical claims processors, data entry specialists, insurance account representatives, customer service representative, or patient representative biller. Some students have been hired directly into medical coding positions upon completion of training, but most have been internal hires from existing positions within medical facilities as positions open.

This program in Medical Coding and Billing will allow completed students to begin in an entry-level position at a medical facility and also have the skills necessary to move into higher paying jobs such as medical coders as soon as those jobs become available, potentially within six months to a year following hire.

Budget: The budget for the Medical Coding and Billing program will be derived from the current budget allocations for the two programs being discontinued: Data Entry for Medical Billing and Medical Coding Procedures. The program is part of the Office Information Systems budget. No budget savings are anticipated. Benefit is directly to the applicability of the program to employment opportunities.

Similar Programs Already Offered in the USHE: Since 2003, the Skills Center has been offering two programs that are now being combined into one. Salt Lake Community College also offers several courses in this program in a traditional credit format as a component of the Medical Assisting program. The Skills Center's individualized open-entry/open-exit format complements the credit programs offered at SLCC. The departments have collaborated to ensure that needs of a wide variety of students are met.

Dixie State College offers similar instruction in its Office Administration/Health Information Management program.

Mountainland ATC offers coding and insurance billing in its Medical Office Skills program. Uintah Basin ATC offers medical coding and billing as part of its Medical Assistant program.

Southern Utah University offers medical coding as a component of the Medical Secretary program offered through the Short Term Intensive Training (STIT) program.

Weber State University offers medical coding and billing as part of the following programs: Certificate in Health Care Coding and Classification, an Associate of Applied Science in Health Information Technology, and a Bachelor of Science in Health Administration Services with an-emphasis in Health Information Management.

Utah State University offers courses similar to those offered in the Skills Center program as a component of its Smart Site and Health Sciences program.

D. Utah College of Applied Technology

i. Fast Track Approval of several existing Mountainland ATC Certificates of Proficiency

Mountainland ATC requests that the following ATC Certificates of Proficiency be approved for financial aid purposes. The programs were in existence prior to the inception of the Utah College of Applied Technology in September 2001.

CIP Code	CERTIFICATE OF PROFICIENCY	# of Hours
11.0101	Information Technology	675
11.0801	Media Design Technology	675
12.0505	Chef Prep	600
46.0201	Building Construction	900
47.0604	Automotive Technology-Engines	630
47.0604	Automotive Technology-Service	630
51.0601	Dental Assistant	735
51.0716	Medical Office Administration	765
51.0801	Medical Assistant	900
51.0808	Veterinarian Assistant	675
52.0401	Business Technology	600

Information Technology

Program Description: Information Technology is an open-entry, open-exit program that allows students to begin any time during the year, proceed at their own pace, and finish when competencies are mastered. During the program the student will be prepared to take the industry-standard exams to be certified in CompTIA's A+, Network+, Security+, Server+, and Linux+ as well as Microsoft MCP, MCSA, MCSE, Novell's CNA, CNE and Cisco's CCNA. Students may also set up a program that will fulfill requirements to receive UCAT certificates and degrees. The skill sets acquired in this program will allow for employment in many of the Information Technology fields anywhere from entry-level to intermediate positions.

Market Demand: Computer and Information Systems Managers have been selected as one of Utah's Five-Star occupations. Actual growth in the demand for this occupation will make up the majority of the new

job openings. Employment Projections 2002-2012 statistical data is provided by the Department of Workforce Services.

Computer Systems Analysts have been selected as one of Utah's Five-Star occupations. Actual growth in the demand for this occupation will make up the majority of the new job openings. With a projected 40 percent increase over the decade, this occupation will grow much faster than average. Employment Projections 2002-2012 statistical data is provided by the Department of Workforce Services.

Database Administrators have been selected as one of Utah's Five-Star occupations. Actual growth in the demand for this occupation will make up the majority of the new job openings. Employment Projections 2002-2012 statistical data is provided by the Department of Workforce Services.

In an effort to conform to industry standards, the Computer Networking program is now titled Information Technology. The Introduction to Programming course was added to the program to meet industry competencies. Additionally, the level of hands-on training and experience has increased, therefore increasing the number of hours for the Introduction to Information Technology course.

Budget	<u>2005-06</u>
Salary & Wages	\$59,380
Benefits	24,573
Current Expense	4,000
Totals	\$87,953

Media Design Technology

Program Description: Students learn to create stunning images and presentations with leading graphics software including: QuarkX Press, Adobe Photoshop, Adobe Illustrator, Corel Bryce, Adobe Premiere and Macromedia Director. Students explore photo enhancement, computer illustration, 3D modeling, animation, video and multimedia authoring. Learn to scan, retouch, composite and enhance images, draw vector illustrations and diagrams, layout corporate documents such as business cards, stationary, brochures, newsletters and much more. The student will focus on developing professional level design and multimedia production skills using examples and models from industry. The use of Adobe Photoshop, Adobe Illustrator, 3D Studio Max, Macromedia Flash, Adobe Premiere, Adobe After Effects and Macromedia Director software is included to create a series of projects for actual business clients that will prepare students for full-time employment. These projects, worked on as teams, include planning and designing Flash-based websites; creating models, animations and programming for game development. **Prerequisites —** Basic Computer Skills

Market Demand: Graphic Designers have been selected as one of Utah's Two-Star occupations. Actual growth in the demand for this occupation will make up the majority of the new job openings.

Employment Projections 2002-2012 statistical data is provided by the Department of Workforce Services.

In an effort to conform to industry standards the program name has been recently changed to Media Design Technology (previously Multimedia I & II) and the following courses - Multimedia 1: Design and

Development, Multimedia 2: Production, and Job Seeking Skills - were added to the program. Additionally, the hours for Computer Literacy needed to be increased to successfully accomplish course competencies.

Budget	<u>2005-06</u>
Salary & Wages	\$34,777
Benefits	21,570
Current Expense	4,000
Totals	\$60,347

Chef Prep

Program Description: Chef Prep provides students with professional cookery skills in preparation for employment or further development in culinary arts or hospitality management. This course also introduces and trains the student for opportunities in the food service industry, in addition to learning the art of performing quality food preparation. Students learn to perform quality food preparation as it relates to catering, bakery, restaurant, and hospitality and fast food operations. Students will also learn sanitation, nutrition, menu planning, use and care of commercial equipment and business management. Additionally, students will learn menu item pricing, presentation and public relation skills. Students will test to receive a Food Handler's Permit.

Market Demand: Institution and Cafeteria Cooks have been selected as one of Utah's Two-Star occupations. The need for replacements, rather than growth in numbers, will make up the majority of job openings for this occupation. Employment Projections 2002-2012 statistical data is provided by the Department of Workforce Services.

Food Preparation Workers have been selected as one of Utah's Two-Star occupations. Actual growth in the demand for this occupation will make up the majority of the new job openings. With a projected 48 percent increase over the decade, this occupation will grow much faster than average. Employment Projections 2002-2012 statistical data is provided by the Department of Workforce Services.

Short Order Cooks have been selected as one of Utah's Two-Star occupations. Actual growth in the demand for this occupation will make up the majority of the new job openings. Employment Projections 2002-2012 statistical data is provided by the Department of Workforce Services.

Combined Food Preparation and Serving Workers, including Fast Food, have been selected as one of Utah's Two-Star occupations. Actual growth in the demand for this occupation will make up the majority of the new job openings. With a projected 54 percent increase over the decade, this occupation will grow much faster than average. Employment Projections 2002-2012 statistical data is provided by the Department of Workforce Services.

In an effort to conform to industry standards and upon advisory committee recommendation, work-based activities were added to the program. Additionally, hours were increased for Hot Foods 2, Baking and Pastries, Short Order Cooking and cold Food Preparation.

Building Construction

Program Description: Under the direction of a licensed contractor, students gain hands-on experience as they build a house from excavation to the finishing trim. Construction takes place in Spanish Fork, Heber and Coalville. The northern building construction site will alternate from year to year between Coalville and Kamas. For the 2005-06 year the site was located in Coalville. Both North and South Summit students are welcome to enroll in the program, regardless of the site location.

Market Demand: First-Line Supervisors/Managers of Construction Trades and Extraction Workers have been selected as one of Utah's Five-Star occupations. Actual growth in the demand for this occupation will make up the majority of the new job openings. With a projected 36 percent increase over the decade, this occupation will grow much faster than average. Employment Projections 2002-2012 statistical data is provided by the Department of Workforce Services.

Carpenters have been selected as one of Utah's Five-Star occupations. Actual growth in the demand for this occupation will make up the majority of the new job openings. With a projected 36 percent increase over the decade, this occupation will grow much faster than average. Employment Projections 2002-2012 statistical data is provided by the Department of Workforce Services.

In an effort to better meet the needs of the building industry, it has become necessary to offer a MATC Certificate of Proficiency. Currently, MATC offers a UCAT Certificate of Completion. MATC would like to add the availability of the MATC Certificate of Proficiency for the Building Construction program.

Budget	2005-06
Salary & Wages	\$ 73,062
Benefits	43,931
Current Expense	300,000
Totals	\$416,993

Automotive Technology – Engines and Service

Program Description: The Automotive Technology program offers Certificates of Proficiency in Engines and in Automotive Service. Students are offered several courses including: Fundamentals, Brakes, Engine Repair, Electrical Systems, Engine Performance, Manual Drive Train, Automatic Transmission, Suspension and Steering. There is also an open lab for the students to practice the skills learned. The MATC's automotive programs and courses prepare students for employment in the automotive industry and to sit for ASE examinations. In particular, the Engines certificate program targets jobs involving engine repair, and the Service certificate addresses repair and maintenance of the drive train and general mechanical systems.

Market Demand: Automotive Service Technicians and Mechanics have been selected as one of Utah's Four-Star occupations. Actual growth in the demand for this occupation will make up the majority of the new job openings. With a projected 33 percent increase over the decade, this occupation will grow faster than average. Employment Projections 2002-2012 statistical data is provided by the Department of Workforce Services.

Budget	<u>2005-06</u>
Salary & Wages	\$138,571
Benefits	86,159
Current Expense	24,051
Totals	\$248,781

Dental Assistant

Program Description: Dental Assistants are hired to perform chair-side assisting skills, front office procedures, and radiology techniques and commonly used dental material manipulations in a dental office. This program prepares students for work in the dental field through classroom lecture, lab work, and an externship in a general dental office as well as in specialty practice such as orthodontics, oral surgery, pediatric dentistry, periodontics or prosthodontics. Students also receive hands-on training in a dental clinic. This training includes up-to-date dentistry procedures, technical training in taking radiographs, the manipulation of dental materials, and front office skills and procedures. **Prerequisites —** Students must demonstrate minimum reading and math competencies on MATC assessment, or provide high school transcript or report cards indicating B- or higher in 10th grade English and Algebra I or Applied Math I within the past five years.

Market Demand: Dental Assistants have been selected as one of Utah's Two-Star occupations. Actual growth in the demand for this occupation will make up the majority of the new job openings. With a projected 51 percent increase over the decade, this occupation will grow much faster than average. Employment Projections 2002-2012 statistical data is provided by the Department of Workforce Services.

Budget	<u>2005-06</u>
Salary & Wages	\$ 82,231
Benefits	34,447
Current Expense	8,000
Totals	\$ 124,678

Market Demand: Medical Secretaries have been selected as one of Utah's Two-Star occupations. Actual growth in the demand for this occupation will make up the majority of the new job openings. Employment Projections 2002-2012 statistical data is provided by the Department of Workforce Services.

In an effort to better meet the needs of our health care community it has become necessary to change the name of the program to Medical Office Administration and to offer an MATC Certificate of Proficiency. Currently, MATC offers a UCAT Certificate of Completion. MATC would like to add the availability of the MATC Certificate of Proficiency for the Medical Office Administration program. Additionally, hours for courses have decreased.

Budget	<u>2005-06</u>
Salary & Wages	\$122,938
Benefits	82,634
Current Expense	19,000
Totals	\$224,572

Medical Assistant

Program Description: Students train to assist a doctor or nurse in a clinical setting. They will learn all aspects of the medical office including: laboratory procedures, injection, CPR, first aid, EKG, phlebotomy, bacteria identification, urinalysis, reception, scheduling, billing, insurance and medical coding.

Prerequisites — Students must demonstrate minimum reading and math competencies on MATC assessment, or provide high school transcript or report cards indicating B- or higher in 10th grade English and Algebra I or Applied Math I within the past five years.

Market Demand: Medical Assistants have been selected as one of Utah's Three-Star occupations. Actual growth in the demand for this occupation will make up the majority of the new job openings. With a projected 69 percent increase over the decade, this occupation will grow much faster than average. Employment Projections 2002-2012 statistical data is provided by the Department of Workforce Services.

In an effort to conform to industry standards, the Medical Law and Ethics and Pharmacology courses were added to the program. Additionally, hours for the Medical Assistant Clinical Procedures 3 and Medical Assistant Externship courses needed to be increased to successfully accomplish course competencies and to provide the opportunity for more hands-on experiences.

Budget	<u>2005-06</u>
Salary & Wages	\$122,938
Benefits	82,634
Current Expense	19,000
Totals	\$224,572

Veterinarian Assistant

Program Description: Students train to support veterinarians by providing assistance during animal examinations and treatment. Students learn laboratory procedures, phlebotomy, CPR/First Aid, restraint, nursing, animal husbandry, nutrition, front office and surgical assistance. **Prerequisites—** Students must demonstrate minimum reading and math competencies on MATC assessment, or provide high school transcript or report cards indicating B- or higher in 10th grade English and Algebra I or Applied Math I within the past five years.

Market Demand: Veterinarian Assistant has experienced a much faster-than-average growth. Job openings also will stem from the need to replace veterinary technologists and technicians who leave the occupation over the 2002-12 years. Keen competition is expected for veterinary technologist and technician jobs in zoos, due to expected slow growth in zoo capacity, low turnover among workers, the limited number of positions, and the fact that the occupation attracts many candidates. Employment Projections 2002-2012 statistical data is provided by the Department of Workforce Services.

In an effort to conform to industry standards, the Pharmacology course and Work-based activities were added to the program. Additionally, hours for the Surgical Assistants course needed to be increased to successfully accomplish course competencies.

Budget	<u>2005-06</u>
Salary & Wages	\$ 38,658
Benefits	3,866
Current Expense	5,000
Totals	\$47,524

Business Technology

Program Description: Students prepare for an office technician career in today's high tech business environment. From the basics of keyboarding, word processing, spreadsheets and databases to the intricacies of records management, website management, electronic presentations and accounting practices.

Market Demand: Business Technology has experienced a slower-than-average growth. Rapidly growing industries such as administrative and support services, health care and social assistance, educational services (private), and professional, scientific, and technical services will continue to generate most new job opportunities. A decline in employment is expected for all other secretaries, except legal, medical, or executive. They account for almost half of all secretaries and administrative assistants. Employment Projections 2002-2012 statistical data is provided by the Department of Workforce Services.

In an effort to better meet the needs of the business community it has become necessary to offer a MATC Certificate of Proficiency. Currently, MATC offers a UCAT Certificate of Completion. MATC would like to add the availability of the MATC Certificate of Proficiency for the Business Technology program. The name of the new program is Business Technology.

Budget	<u>2005-06</u>
Salary & Wages	\$45,375
Benefits	22,031
Current Expense	7,500
Totals	\$74,906

***ii.* Fast Track Proposal from Utah College of Applied Technology – Composite Materials Technology Certificate of Proficiency – Davis Applied Technology College**

Request: Davis Applied Technology College (DATC) requests approval, under the Fast Track Program Approval Procedure, to offer a Certificate of Proficiency in Composite Materials Technology. 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 Composite Materials Technology Certificate of Proficiency is designed to prepare individuals to work with established composite manufacturing facilities providing skills that do not require the professional judgment of a composite engineer. This is in compliance with policies and procedures that provide optimal composite assemblies and parts. This includes national aerospace companies, as well as locally owned manufacturing businesses catering to a growing market for advanced composite products. The composite technician will be trained to perform numerous tasks such as:

Special emphasis will be placed on student preparation to take the national Composite Materials Technology Certification Test (ACMA) to become a Certified Composite Technician.

The Composite Materials Certificate of Proficiency is a self-paced, competency based program that was developed in accordance with industry established professional standards and with direct input from industry leaders who participate in an Employer Advisory Committee. Two national recognized societies, the American Composites Manufacturers Association (ACMA) and the local Utah Society of the Advancement of Materials Process Engineering (SAMPE) chapter, have expressed interest and support for the DATC program.

Market Demand: The following Davis County companies hire Composite Technicians and have provided an estimated number of new employment opportunities for Composite Technicians in the next year: Hill Air Force Base (50), Contour Composites (15 employed, hiring 5 more). Other employers in surrounding regions, where technician programs are not available, include Alliant Techsystems (ATK) (150 employees, hiring 20). Companies that anticipate hiring less than five employees each this year include Advanced Composites, Hyper Composites, Intermountain Design, and Rocky Mountain Composites.

Finances: Resources including faculty and facilities are all in place. Purchase orders for equipment and supplies will be released by the first week of February, 2006. Additional resources may be required as the program develops. The initial budget for this curriculum is included in the institutional plan and financed through the Jobs Now Program.

Annual Program Budget	
Salary and Wages	\$57,000
Benefits	\$21,861
Current Expense	\$197
Total	\$79,058
Capital (Start-Up)	12,000

iii. Fast Track Proposal from Utah College of Applied Technology – Certificate of Proficiency in Pharmacy Technician at Davis Applied Technology College

Request: Davis Applied Technology College (DATC) requests approval, under the Fast Track Program Approval Procedure, to offer a Certificate of Proficiency in Pharmacy Technician. 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 Pharmacy Technician program is designed to prepare individuals to work under the supervision of a licensed pharmacist providing skills that do not require the professional judgment of the pharmacist, in compliance with policies and procedures that provide optimal pharmaceutical care. This includes pharmacist-approved consultation regarding over-the-counter (OTC) medications and natural products, counter-dispensing operations, and prescription preparation; maintaining patient and related health record information; and by performing a wide range of practice-related duties for retail, hospital, home care, mail-order and other pharmacy settings. Special emphasis is placed on preparing the student to take the national Pharmacy Technician Certification Board (PTCB) certification examination and the State of Utah examination.

This program is a self-paced, competency-based program that was developed utilizing industry-established professional standards and direct input from industry leaders who participate in an Employer Advisory Committee. Courses include: the filling process, pharmacology and the human body, medications, pharmacy lab practices, pharmacy management services, and basic math, computer, and communication skills. Students will participate in externships, which will provide relevant experiences and introduce students to potential employers.

Market Demand: Following are primary local companies that hire Pharmacy Technicians in Davis County: Walgreens (25-30), Smiths (Kroeger - 25-30), Wal-Mart (15-20), Albertsons (20-25), and Rite Aid (10-15). There are also many small pharmacies that have 3-5 technicians.

Similar Programs Already Offered in the USHE: Pharmacy Technician programs are currently offered by Salt Lake Community College, Utah Valley State College, and four UCAT campuses (Bridgerland, Dixie, Ogden-Weber, and Salt Lake-Tooele). The programs are regionally concentrated due to the student and employment demand and the short-term nature of the training, and there are no other pharmacy technician programs available in the region served by DATC.

Finance: Resources including faculty, facilities, equipment, and supplies are all in place. No additional resources will be required. The budget for this program is included in the institutional plan and was budgeted accordingly, through growth funding. Membership Hour Growth funding appropriated in FY06 to DATC will be used to provide the on-going cost of this program, and equipment funding will be used to provide the capital.

Annual Program Budget	
Salary and Wages	\$36,000
Benefits	\$19,246
Current Expense	\$8,200
Total	\$63,446
Capital (Start-Up)	\$21,594

Commissioner's Recommendation

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

Richard E. Kendell, Commissioner

REK/LS/JMC

March 23, 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. University of Utah

Interdisciplinary Minor in Documentary Studies

Request: The College of Humanities requests the creation of an interdisciplinary undergraduate minor in Documentary Studies. Due to its truly interdisciplinary nature, which draws faculty and classes from across the University, the program would be best housed in this sponsoring college.

For the past three years, faculty from the colleges of Humanities and Fine Arts, the schools of Architecture and Medicine, and independent documentary producers from the community have been moving forward with a documentary studies program on a variety of fronts. One of those ideas has been the recognition that the University should harness the public's growing interest in the documentary with a pedagogical initiative. Presently, there is a unique, timely coalescing of academic and professional interests that provide the impetus for a new minor.

The minor would provide two outcomes for students. Students would gain the professional skills required to compete better in the documentary production marketplace. However, instead of teaching only production skills, the minor would nest that professionalism within a critical context. Graduates would understand in a larger context the historical, ethical and socio-political dynamics that should provide the foundation for truth-telling, the soul of the documentary.

Need: It's no secret that the documentary enjoys an unprecedented public presence. Oral histories and narratives, social action photography, and radio and film/video documentaries fill

every available nook and cranny in the media landscape; and the offerings keep growing. Moreover, young people envision themselves as documentarians in numbers that are reminiscent of students of another generation dreaming of becoming investigative journalists after Watergate and the publishing of *All the Presidents Men*.

The University is witnessing the same phenomenon. Enrollments in media production classes in Communication and Film Studies slope upward, limited only by production facilities. The University has a successful community outreach program through the partnership with the College of Humanities and SpyHop Productions in HUM 1900, a documentary production class for high school students, that since has become part of the Department of Communication curriculum.

Institutional Impact: The minor would require no institutional support beyond what is being currently provided. The minor utilizes current courses and production resources and requires only the collaboration of committed faculty and the coordination of those resources. The minor requires no new faculty, relying on the use of current faculty interested in documentary studies who have successfully collaborated over the past three years and who are the co-sponsors of this request for a minor.

Finances: Because the minor is comprised of existing courses that will be taught by current faculty, there is no need for new resources. In addition to internal University grants, the larger documentary initiative should attract external revenue sources. Because of the multi-faceted nature of this inclusive initiative and the intense interest in the subject matter, numerous outside funding sources seem promising. A stand-alone interdisciplinary minor will increase the initiative's profile. Government and private foundations have been approached and many have expressed a keen interest in supporting such a program.

B. Utah State University

i. Proposal to Change Name of Management Accounting Specialization in the Master of Accounting

Request:: Utah State University School of Accountancy requests approval for its Master of Accounting Specialization, currently named "Management Accounting," to be renamed "Finance."

Need: Because this specialization focuses on the internal finance and accounting operations of corporations, this proposed name change is intended to reflect most organizations now refer to these internal finance and accounting operations as "Finance" rather than "Management Accounting." It is believed that this new name will better reflect the increasing breadth of the subject matter.

Institutional Impact: None.

Finances: No budgetary impact.

ii. Proposal to Move Training & Development Emphasis From One Major to Another in the Department of Business Information Systems

Request: Utah State University requests approval to move the current Training & Development Emphasis from the Business Information Technology Education (BITE) major to the Business Information Systems major (BIS). The Board of Trustees approved this change on 27 January 2006.

Need: To be competitive, students interested in a career in the Training & Development Emphasis (T&D) need more technical coursework than they are currently being offered by the current T&D emphasis under the BITE Major. The technical courses required as part of the BIS major will provide a more technical, and academically challenging foundation for this emphasis which will improve the marketability and salaries of the students graduating in this area. In addition, the T&D emphasis shifted under the BIS major closely aligns with the model curriculum for undergraduate education in information technology recommended by the Organizational Systems Research Association (OSRA).

Institutional Impact: The institutional impact of this restructure will be minimal. The BIS department is simply moving an existing emphasis (previously approved) from one of its existing majors (BITE) to another existing major (BIS).

Finances: No additional costs are anticipated since the T&D emphasis already exists in the department and no additional courses are currently proposed with the move of this emphasis.

iii. Proposal to Restructure the Ph.D. Program in Disability Disciplines in the Department of Special Education & Rehabilitation

Request: Utah State University requests approval to reorganize the existing Disability Disciplines Ph.D. Program so that it will more accurately reflect the current structure of the field. The Disability Disciplines Doctoral Program is a cross-departmental program administered by the Department of Special Education and Rehabilitation and coordinated by an interdepartmental committee chaired by Dr. Charles Salzberg. Participating departments and centers include the Department of Special Education and Rehabilitation, the Center for Persons with Disabilities, and the Department of Communicative Disorders and Deaf Education. The program currently has five specializations – Behavior Disorders, Early Childhood Education, Mild and Moderate Disabilities, Severe Disabilities, and Transitional Special Education. This categorical organization was appropriate to the field and to the nature of the doctoral program over ten years ago when it was established. However, the field has evolved substantially and this structure has come to be a barrier to the continued growth and development of the doctoral program. Thus, we propose reorganizing the program by discontinuing the five existing specializations and initiating four new specializations: (a) Special Education, (b) Applied Behavior Analysis with Individuals with Disabilities, (c) Rehabilitation Counseling, and (d) Disabilities Studies.

All specializations within the Disabilities Disciplines program will share a common core of courses, seminars, and internships and a common professional interest in disciplines that serve individuals with disabilities. All four sections (I-IV) of the R401-9.4 template will first be presented for the program as a whole; subsequently, each specialization will be described.

Need: Utah State University has a long-standing national reputation in research, service, and training in a variety of areas related to individuals with disabilities. In fact, the graduate programs in Special Education and in Rehabilitation Counseling are each rated 15th in the nation by the 2004 *US News & World Report Annual Survey of Graduate Schools in the U.S.* These are the only two, top-20 ranked programs at USU and two of only four in the State of Utah. The Center for Persons with Disabilities has been a national leader in research and development for over 24 years. Disability-related research and training constitutes the overwhelming majority of external grant funding that comes to the College of Education and Human Services at USU.

However, the current structure of the Ph.D. program in Disabilities Disciplines interferes with that program's fully serving the needs of the faculty and students in areas of studies related to persons with disabilities. The current organization is categorical; that is, it reflects categories of disabilities as defined in state and federal special education law (e.g., behavior disorders, severe disabilities, etc.). This organization does not reflect the current structure of the field, nor does it reflect the natural areas of affinity of USU faculty who are engaged with research related to persons with disabilities. None of the faculty or doctoral students define their primary interests in terms of these disability categories. Instead of the categorical organization, we propose an organization with a common cross-disciplinary core and four disciplinary specializations. This new organization will promote study of issues of disabilities from multiple perspectives across specific categories of disabilities. By explicitly recognizing the disciplines of special education, behavior analysis, rehabilitation counseling, and disabilities studies, this new organization will set the stage for further growth in the program because it will provide a better fit with national professional and academic organizations.

There are numerous advantages to this initiative. First, it will allow USU to provide leadership training in four professional disciplines that are in great need of leadership personnel. Second, it will allow each specialization to sponsor doctoral students which will increase their capacity for research, training, service, and grant development. Third, this will, in turn, have substantial benefits for recruiting new faculty. Fourth, it will increase the efficiency of staffing current doctoral courses in special education which currently often operate somewhat under capacity. Fifth and finally, increasing doctoral training enhances the national reputation of Utah State University.

Institutional Impact: The proposed restructuring of the doctoral program in Disability Disciplines will create minimal new demands on institutional resources. It is a reorganization of existing activities.

Finances: The restructured program will not require additional finances.

Specialization in Special Education

Request: The Special Education specialization will share a common core of courses and seminars and a common professional interest with the other specializations within the Disabilities Disciplines doctoral program. The Special Education specialization is outlined in this proposal and includes information on specialization coursework. Information on core coursework was presented earlier in this application. The Special Education specialization will be coordinated by Dr. Tim Slocum.

Specialization in Applied Behavior Analysis with Individuals with Disabilities

Request: Applied Behavior Analysis has been a prominent component of USU's doctoral programs related to disabilities for decades. Many of the faculty and students who currently participate in the Disabilities Disciplines program are active in behavior analytic research. However, this affinity has never been recognized as a specialization. This has hindered the growth and development of the program because it has made it very difficult to focus on behavior analysis and to have this focus institutionally recognized. Thus, we request that Applied Behavior Analysis with Individuals with Disabilities be recognized as a distinct specialization.

The Applied Behavior Analysis with Individuals with Disabilities specialization within the Disability Disciplines doctoral program will share with other specializations a common core of courses and seminars, and a common professional interest in disciplines that serve individuals with disabilities. The Applied Behavior Analysis specialization is outlined in this proposal and includes information on specialization coursework. Information on core coursework was presented earlier in this application. This specialization will be coordinated by Dr. Thomas S. Higbee.

Specialization in Rehabilitation Counseling

Request: Rehabilitation Counseling has been a prominent part of the Department of Special Education and Rehabilitation for over a decade. Rehabilitation and Special Education are intricately intertwined as both disciplines are concerned with providing services for persons with disabilities. As a result of this close connection, it is not surprising that many of the students and faculty who are involved with the Disability Disciplines doctoral program have deep interests in Rehabilitation. These interests, however, have not been well accommodated within the existing categorical organization of Disabilities Disciplines. First, the rehabilitation system is much less categorical than is specialization. Second, when categories of disabilities are discussed within the field of rehabilitation, the recognized categories are different from those used in special education. Thus, the current organization of specializations in the Disabilities Disciplines program has hindered the participation of faculty and students interested in rehabilitation.

Specialization in Disability Studies

Request: The Disabilities Studies specialization will draw on a set of core courses and seminars, described previously.

iv. **Request for Approval of Master of Accounting Specialization in Personal Financial Planning**

Request: The Utah State University School of Accountancy requests approval to offer a Master of Accounting Specialization in "Personal Financial Planning." This specialization requires admission into the Master of Accounting program, completion of the undergraduate accounting core, completion of the accounting foundation requirements, and completion of the Master of Accounting Core.

This specialization prepares Master of Accounting students to focus on the knowledge and skills needed to provide comprehensive personal financial planning services to individuals and small business owners.

Need: A significant and growing need exists in society for comprehensive personal financial planning services. With expanding involvement of individual investors in stock and stock mutual fund investments, increasingly complex income tax laws, complicated retirement and employee benefit plans, increasing numbers of middle-income taxpayers who accumulate enough wealth to be subject to estate taxes, and other complexities involved in personal financial planning, increasing numbers of people are seeking out financial planners for assistance. Society in general and the State of Utah have a vested interest in making sure that qualified financial planners are available.

Institutional Impact: There is no impact to the institution. The specialization described above merely replaces an elective emphasis that already exists.

Finances: There is no budgetary impact.

v. Latin American Studies Minor

Request: Utah State University requests approval to establish an interdisciplinary undergraduate minor in Latin American Studies to be housed in the College of Humanities Arts and Social Sciences (HASS). The Board of Trustees approved this request on 27 January 2006.

The proposed minor will offer interested undergraduate students the opportunity to enhance their historical, political, economic, cultural and sociological understanding of the countries and peoples of Latin America.

Need: The need for such a program at Utah State is evident from a variety of indicators. First, a large and growing number of USU undergraduate students have lived in Latin America as part of two-year voluntary service missions (with the LDS church) and have acquired advanced language skills and cultural knowledge. This is most evident from the phenomenal increase in demand for upper division courses in Portuguese and Spanish over the past five years. As of Spring 2004, there were 235 Portuguese and 325 Spanish minors – an approximately 400% and 300% increase respectively since 1999; and 152 Spanish Majors (including 27 Teaching Majors) at USU. This proposal aims to provide these and other interested students with an opportunity to build upon their existing language and cultural skills by integrating them into a coherent and rigorous Area Studies program.

Second, aside from USU's unique student demographics, local, regional and national changing demographic conditions illustrate the need for a Latin American Studies program at USU. Utah has one of the fastest growing Hispanic populations in the nation, a trend which is expected to continue into the future. According to the national census, Utah's Hispanic population grew 138.5% from 1990 to 2000, making it Utah's largest minority group (9% of the total population). Since 2000, Utah's Hispanic population has grown 10%, from 203,895 to 224,304, making it the sixth fastest growing Hispanic population in the nation. According to the state's July 2003 ethnic

population estimates, the number of Hispanics in Cache County – where Utah State University is located – surged 22% over the past four years. The creation of a Latin American Studies Minor will provide students with skills and knowledge to better understand and meet the challenges and opportunities associated with these rapidly changing local demographic conditions, locally, regionally and nationally.

Finally, the creation of a Latin American Studies minor would provide USU students with the academic credentials that are increasingly recognized as important by other universities in the state and region: out of the five universities in the State of Utah, only Utah State and one other institution currently lack an Area Studies program in Latin America. In short, the overarching objective of this Latin American Studies Minor proposal is to facilitate the production of USU graduates equipped with the international knowledge and capabilities to excel in an increasingly globalized community, nation and world.

Institutional Impact: Utah State University has received a Title VI Grant to create this minor. The projected enrollment of students interested in a Minor in Latin American Studies is conservatively estimated at 20-30 students the first two years. These figures are based loosely on the student interest in the International Studies Major and Minor. Advising responsibilities for the new minor will be distributed among participating faculty across the college. Creation of advising sheets and a web site for the new minor will facilitate faculty advising and ease any administrative burden associated with the minor's creation. Aside from advising, the impact on existing administrative structures is expected to be minimal.

Finances: The funds to support the hiring of a new tenure-track position in the Department of Languages, Philosophy, Speech and Communication will come in the short-term from Title VI grant funds awarded to USU by the Department of Education and from support from the office of the Provost. Eventually, the position will be fully funded by the College of Humanities, Arts and Social Sciences working in cooperation with the Department of Languages, Philosophy, Speech and Communication (see attached MOU). The new faculty member will be responsible for teaching the three new upper division courses in Portuguese.

The new introductory course on Latin American Studies will be team-taught by participating faculty across the college. The initial development of the course will be supported by funds from the Title VI grant. The lead instructor of the course will come from the Department of Political Science, and the new course will become part of the instructor's existing teaching load. Other faculty across the college will then be brought in as guest speakers during the semester. Aside from the new courses, all of the other courses for the minor will be offered with existing faculty and under existing teaching loads, and no new expenditures will be needed for support.

The funds to support the expansion of library resources will come from the Title VI grant awarded to USU by the Department of Education. The grant allocates \$15,000 over a two-year period to support these efforts. Aside from these funds, no additional funds for library and teaching resources are needed.

Funds to support the administration of the new minor will come from the Title VI grant. Monies to support the production of advising sheets for the new minor and a new web site will also come from

the Title VI grant. Any additional administrative costs are expected to be minimal and will be shared by the respective departments involved.

vi. Consolidation of Existing Emphases, Department of Art

Request: Utah State University requests approval of the restructure of existing programs by merging the current emphasis areas of Painting and of Drawing into a single emphasis area titled, "Drawing and Painting." The Board of Trustees approved this request at its meeting of 27 January 2006.

Need: Recent changes in art department faculty have called into question the separation of these two very closely related emphasis areas. Separation of the programs creates additional administrative duties in the department and creates some confusion for students. The needs of students can best be met by merging the programs and making the requirements for degree completion in the new combined emphasis flexible enough to allow for a drawing or painting focus. In our experience, most students want experience in both areas.

Institutional Impact: The Art Department will see only a minimal effect from this change. No new faculty or staff services will be required, and we even expect to see a small savings of time resulting from the merging of some specialized upper division courses and administrative duties.

Finances: No costs of any kind are anticipated from this change; in fact, there may be cost-savings by eliminating one administrative oversight role.

C. Utah Valley State College

Name Change to College Success Studies

Request: Change the name of the Department of College Success and Academic Literacy to the Department of College Success Studies.

Need: In the last five years, the Department of College Success & Academic Literacy has grown and evolved. With a recent and renewed spotlight on the department as one of UVSC's most reliable retention venues, it is appropriate that the department's name accurately reflect and identify its mission. College Success Studies more accurately reflects the departmental mission, captures the strategic directions of UVSC, and College Success Studies is comprehensible and easily identifies the department's mission.

Institutional Impact: This change is in fact just a change of name for the department. No programs, enrollments, administrative structure, faculty, physical facilities or equipment will be affected by the name change.

Finances: Essentially no costs nor significant financial impact are anticipated. Signs and some identification indicators will be changed at minimal cost; letterhead, and supplies will be used up and then changed. So the transition will take place when notified and as efficiencies allow.

D. Salt Lake Community College

i. **Consolidation of the Logistics Management Emphasis and Production Management Emphasis in the AAS Business Management Program to a newly named emphasis entitled Production Operations and Supply Chain Management**

Request: Logistics Management and Production Management are areas of emphasis offered within the Business Management AAS degree at Salt Lake Community College. In recent years, industry practice has moved toward greater integration of these areas under a general descriptor of supply chain management. To respond to these changes and to keep offerings current and pertinent to industry needs, these two areas of emphasis are being combined into a single area of emphasis entitled: Production Operations and Supply Chain Management. These revisions are consistent with what other colleges and universities in Utah and around the nation have done and/or are currently under the process of doing.

Need: The program changes reflected in this proposal respond to changes in industry where logistics and operations management fall under a broad topic of supply chain. Changes are endorsed by the program advisory committee and are consistent with changes made at other colleges and universities within the state of Utah as well as around the nation.

Institutional Impact: This document represents a realignment of two existing areas of emphasis within the Business Management AAS Degree. There are no anticipated impacts to facilities, equipment, other programs, administrative structures, budgets, or equipment. The institution will continue to support the revised combined emphasis in the same manner as it has supported the two emphasis areas it replaces. Students currently enrolled in either of the former two emphasis areas will be able to complete their requirements.

Finances: It is anticipated that the net effect on cost will be zero but the student:faculty ratio will increase as students from the two programs combine to take the same set of classes. It is also anticipated that approximately the same number of sections will be offered during an academic year as are currently offered in the two emphasis areas.

ii. **Two-Year Follow-up Reports**

a. **Basic Health Records**

In 2003, the *Basic Health Records program* was submitted to the Board of Regents. This program was developed after a DACUM was conducted with representatives from local medical businesses and a review of the labor market outlook. On the advice of the Program Advisory Committee, this was one of three programs which replaced the *Health Information Technician* program.

This two-year review was conducted by the department and members of the Program Advisory Committee.

Program Description: This program prepares students to work in the medical records offices of hospitals, larger medical clinics, doctors' offices, and insurance companies. It provides basic

clerical training in computer concepts, Windows, Internet, e-mail, medical filing, keyboarding/skill building, word processing (MS Word Core), ten-key calculator, medical terminology, medical accounting/patient scheduling software, and ICD-9 coding. Special emphasis is placed on customer service and life skills training. This curriculum includes a required 120-hour cooperative externship at a medical facility in the medical records department.

<u>Course</u>	<u>Clock Hours</u>
KBHR 0110 Beginning Keyboarding	12
KBHR 0130 Ten-Key Calculator	20
KBHR 0140 Computer Concepts/Windows	30
KBHR 0150 Customer Service/Life Skills	60
KBHR 0160 Keyboard Skill Building	158
KBHR 0170 Word Processing (MS Word Core)	35
KBHR 0190 Medical Terminology	30
KBHR 0200 Medical Filing	15
KBHR 0220 ICD-9 Coding	30
KBHR 0230 Medical Office Procedures	40
KBHR 0240 Medical Acctg/Patient Software	35
KBHR 0280 Cooperative Externship	120
KBHR 0290 Employment Workshop	<u>15</u>
Total	600

Student Outcomes/Competencies: The Skills Center works closely with its Program Advisory Committee and Career Specialists to monitor employment opportunities for students. Competencies are reviewed by Program Advisory Committee members yearly during site visits and meeting with faculty. The Career Specialist receives feedback from employers regarding the skills students bring to the workplace. The overall outcome of this program is to provide the skills students need to find gainful employment in the health records field. See Appendix A for a complete list of competencies. Enrollment and Demographic Data (based on headcount) (Enrollment is open-entry, open-exit; some students continue from the previous year and into the following year. The Skills Center academic year begins July 1 and continues through June 30.)

	03/04	04/05
# Enrolled	21	28
# Completed	8	13
# completers employed, training related	5	10
# Female	17	22
# Male	4	6
# Caucasian	16	18
# Native American	1	1
# Hispanic/Latino/Latina	5	7
# African American	0	2
# Gov't sponsored (DWS, USOR, etc.)	14	21
# Self sponsored	7	7
# Resident	22	26
# Non-resident	0	1

Regional and Business Need: In Utah, Basic Health Records (also called Medical Secretaries) positions continue to be in demand in a variety of service industries. People seeking employment in this position can expect to earn between \$9.01 and \$18.17 per hour. Employment outlooks through 2012 show a 28% increase in the number of job openings from 2,080 in 2002 to 2,650 in 2012 for an annual number of job openings in Utah of 100. This represents an annual growth rate of 28%. (America's CareerInfoNet: http://www.acinet.org/acinet/occ_rep.asp?Op2=yes&Op3=yes&showintro=no&soccode=436013&stfips=49&search=Go#op3)

Budget: This program is offered through the Office Information Systems department which also offers eight other programs. These programs are offered through the efforts of six full time faculty, two part-time staff, and nine adjunct faculty at South City Campus and the Tooele Education Center. Program specific budget information is not available. The following is the FY 05-06 budget for the OIS department offering all these programs.

Recommendations: This short term program provides students with the competencies for an entry-level position. It is recommended that this program be continued as an integral part of the Office Information Systems department offerings.

b. Customer Service/Receptionist

In 2003, a revision to the existing Skills Center Customer Service program created the *Customer Service/Receptionist* program. This new program was developed after a DACUM was conducted with representatives from local businesses and a review of the labor market outlook. This two-year review was conducted by the department and members of the Program Advisory Committee.

Program Description: This program provides basic training in keyboarding skill building, data entry, ten-key calculator, computer concepts, Windows, Internet, and e-mail. The course also teaches telephone etiquette, professionalism, business communication skills, and introduction to word processing (MS Word). Special emphasis is given to customer service and life skills training. Students learn to use assertive skills and problem solving to provide quality customer service.

<u>Courses</u>	<u>Clock Hours</u>
KCSR 0110 Beginning Keyboarding	12
KCSR 0120 Data Entry	15
KCSR 0130 Ten-Key Calculator	30
KCSR 0140 Customer Service/Life Skills	60
KCSR 0140 Computer Concepts/Windows	35
KCSR 0160 Skill Building	68
KCSR 0170 Introduction to word processing (MS Word)	30
KCSR 0180 Business Communications	35
KCSR 0290 Employment Workshop	<u>15</u>
Total	300

Student Outcomes/Competencies: The Skills Center works closely with its Program Advisory Committee and Career Specialists to monitor employment opportunities for students. Competencies are reviewed by Program Advisory Committee members yearly during site visits and meeting with faculty. The Career Specialist receives feedback from employers regarding the skills students bring to the workplace.

Regional and Business Need: In Utah, Customer Service/Receptionist positions continue to be in demand in a variety of service industries. People seeking employment in this position can expect to earn between \$8.32 and \$16.60 per hour. Employment outlooks through 2012 show a 42% increase in the number of job openings from 23,440 in 2002 to 33,210 in 2012 for an annual number of job openings in Utah of 1,330. This represents a faster than normal growth rate of 21%-35%. (America's CareerInfoNet: http://www.acinet.org/acinet/occ_rep.asp?Op2=yes&Op3=yes&showintro=no&soccode=434051&stfips=49&search=Go)

Enrollment and Demographic Data (based on headcount): (Enrollment is open-entry, open-exit; some students continue from the previous year and into the following year. The Skills Center academic year begins July 1 and continues through June 30.)

	03/04	04/05
# Enrolled	21	28
# Completed	8	13
# completers employed, training related	5	10
# Female	17	22
# Male	4	6
# Caucasian	16	18
# Native American	1	1
# Hispanic/Latino/Latina	5	7
# African American	0	2
# Gov't sponsored (DWS, USOR, etc.)	14	21
# Self sponsored	7	7
# Resident	22	26
# Non-resident	0	1

Recommendations: This short term program provides students with the competencies for an entry-level position. It is recommended that this program be continued as an integral part of the Office Information Systems department offerings.

c. Office Clerk

In 2003, the *Office Clerk* program was submitted to the Board of Regents. This program was developed after a DACUM was conducted with representatives from local businesses and a review of the labor market outlook. On the advice of the Program Advisory Committee, this program replaced the *Office Technician* program. This two-year review was conducted by the department and members of the Program Advisory Committee.

Program Description: The Office Clerk Program enables students to develop entry-level skills in the computer/office occupations area. The most up-to-date tools necessary for securing and maintaining employment are emphasized throughout the program. Emphasis is placed on keyboarding skill building, ten-key calculator skills, computer concepts, Windows, Internet, and e-mail. Further emphasis is placed on Microsoft Office subjects including spreadsheets (MS Excel), word processing (MS Word) and presentations (PowerPoint). Students learn business communications skills, QuickBooks, and business office procedures. A special emphasis is given to customer service and life skills training.

<u>Courses</u>	<u>Clock Hours</u>
KOFC 0110 Beginning Keyboarding	12
KOFC 0160 Skill Building	108
KOFC 0150 Customer Service/Life Skills	60
KOFC 0140 Computer Concepts/Windows	45
KOFC 0180 Business Communications	80
KOFC 0130 Ten-Key Calculator	40
KOFC 0170 Word Processing (Word Core)	35
KOFC 0175 Word Processing (Word Expert)	35
KOFC 0200 Spreadsheets (Excel Core)	35
KOFC 0210 Spreadsheets (Excel Expert)	35
KOFC 0190 Presentations (PowerPoint Core)	30
KOFC 0230 Office Procedures	15
KOFC 0220 QuickBooks	65
KOFC 0290 Employment Workshop	<u>15</u>
<i>Total</i>	<i>610</i>

Student Outcomes/Competencies: The Skills Center works closely with its Program Advisory Committee and Career Specialists to monitor employment opportunities for students. Competencies are reviewed by Program Advisory Committee members yearly during site visits and meeting with faculty. The Career Specialist receives feedback from employers regarding the skills students bring to the workplace.

Regional and Business Need: In Utah, Office Clerk positions continue to be in demand in a variety of service industries. People seeking employment in this position can expect to earn between \$6.70 and \$14.94 per hour. Employment outlooks through 2012 show a 20% increase in the number of job openings from 25,330 in 2002 to 30,450 in 2012 for an annual number of job openings in Utah of 1,070. This represents an annual growth rate of 20%. (America's CareerInfoNet:
http://www.acinet.org/acinet/occ_rep.asp?Op2=yes&Op3=yes&showintro=no&soccode=439061&stfips=49&search=Go)

Enrollment and Demographic Data (based on headcount): (Enrollment is open-entry, open-exit; some students continue from the previous year and into the following year. The Skills Center academic year begins July 1 and continues through June 30.)

	03/04	04/05
# Enrolled	29	46
# Completed	18	14
# completers employed, training related	10	10
# Female	24	38
# Male	5	8
# African American	1	2
# Asian	1	1
# Caucasian	22	36
# Hispanic/Latino/Latina	4	4
# Native American	1	2
# Not Specified	0	1
# Gov't sponsored (DWS, USOR, etc.)	14	34
# Self sponsored	15	12
# Resident	22	26
# Non-resident	0	1

Recommendations: This short term program provides students with the competencies for an entry-level position. It is recommended that this program be continued as an integral part of the Office Information Systems department offerings.

d. Linux Network Administrator:

The Skills Center began offering this program to students with entry level computer skills in Microsoft or Novell networking systems who wish to upgrade their current entry-level job and are requesting this advanced computer technology program so that they may increase their career potential in the IT marketplace. The Linux operating system, an open source software/free system (OSS/FS¹), is increasing in the market place. In June of 2001, the Linux market share as a web server increased to 29%, second only to Windows. Many companies are moving to this new platform and are in need of or will need highly skilled technicians in this operating system which is increasing in market share.

Program Description: This program is geared toward students with some previous computer technical skill and knowledge who wish to enhance their skills by learning the increasingly popular Linux operating system. Through the use of hands-on labs and individualized instruction students will gain an intimate knowledge of Linux and its potential in the business world. Throughout this course students will learn to install, configure, and troubleshoot Linux servers and the network applications they provide. Topics explored and implemented in the class include the setup and maintenance of many of the most popular network services available for Linux and Unix today,

¹ OSS/FS programs are programs whose licenses give users the freedom to run the program for any purpose, to study and modify the program.

including servers for DNS, LDAP, Web (HTTP, HTTPS), FTP, SMB (Windows networking), and email (SMTP, POP3, IMAP). Special attention is paid to the concepts needed to implement these services securely and to trouble-shooting skills which will be necessary for real-world administration of network services. Successful students in this rigorous course can expect to do a substantial amount of studying outside of class. Prospective students must arrange to meet with the instructor before enrolling in the program. Students that are interested in Linux networking but have no previous experience with computers are encouraged to enter the Linux Support Specialist program.

<u>Course</u>	<u>Clock Hours</u>
KLNA 0110 Linux Fundamentals	150
KLNA 0120 Linux System Administration	150
KLNA 0130 Linux Network Services	400
KLNA 0290 Employment Workshop	0-10
Total	700

Certifications: Although many companies prefer and/or require that their employees be certified in the areas offered in this program, certification is not required for successful completion.

LPI Level 2 exam

CompTIA Linux+

Red hat Certified Technician (RHCT) exam *

*This exam must be arranged through Red Hat. It is a hand-on practical test requiring students to travel to a Red Hat testing site.

e. Linux Support Specialist

The Linux Support Specialist program prepares students with little or no background in computers for an entry-level position in the computer networking support industry. It was designed as a career option for students wishing to enter this industry. In June of 2001, when this program was developed, the Linux market share as a web server increased to 29%, second only to Windows. Many companies are moving to this new platform and are in need of or will need highly skilled technicians in this operating system which is increasing in market share.

Program Description: This intensive program prepares students to meet the challenges of today's diverse network environments. Through the use of hands-on labs and individualized instruction, students will learn to build and maintain computers running two of the most popular network operating systems used by companies today: Linux and Microsoft Windows. Students will gain a solid technical support foundation by installing, configuring, and then troubleshooting both operating systems on multiple computers. Special emphasis will be given to using Samba to integrate Linux and Windows in a network environment. Other topics include: Customer service, hardware configuration, troubleshooting methodology, TCP/IP administration, network printing, files sharing, and system security. This course also helps to prepare students for the A+, Linux+, and Microsoft Certified Professional (MCP) certification exams. Students wishing to be successful in this rigorous course should expect to do a substantial amount of studying outside of class.

Prospective students are strongly encouraged to arrange a meeting with the instructor before enrolling in course.

<u>Course</u>	<u>Clock Hours</u>
KLSS 0110 A+ Certification Module	250
KLSS 0120 Linux Fundamentals	150
KLSS 0130 Linux System Administration	150
KLSS 0290 Employment Workshop	0-10
Electives (choose from the following)	150
KLSS 0210 Network + Exam Preparation	(150)
KLSS 0230 I-Net +	(150)
KLSS 0230 Microsoft MCP 70-210	(150)
Total	700

Certifications: Although many companies prefer and/or require that their employees be certified in the areas offered in this program, certification is not required for successful completion.

- CompTIA A+
 - CompTIA Linux+
- Electives (Students may choose one of the following)*
- Microsoft Certified Professional 70-210
 - CompTIA I-Net+
 - CompTIA Network+

f. **Network Administrator (Microsoft Certified System Administrator-MCSA)**

The Network Administrator program prepares students for an entry-level position in the computer networking support industry. It was designed as a career option for students wishing to enter this industry. This two-year review was conducted by the department and members of the Program Advisory Committee.

Program Description: This program uses the most current Microsoft approved course materials to prepare students to take industry tests to earn the CompTIA Network +, Microsoft Certified Professional (MCP), and Microsoft Certified Systems Administrator (MCSA) certificates. The MCSA/MCSE certified instructors guide students through hands-on and individualized instruction. Students learn to effectively install, maintain, troubleshoot, and otherwise carry out system administrator functions on networks running Windows. Industry conferences and workshops are included as supplemental classroom activities geared toward informing students of trends and changes within the industry. Students who are motivated, willing to set and accomplish goals, and prepared to study 2-3 hours a day outside of the classroom are the most successful in this rigorous program.

<u>Course</u>	<u>Clock Hours</u>
KMNA 0110 Networking Technologies	150
KMNA 0120 Windows 2000 Professional	150
KMNA 0130 Windows 2000 Server	150

KMNA 0140	Managing Windows Network	135
KMNA 0200	Cooperative Internship	100
KMNA 0290	Employment Workshop	15
Total Hours		700

Certifications: Courses offered in this program directly reflect the most current requirement for certifying in the following areas:

- CompTIA Network +
- Microsoft Certified Professional (MCP)
- Microsoft Certified Systems Administrator (MCSA)

Certification is not required for successful completion of this program.

g. Network Engineer (Microsoft Certified System Engineer-MCSE)

The Network Engineer program prepares students with basic hardware and operating system computer skills so that they may advance their skills in order to be more marketable in the IT networking industry. At the time the program was redefined in 2003, *Utah Job Outlook 2000-2005* stated that this area is in the top 50 fastest growing industries in the state. Students wishing to enter this competitive job market must have excellent skills. This intensive, rigorous hands-on open-entry, open-exit competency approach is designed to meet those needs.

In 2003, the existing LAN Technician (MCSE) program was revised and renamed Network Engineer (MCSE). The total program hours were reduced from 1292 to 1100 contact hours.

Program Description: This program uses Microsoft-approved course materials to prepare students to take industry certification tests so they can earn the Microsoft Certified Systems Engineer (MCSE) Certificate from Microsoft. The MCSE certified instructors teach students through hands-on activities and individualized instructions to effectively install, maintain, and troubleshoot computer networks running Windows 2000. Industry conferences and workshops are included as supplemental classroom activities geared toward informing students of trends and changes within the industry. Students who are motivated, willing to set and accomplish goals and willing to study outside of the classroom are the most successful in this rigorous program. This program provides the latest courses required by Microsoft for the MCSE certificate.

<u>Course</u>	<u>Clock Hours</u>
KNEG 0160 Administer Directory Services	160
KNEG 0130 Windows 2000 Professional	150
KNEG 0140 Windows 2000 Server	150
KNEG 0150 Network Infrastructure	150
KNEG 0120 Managing Windows Network	135
KNEG 0170 Designing Directory Service	100
KNEG 0210 Managing Windows NT 4 Network	140
KNEG 0200 Cooperative Internship	100
KNEG 0290 Employment Workshop	15
Total Hours	1100

Certifications: Courses offered in this program directly reflect the most current requirement for certifying in the following areas:

- Microsoft Certified Professional (MCP)
- Microsoft Certified Systems Administrator (MCSA)
- Microsoft Certified Systems Engineer (MCSE)

Certification is not required for successful completion of the program.

Enrollment and Demographic Data (based on headcount): Enrollment is open-entry, open-exit; some students continue from the previous year and into the following year. Though not reflected in the following data, several students anticipate completing in '05/'06. (The Skills Center academic year begins July 1 and continues through June 30.)

	Linux Network Admin.		Linux Support Specialist		Network Administrator		Network Engineer		Totals	
	03/04	04/05	03/04	04/05	03/04	04'05	03/04	04'05	03/04	04'05
# Enrolled	3	8	2	4	2	2	15	24	22	38
# Completed	1	0	1	0	1	0	2	3	5	3
# completers employed, training related	0	0	1	0	0	0	0	1	1	1
# completers continued education			1	0	0	0	0	0	1	0
# non-completers employed, training related							0	1	0	1
# Female	1	0	0	1	1	0	0	2	2	3
# Male	3	0	2	3	1	2	15	22	21	27
# African American	0	0	0	0	0	0	0	1	0	1
# Asian	0	1	0	1	0	0	0	3	1	5
# Caucasian	3	6	2	3	1	2	15	19	21	30
#Hispanic/Latino/Latina	1	1	0	1	0	0	0	1	1	3
# Native American	0	0	0	0	0	0	0	0	0	0
# Not Specified	0	0	0	0	1	0	0	0	1	0
# Gov't sponsored (DWS, USOR, etc.)	2	2	3	4	1	2	8	8	14	16
# Self sponsored			1	0	1	0	7	16	9	16
# Resident			2	4	2	2	15	24	19	30
# Non-resident			0	0	0	0	0	0	0	0

Student Outcomes/Competencies: The Skills Center works closely with its Program Advisory Committee and Career Specialists to monitor employment opportunities for students. Competencies are reviewed by Program Advisory Committee members yearly during site visits and

meetings with faculty. The Career Specialist receives feedback from employers regarding the skills students bring to the workplace. (See Appendix)

Information: Faculty teach all of these programs within the same classroom all at the same time in an open-entry, open-exit competency-based individualized format. In one classroom an instructor may be working with up to 20 students enrolled in any of the above programs. Programs offered in this department use some of the same courses and curriculum. This instructional delivery format allows the Skills Center to maximize faculty and equipment resources while allowing students to select and pursue training for their chosen career.

These two-year reviews were conducted by the department and members of the Program Advisory Committee.

Recommendations: The Program Advisory Committee and faculty will continue to evaluate all four of these computer technology programs and market needs. The Committee recommends that the Skills Center continue to offer these programs as viable choices for students as evaluation continues.

Commissioner's Recommendation

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

Richard E. Kendell, Commissioner

REK/LS/JMC

April 12, 2006

MEMORANDUM

TO: State Board of Regents
FROM: Richard E. Kendell
SUBJECT: Academic Majors' Meeting - Report

Issue

Every year, the General Education Task Force with the Office of the Commissioner plans and implements the annual Majors' meetings. The purpose of these meetings is to address issues of general education transfer, articulation and course changes in order to continually update and improve student transfer among USHE's nine credit-bearing institutions. Included in the Majors' meetings are faculty from 30 academic disciplines and academic advisors. Almost 250 faculty and advisors participated in the September meetings. Salt Lake Community College provided space at the Larry Miller Professional Development Center so that all Majors' committees could meet in one day.

The Chief Academic Officer identified faculty who would be involved in each discipline with the understanding that the agreements reached by the faculty would be honored at all USHE institutions. A chair for each group was chosen from the faculty.

The thirty disciplines that met on Friday, September 23, 2005 attended a brief opening session and then met with their USHE colleagues. Each session was assigned an academic advisor who also acted as a scribe. On the agenda were:

- Common Numbered Courses
- Transfer Issues
- Concurrent Enrollment
- Other Issues

Common Course Numbers

Generally, the faculty updated common number courses and determined others that could share common numbers. They also discussed changes in curricula which could impact some common numbered courses. Faculty expressed concern that the Transfer Guide was incomplete and out of date.

Concurrent Enrollment

Faculty who teach in disciplines that are offered through Concurrent Enrollment appeared to reach the same conclusion: The departments are responsible for determining the qualifications of high school and regular adjunct faculty, student maturity and grade point averages (GPA) that would be acceptable, syllabi to be used, assessments to be given, and the oversight of high school faculty. Faculty wanted to assure that high school students were held to the same expectations of completion of pre-requisites and rigor of on-campus college courses. Faculty suggested that high school counselors need to be trained to advise appropriately so that students are enrolling in Concurrent Enrollment courses that will assist them to meet their educational goals. Some faculty had the perception that some high school students take too many Concurrent Enrollment courses and thereby jeopardize their ability to obtain financial aid.

Faculty expressed concern over the monitoring of quality in Concurrent Enrollment classes. High school faculty are expected to use the same syllabi, assessments, and standards as determined by the college or university for all students in a Concurrent Enrollment class. Faculty understood that their academic departments are responsible for approval and oversight of high school faculty, what they teach, and standards for both the course material and the students who enroll. Faculty were informed about Regents' Policy R165, Concurrent Enrollment, which clearly states the expectations for academic departments that participate in Concurrent Enrollment.

Transfer of Lower-division Courses Similar to Upper-division Courses

Faculty expressed concerned when community colleges offer lower-division courses that are similar or that have the same name as upper-division courses. One community college was cited in at least six disciplines as offering what appeared to be upper-division courses at the lower-division level. Faculty in the six disciplines determined that the names of the courses should be changed to reflect lower-division work and that these courses will not transfer as upper-division. Faculty agreed that if departments want to offer them, they must state in their institutional catalog that the course is for student interest only and that it will not transfer into a major unless prior agreements are reached between transferring and receiving institutions.

New Century Scholarship and Advanced Placement

Faculty were concerned that high school counselors do not assist students to plan their courses efficiently for completion of the associate degree so that these students are eligible for the New Century Scholarship. Consequently, some high school students require more time in college, specifically to take pre-requisite courses for their intended majors. Faculty suggested that pre-requisite courses be identified and shared with high school counselors. (It should be noted that high school counselors are required to provide other services, leaving little time for advising.)

In addition, faculty expressed concern with students who come to college with too many Advanced Placement (AP) credits that may count towards electives in the discipline in which they took their AP examinations but not towards intended courses. Faculty discussed the differences in alignment between content and performance expectation for their disciplines and those of Advanced Placement. Faculty agreed that the AP experience is valuable for high school students to prepare for college. However, USHE institutions are lowering the number of credits they will accept as fulfilling certain general education requirements. This discussion is on-going.

Other Issues

- A receiving institution had no faculty representative to speak for transfer to the baccalaureate degree in Criminal Justice. Thus, attending faculty were prevented from having a productive discussion on transfer issues. The Commissioner's office will work with the institution to assure participation in this discipline in the future.
- English faculty suggested that another meeting be held to include Writing faculty, Concurrent Enrollment directors, and English chairs to develop the English (Writing) 1010 that is offered through Concurrent Enrollment. Faculty do not want Writing 2010 to be offered through Concurrent Enrollment, and they will not accept AP credit for the 2010. Their philosophy is that students need to write to higher standards and with more maturity in a college setting.
- One institution continues to offer Math for elementary teachers as a 4000-level course while all other institutions offer it at the 2000 level. This causes problems for transfer students who want to enter the receiving institution's college of education.
- Some faculty suggested that academic advising for new students should be mandatory to assist retention efforts.

Emerging Issues

- Mathematics faculty agreed upon which courses should be recommended for Concurrent Enrollment. They now are working to find ways to support the Regents' Scholar Award program which expects high school students to take mathematics at or beyond Algebra II through Concurrent Enrollment.
- The statewide articulation specialists are concerned that the agreements made in the Majors' meetings are not communicated to the other faculty. In addition, they requested that the Majors' meetings include student affairs personnel who need to know the agreements. (The Commissioner's office sends all new agreements and notes from the Majors' meetings to all USHE registrars.)
- Faculty expressed concern that the Transfer Guide is out of date. Steps have been taken by the Commissioner's academic staff to address these issues, to develop more efficient data entry methods, and to make the Guide more useful to advisors and students.

Commissioner's Recommendation

The Commissioner recommends the Regents review the report, raise questions and make suggestions. Specific action items resulting from these Majors meetings are being prepared to bring "open" items to closure. No specific action on the part of the Board of Regents is required.

Richard E. Kendell, Commissioner

REK/PCS
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Anthropology

Representatives

James O'Connell, Chair	U of U
Leslie Park, Advisor	U of U
Patricia Lambert	USU
Rosemary Conover	WSU
Patrick Clarke	SUU
Matt Smith-Lahman	DSC
Pam Miller	CEU
Joylin Namie	UVSC
John Fritz	SLCC
Jim Dykmon	SLCC

Notes

Courses:

- *The U of U will offer ANTH 1000 next year (2006).
- *WSU's ANTH 3100 is not equivalent and needs 1030 as a pre-requisite.
- *The title for ANTH 1040 should be "Language and Culture."

Transfer Issues:

- *If students transfer with the pre-requisite lower-division courses, than the receiving schools should at least give elective credit within the major.
- *All students should keep syllabi from their sending institutions to show the advisor at the receiving institution.
- *At UVSC students take Anthropology courses that are taught by faculty in other departments. While the course material is the same as other USHE lower-division Anthropology courses, the courses may not be commonly numbered because of the differences in departments. This issue will need to be resolved.
- *The four-year institutions outlined their programs for transfer students and asked the two-year programs to encourage students to visit the receiving school well before these students transfer.

Art/Art History

Representatives

Eric Brown, Chair	SUU
John Allred, Advisor	WSU

Sheila Muller	U of U
Nevon Brusckhe	U of U
Robert Winward	USU
Marcia Roberts	USU
Drex Brooks	WSU
Adam Larsen	Snow
Dennis Martinez	DSC
Nathan Wilson	CEU
Jennifer Lynch	UVSC
Doug Anderson	UVSC
Rick Graham	SLCC
Rob Adamson	SLCC

Notes

Courses:

*USU uses a "majors only" set of 2D and 3D courses numbered 1150 and 1160, both equal to 1120 and 1130 for non-majors.

Transfer Issues:

*Remove WSU Art 4110 from common numbers list to fit with lower-division credit.

*Art History 2500 at the U of U has no equivalency. However, the U of U will articulate the new number ARTH 2710.

*WSU's Art 1150 and Snow's Art 1140 should be removed. They do not articulate as the new Art 1050.

*After extensive discussion, the group decided to leave the Digital Media course articulated.

*The group identified by institution what is needed in a two-year transfer student's portfolio:

U of U – 2 drawing courses; 2 3D, and studio foundations.

USU – foundations, core, 2 live, and personal interest examples.

WSU – foundations and interest areas.

Concurrent Enrollment:

*The group agreed that the departments authorize all Concurrent Enrollment courses. This needs to be made clear to public education.

Other issues:

*Majors are required to pass a portfolio review prior to receiving credit regardless of common course numbers.

New Common Course Numbers

ART	ART									
New #	Generic Course Title	UU	USU	WSU	SUU	Snow	DSC	CEU	UVSC	SLCC
1010	Introduction to Visual Arts	ART 1010	ART 1100	ART 1010	ART 1010	ART 1010	ART 1010	ART 1010	AVC 1010	ART 1010
1020	Basic Drawing (non-majors)	ART 1060	ART 1110	ART 1030		ART 111N	ART 1110		AVC 1020	ART 1020
1050	Photography (non-majors)	ART 2060	ART 2810		COMM 1180		ART 1610	ART 1500	AVC 1630	ART 1050
1110	Drawing I		ART 1110	ART 1110	ART 1110	ART 1110		ART 1110	AVC 1600	ART 1110
1120	2D Design		ART 1120	ART 1160	ART 1120	ART 1120	ART 1120	ART 1130	AVC 1110	ART 1220
1130	3D Design		ART 1130	ART 1170	ART 1240	ART 1130	ART 1240	ART 1240	AVC 1530	

2110	Drawing II		ART 2140		ART 2110	ART 2140		ART 1120	AVC 2600	ART 1120
ARTH	ART HISTORY									
New #	Generic Course Title	UU	USU	WSU	SUU	Snow	DSC	CEU	UVSC	SLCC
2710	Art History Survey I		ART 2710	Art 1090	ART 2710	Art 2710	ART 1020		AVC 2010	ARTH 2500
2720	Art History Survey II		ART 2720	ART 1100	ART 2720	ART 2720	ART 1030		AVC 2020	ARTH 2510

Biology

Representatives

Kate Grandison, Chair	SUU
John Allred, Advisor	WSU
David Goldenberg	U of U
Greg Podgorski	USU
Dennis Welker	USU
Sam Zeveloff	WSU
Kevin Sorensen	Snow
Karen L. Bauer	DSC
Shelly Powell	CEU
Robert R. Robbins	UVSC
Tim Beagley	SLCC
Dona Bilyeu-Dittman	SLCC
Bill Tanner	SLCC

Notes

Courses:

*WSU removed ZOOL 3450 from articulating to ZOOL 2220 because of lower-division issues.

Transfer Issues:

*SUU is considering a combined, year long Anatomy and Physiology course.

*Issues left over from the Majors' meetings, 2004, were resolved or in process of resolution. These included: the equivalency of Genetics 2000 and 3000, removing the 3000 level requirement for lower-division students, making sequencing of courses work, resolving the upper-division microbiology requirement, and resolving course content in Ecology.

*SLCC notified the committee of its intent to change its introductory Biology sequence (for Biology majors) to include a first year Biology I/Biology II sequence. This will replace the current three course sequence and be in line with other USHE institutions. The numbering system will be: BIOL I - 1610 and BIOL II - 1620. The labs will be 1615 and 1625 respectively. These program modifications will be in place in the Fall, 2007.

Concurrent Enrollment Issues:

*SLCC offers to high school students interested in pre-nursing/health science a blended classroom taught by SLCC faculty with 50 percent SLCC student enrollment. The courses are taught in SLCC locations. Expectations for high school student performance are the same as for college students. Unresolved are how SLCC should count the FTEs which are not counted as part of the department's effort and how to negotiate compensation with the high school, which is done on a case-by-case basis.

Other Issues:

*There is confusion on how courses with labs are numbered. Some are XXX5, as agreed to last year, while others are XXX0, which was not the agreement. This still needs to be clarified.

*Snow proposed that the other institutions change the major Microbiology class and lab from BIOL 2060 and 2065 back to BIOL 2200 and 2205. These changes align with UVSC, WSU, and USU. The current numbers do not align because they are at the 3000 level at UVSC and USU. Another suggested was made to change the non-major Microbiology/allied health course from BIOL 1110 and 1115 to BIOL 2060 and 2065. Snow will add a prerequisite of CHEM 1110 or BIOL 1010 or higher. This will align with other USHE institutions. Snow will also change Basic Microbiology to Introductory Microbiology. USU intends to do the same.

*SLCC reported that there is a misperception that insufficient numbers of students are being prepared by Biology departments: 1700 students were registered in Human Anatomy last year, and only 70 slots are available in SLCC's nursing program. Several of the institutions are taking bold steps to increase capacity in their health science prerequisite programs.

*The group discussed the difficulty of hiring qualified faculty to replace retiring faculty in Human Anatomy. Faculty cited low wages that are offered compared to other institutions in the western region.

New Common Course Numbers

BIO	BIOLOGY									
New #	Generic Course Title	UU	USU	WSU	SUU	Snow	DSC	CEU	UVSC	SLCC
1010	General/Introduction to Biology		BIOL 1010	ZOOL 1010	BIOL 1010	BIOL 1010	BIOL 1010	LFSC 1010	BIOL 1010	BIOL 1010
1610	Biology I (for majors)		BIOL 1210		BIOL 1030	BIOL 1310	BIOL 1030	LFSC 1210	BIOL 2110	
1615	Biology Lab				BIOL 1040	BIOL 131L	BIOL 1040	LFSC 1230	BIOL 211L	
1620	Biology II (for majors)		BIOL 1220		BIOL 1050	BIOL 1320	BIOL 1050	LFSC 1220	BIOL 2130	
1625	Biology II Lab				BIOL 1060	BIOL 132L	BIOL 1060	LFSC 1240	BIOL 213L	
2030	Genetics (for majors)	BIOL 2030				BIOL 2760	BIOL 2400	LFSC 2250		BIOL 2030
2035	Genetics Lab				BIOL 3070	BIOL 276L		LFSC 2260		BIOL 2035
2060	General Microbiology			MICRO 2054	BIOL 2110	BIOL 2220	BIOL 2110	LFSC 1450	MICR 2020	BIOL 2140
2065	General Microbiology Lab				BIOL 2120	BIOL 220L	BIOL 2120	LVSC 1460		BIOL 2150
2220	Ecology		BIOL (or NR) 2220		BIOL 3030	BIOL 2860	BIOL 2440	LFSC 2350		BIOL 2330
2225	Ecology Lab				BIOL 3040	BIOL 286L	BIOL 2450	LFSC 2360		BIOL 2340
2320	Human Anatomy	BIOL 2315	BIOL 2010	ZOOL 2100	BIOL 2210	BIOL 2620	BIOL 2030	LFSC 2000	ZOOL 2010	BIOL 2050
2325	Human Anatomy Lab	BIOL 2315		ZOOL 2100L	BIOL 2220	BIOL 262L	BIOL 2040	LFSC 2010		BIOL 2060
2420	Human Physiology	BIOL 2320	BIOL 2000	ZOOL 2200	BIOL 2010	BIOL 2610	BIOL 2010	LFSC 2020	ZOOL 2020	BIOL 2100
2425	Human Physiology Lab				BIOL 2020	BIOL 261L	BIOL 2020	LFSC 2030		BIOL 2110
3060	Genetics (for majors)		BIOL 3200	ZOOL 3300	BIOL 3060					

3065	Genetics Lab		BIOL 4100							
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Business

Representatives

Russell Goodrich, Chair	CEU
Shari Gowers, Advisor	DSC
Mary Hasak	U of U
Mike Atkinson	U of U
Ruth Harrison	USU
Cliff Skousen	USU
Ron Mano	WSU
Bruce Handley	WSU
Paula Alger	SUU
Douglas Dyreng	Snow
Philip Lee	DSC
Henning J. Olsen	CEU
Mikki O'Connor	UVSC
Terry Acord	UVSC
Karl Worthington	UVSC
Lorna Wells	SLCC
Marcia Lavelle	SLCC
Robert Burdette	SLCC
Gary Barnett	SLCC
Don Skousen	SLCC
Eldon Bott	BYU

Notes

Courses:

*UVSC changed the MGT 2340 to MGMT 2340 and should be reflected on the Business Statistics I line instead of the Business Statistics II line in the Transfer Guide.

*Snow will change the name of its Business Statistics course.

*U of U and USU will implement common course numbers in 2006.

*WSU has not yet changed to (Calculus) 1100 because it is taught by the Economics Department.

*The group agreed that if a student transfers with a higher level of Calculus than 1100, the 1100 requirement would be waived.

*WSU and the U of U agreed to accept the 2000 Business Law courses as meeting its 3000-level Business Law requirement without counting the course credit as upper-division. Institutions call the course either Business Law or Legal Environment of Business.

*SUU reported that it cannot change its Business Communication class from 2300 to 2200, the common number.

*The UBAAN group, October 26, 2005, will complete its work on the computer proficiency examination. The group determined that a 2000-level number is appropriate; either 2010, 2020, or 2060 as alternative numbers.

*The number for Business Communications – 2200 - is problematic because it is taught by the English Department in most institutions.

*CEU will change its Accounting prefix to ACCT.

Transfer Issues:

*The group recommended that SLCC drop the requirement for the Foundations course (BUS 1050) and the two Statistics courses from the ASB Degree because the other institutions don't require them. However, for students transferring to the U of U, they should be advised to take all three courses. Students not transferring to the U of U will not be disadvantaged.

Concurrent Enrollment:

- *The group determined that minimum qualification for all adjunct faculty teaching Concurrent Enrollment courses should be a Master's Degree in the discipline. In addition, the syllabi should be consistent with that used by each college/university.
- *All courses should match the rigor of those taught on campus.
- *Oversight of courses taught in the high school is essential.
- *Some faculty were opposed to counting Concurrent Enrollment courses as college courses even though this feature of Concurrent Enrollment is in statute.
- *Some institutions are opposed to accepting Concurrent Enrollment courses taught in high schools even though this is in statute.
- *Banner does not distinguish Concurrent Enrollment courses.
- *Group members want a minimum GPA and other achievement-related qualifications for high school students to take Concurrent Enrollment courses. They are concerned about the maturity level of high school students.
- *Group members believe that a distinction should be made between being at a college taking Concurrent Enrollment courses and being at a high school where the course may not be as rigorous. More discussion is needed.

Other Issues:

*Some have found that New Century scholars may not plan their prerequisites well and, therefore, are not ready to enter a major program once they graduate high school; also, they may have three more years of course work.

Faculty suggested that the New Century Scholarship:

- Be marketed with clear pre-requisite program information;
- Contain a strong message to contact the advisor at the transfer school well before transfer;
- Have a contact person at the high school where Concurrent Enrollment is offered.

*The following issues are related to the use of Banner:

- WSU has morale problems with Banner and fears losing valued employees.
- End users have more work than with the SIS+.
- Banner creates transfer issues.

*The group recommended re: Banner:

- A statewide consortium should be formed to deal with Banner issues.
- The OCHE research the problems with Banner.
- The USHE should work together to address the Banner issues rather than each institution trying to solve the problems.

-Some add-ons can be shared to lower costs, such as the use of Crystal Reports.

Following this meeting, a Business computer subcommittee met at LDS Business College to finalize requirements for a Business computer proficiency course, which students need who are pursuing a Business degree. The group recommended the common course number be 2010 although the prefix will not be the same. The title of the course ought to include "Business Computer."

New Common Course Numbers

BUSINESS										
New #	Generic Course Title	UU	USU	WSU	SUU	Snow	DSC	CEU	UVSC	SLCC
	Foundations of Business	BUS 1050	BA 1360			BMGT 1010	BUS 1010	BUSN 1310		
1100	Business Calculus	MATH	MATH		MATH	MATH	MATH	MATH	MATH	

		1100	1100		1100	1100	1100	1100	1100	
1100	Business Calculus in Business Schools			QUANT 2400						BUS 2150
2010	Financial Accounting	ACCTG 2600	ACCT 2010	ACCTNG 2010	ACCT 2010	ACCT 2010	ACCT 2010	BUSN 2010	ACC 2010	ACCT 2010
2020	Managerial Accounting	ACCTG 2610	ACCT 2020	ACCTNG 2020	ACCT 2020	ACCT 2020	ACCT 2020Q	BUSN 2020	ACC 2020	ACCT 1230
2040	Business Statistics (4 credits)		STAT 2300		MATH 2040	MATH 2040	STAT 2040	MATH 2470		
2050	Business Law	Upper division	MHR 2990	Upper division	ACCT 2360	BMGT 2120	MGMT 2060	BUSN 2090	Upper division	MGT 2050
2200	Business Communications	Upper division		Upper division	ISA 2300	BUED 2200			MGMT 2200	BUS 2010
2340	Business Statistics I (3 credits)	MGT 2390		QUANT 2600					MGMT 2340	MGT 2200
2350	Business Statistics II (3 credits)	Upper division		Upper division						MGT 2300

Chemistry

Representatives

Tom Richmond, Chair	U of U
Dona Bilyeu-Dattman, Advisor	SLCC
Vernon Parker	USU
Barry Lloyd	WSU
Ty Redd	SUU
Dan Black	Snow
Sarah Morgan	DSC
George Uhlig	CEU
Bruce Wilson	UVSC
Lu Giddings	SLCC

Notes

Courses:

*All agreed to the current commonly numbered courses.

Transfer Issues:

*The U of U has its Quantitative Analysis at the 3000 level because students tend to put off taking it until they are in their upper-division program.

*Faculty reported little transfer at the upper-division level.

*WSU combines its labs with its classes.

*Faculty agreed on the existing curriculum.

*Faculty may use the American Chemistry Society (ACS) exam to assess the minimum knowledge of students. (<http://www3.uwm.edu/dept/chemexams/>) The U of U and USU use these exams as exit exams. Some departments use these exams as final exams in selected courses as a means of comparing students with national norms for a given subject. WSU uses the Organic Chemistry examination, specifically the 1998 and 2002 versions.

Concurrent Enrollment:

*In the discussion of the qualification of high school adjunct teachers, faculty discussed having these high school teachers come to campus and teach as adjuncts first before offering the Concurrent Enrollment courses in the high schools.

Communication

Representatives

Donald Hinton, Chair	DSC
Mathilda Barreiro, Advisor	Snow
Dana Kelvington, Advisor	DSC
Louise Degn	U of U
Michael Sweeney	USU
Jennifer Peeples	USU
Randy Scott	WSU
Stan Gwin	SUU
Larry Anderson	Snow
Troy Hunt	CEU
Phil Gordon	UVSC
L. Jay Williams	SLCC
Nina Edgmand	SLCC

Notes

*UVSC will change its COMM 2700 (Broadcast) to COMM 2200 to be consistent with the agreed to common number adopted by the other institutions.

Transfer Issues:

*Lower-division 1000 and 2000-level courses offered by the community colleges will transfer as elective credit but not as upper-division credit. SLCC's COMM 1050 is identical to the U of U's COMM 3050.

*Faculty from USU advise transfer students to take JCOMM 1130, 1500, and 2010.

*Faculty from WSU advise transfer students to take COMM 1020, 1130, and 2110.

*WSU is offering six concentrations with no minor. The six concentrations can be viewed on the Web: <http://weber.edu/Communication/default.html>.

Concurrent Enrollment:

*WSU sets standards for all high school faculty who are to teach Concurrent Enrollment.

*In Communication, USU, WSU, CEU and SLCC offer Concurrent Enrollment Communication courses using high school adjunct faculty. SUU and UVSC use their own faculty. The U of U and DSC do not offer Communication Concurrent Enrollment courses.

Other:

*The group asked for all of the email addresses so that the members can continue to communicate with each other.

Computer Science

Representatives

Don Cooley, Chair	USU
Shari Gowers, Advisor	DSC
Dave Hanscom	U of U
H. James deSt.Germain	U of U
Kathy Bayn	USU
Heather Coll	WSU

Eric Sweden	WSU
Greg Anderson	WSU
Nasser Tadayon	SUU
Garth Sorenson	Snow
Barton Stander	DSC
Henry A. Zwick	CEU
Fred Orchard	UVSC
Ernest Carey	UVSC
Sharon DeReamer	SLCC
Jimmy Chen	SLCC
Sue Besser	SLCC

Notes

Courses:

*Faculty noted the following changes to the course grid:

-WSU: CS 1020 is the old Foundation number. CS 1130 is the old number for Fundamentals of Programming; Computer Organization and Structure cannot be changed to CS 2819 because of institutional number reservations.

-U of U: CS 3700 (Digital Lab) will stay as is. Department may change to the CS prefix.

-Snow: CS 2270 was dropped.

-CEU: The school has changed its prefix to CS.

-UVSC: The old number for Foundations of Computer Science should be CNS 1000. The school may change to the CS prefix.

-SUU: The school has problems with the CS prefix.

*The group should follow up with the U of U, SUU, and UVSC on the prefix issue.

*Faculty determined that students need to complete whole sequences using a common language; most are using ACM. The content needs to be standard across the institutions to support transferability.

*The faculty agreed to review the decision to move Software Engineering to lower division at next year's meeting.

*Faculty discussed listing the Foundations course as a Physical Science option. This is not a requirement but may move students to consider Computer Science as a major.

Transfer Issues:

*There were complaints that the Transfer Guide is out of date. Faculty discussed the need for the Guide to have accountability and current information in a timely manner. The person responsible at each institution should be identified. DSC's column is blank.

Concurrent Enrollment:

*Some institutions are waiving pre-requisites such as MATH 1050 for CS 1400.

*Most schools, with the exception of DSC and CEU, are using high school faculty to teach Concurrent Enrollment. DSC and CEU use their own faculty.

*WSU and UVSC require high school faculty to have bachelor's degrees. WSU is now monitoring faculty requirements while UVSC expects high school faculty to use the same content as the college courses.

*Faculty recommended that higher education not allow students to bypass pre-requisites and that the colleges expect the same content and rigor of Concurrent Enrollment courses offered in the high schools as those offered by the colleges.

Criminal Justice

Representatives

Paul Harnett, Chair	Snow
Mitch Jenkins, Advisor	Snow
Lamar Jordan	SUU
Addison Everett	DSC
Steven Burge	CEU
Steve McGibbon	CEU
Brent Bullock	UVSC
Bobbi Gren	UVSC
Clyde M. Palmer	SLCC
John Minichino	SLCC
Jim Hoffman	SLCC

Notes

Courses:

*Issues on commonly numbered courses were resolved during last year's meeting.

*CEU and UVSC are adding new classes which have not yet cleared their respective committees. They made agreements on the common numbers for those courses.

Transfer Issues:

*WSU was conspicuously absent which left the discussion on transfer very difficult.

*Faculty questioned SLCC's AAS degree courses and how some of them appear similar to upper-division courses. SLCC and the other representatives agreed that better advising would let AAS students know of their options if they are interested in transferring to a four-year program.

Concurrent Enrollment:

*SUU expressed concern that new first year students who had taken Concurrent Enrollment classes were not performing well in college. Faculty believe that the quality of Concurrent Enrollment courses is questionable when offered by the high schools.

*SLCC is the only school providing Concurrent Enrollment courses and is addressing the issues.

Dance

Representatives

Kim Strunk, Chair	UVSC
Jill Grob, Advisor	WSU
Carol Iwasaki	U of U
Donna White	U of U
Erik Stern	WSU
Shauna Mendini	SUU
Li Lei	DSC
Carolyn Gwyther	CEU
Tess Boone	SLCC

Notes

Courses:

*The commonly numbered courses are working. Differences in the course content are acceptable as long as there is agreement on the elements each course should contain.

*Differences in contact hours are acceptable as long as each school meets the national standard of at least two contact hours.

*Faculty held discussion on Dance1500 and Beginning Jazz 1510. The U of U does not use common numbers; the U of U program is for majors and requires more content and credit hours. Thus, it is unclear if the U of U will articulate its Jazz classes.

Transfer Issues:

*The one area that cannot be articulated is the audition for entrance into a program.

*Faculty agreed on the importance of advising students to be aware of their interests and goals. Proper advising will facilitate placement and promote efficient transfer.

*Faculty discussed diversity requirements, specifically, the differences in requirements among USHE institutions.

Concurrent Enrollment:

*The U of U Concurrent Enrollment program requires students to be accepted by the U and to take classes at the U.

*UVSC offers one Dance course at one high school. The course is coordinated, though not taught, by a UVSC professor.

*The faculty agreed that Concurrent Enrollment can be a great tool for recruitment. However, when offered at the high schools, the courses are difficult to monitor in terms of content and rigor.

Economics

Representatives

Cliff Nowell, Chair	WSU
Paula Alger, Advisor	SUU
Tom Maloney	UU
Stephen Reynolds	UU
Chris Fawson	USU
Dell Champlin	DSC
Ali Hekmat	CEU
Mikki O'Connor	UVSC
Dennis Farnsworth	UVSC
Dan Martinez	SLCC
Dennis Wilson	SLCC
Marcia Lavelle	SLCC

Notes

Courses:

*SUU's course numbers were missing and entered during the meeting. Numbers were dropped for Environmental Economics and International Economics which SUU does not offer. Labor Economics is called Human Resources Economics and is offered at the 4000 level.

*USU offers Econ 1500 which does not match the other macroeconomics principles course offered by the other institutions. USU stated that its course meets the General Education and American Institution requirement by including modules that cover the Economic History of the US and economic principles.

Transfer Issues:

*WSU needs to change its Quant 2400 and 2600 to 1100 and 2340 for Calculus Statistics.

*USU and DSC do not offer Economic History 1740. USU replaces it with Macroeconomics.

*SLCC is offering some Economics classes that are similar to upper-division courses.

*The four-year programs believe that students are well prepared when they transfer.

New Common Course Numbers

ECONOMICS											
ECON	New #	Generic Course Title	UU	USU	WSU	SUU	Snow	DSC	CEU	UVSC	SLCC
	1010	Economics as a Social Science	ECON 1010		ECON 1010	ECON 1010	ECON 1010	ECON 1010	ECON 1010	ECON 1010	ECON 1010
	1740	U S Economic History	ECON 1740		ECON 1740	ECON 1740	ECON 1740		ECON 1740	ECON 1740	ECON 1740
	2010	Principles of Microeconomics	ECON 2010	ECON 2010	ECON 2010	ECON 2010	ECON 2010	ECON 2010	ECON 2010	ECON 2010	ECON 2010
	2020	Principles of Macroeconomics	ECON 2020	ECON 2020	ECON 2020	ECON 2020	ECON 2020	ECON 2020	ECON 2020	ECON 2020	ECON 2020
	2100	Labor Economics			ECON 3400				ECON 2720	MGMT 3810	ECON 2100
	2250	Environmental Economics		ECON 1550							ECON 2250
	2400	International Economics / Finance		ECON 3400							ECON 2400

Early Childhood, Elementary Ed, and Special Ed

Representatives

Judith Mitchell, Chair	UU
Suzanne Wayment, Advisor	UU
Sue Besser, Advisor	SLCC
Michelle Dansie	UU
Jill Flygar	UU
Dawn Black	USU
Darcie Peterson	USU
Fran Butler	WSU
Shawn Christiansen	SUU
Jerry Bowler	SUU
Gary Parnell	Snow
Kim Cragun	Snow
Kathy Kinney	DSC
Brenda Sabey	DSC
Phil Brown	CEU
Genan Anderson	UVSC
Sue Simmerman	UVSC
Linda Benson	UVSC
Dale Smith	SLCC
Kendra Hall	BYU
Tina T. Dyches	BYU

Notes

Note: Three education groups – Early Childhood, Elementary Education, and Special Education – met together.

Courses:

*The U of U Math Department still offers Mathematics for Elementary Teachers at the 4000 level, unlike any of the four-year institutions.

*WSU offers Children's Literature as ENGL 3300 and accepts 2330 from the other institutions. The ENGL 3300 remains at the upper-division level because WSU's English majors need the upper-division credit.

*The U of U and UVSC will change Children's Literature to 2330 when they convert to common numbers in the Fall of 2006.

*The faculty could not agree to common numbers for reading courses because of differences in the philosophy and practices of each program.

Transfer Issues:

*The universities are teaching upper-division courses but accepting the lower-division numbers by waiving requirements.

*The Regents request that four-year institutions not require upper-division credit for lower-division students. The Scott Bean Memo stated that teaching method courses should be offered only by the teacher preparation programs.

*In the future the faculty would like to determine which General Education courses could be agreed to and required by all of the institutions across the system. Sue Besser, SLCC, will provide a matrix to assist with this effort.

*Because each four-year teacher preparation program has its own requirements and policies, students should be advised to contact an advisor at the four-year institutions perhaps two semesters prior to transfer.

*WSU accepts one lower-division course that is like those offered at the upper-division level. However, students must still take another upper-division course.

Concurrent Enrollment:

*WSU and UVSC offer Concurrent Enrollment courses. WSU insists that high school teachers hold a master's degree.

*Faculty identified the following problems:

- Teachers are not following college syllabi.

- High school teachers do not always have a master's degree.

- The high schools mix Concurrent Enrollment with regular high school classes.

- High school students who take Concurrent Enrollment should be college bound.

*SLCC teaches CHF 1400 and requires students' parents to sign a waiver.

Other Issues:

*The faculty suggested that the USOE be represented at the next Majors' Meetings.

*BYU wants to be on the matrix.

Engineering

Representatives

Jim Luster, Chair	Snow
Katrina Green, Advisor	SLCC
Dave Hanscom	UU
Marilyn Bishop	UU
Kelly Broadhead	UU
Larry Reaveley	UU
Paul Borgmeier	UU
Leda Mareth	UU
Kathy Bayn	USU
Kirk Hagen	WSU
Blair McDonald	SUU
Victor Hasfurther	DSC

George Uhlig	CEU
Henry A. Zwick	CEU
Ernest Carey	UVSC
Fred Orchard	UVSC
Loretta Palmer	UVSC
Barbara Grover	SLCC

Notes

Courses:

- *The group discussed the possibility of moving 2280 to upper-division.
- *USU will move to common numbered courses in the Fall of 2006. The U of U will make its changes also in the Fall 2006.
- *The group agreed upon the Introduction to Engineering course.
- *Group members agreed that lab course numbers should end in a '5.'
- *Dynamics 2080 will carry four credits.

Transfer Issues:

- *Because SUU offers a general Engineering degree, Integrated Engineering, and not a specific area of Engineering like the other institutions, its upper-division courses are offered at lower-division numbers by the other institutions. While SUU does not receive many transfers in Engineering, faculty are able to make accommodations so that Engineering students at SUU can have their credits applied appropriately.
- *There appears to be some concern regarding EE 2270, the beginning Electrical Engineering course. USU offers only the one course while the U of U offers two courses, ECS 1270 and ECS 2270. All schools with the exception of SLCC pattern their courses after USU which creates transfer problems for students transferring to the U of U.
- *The U of U clarified that Civil Engineering will accept any introductory electrical circuits course and requires only two of these three courses: Electrical Circuits, Thermodynamics, and Material Science. Thus, transfer students are not disadvantaged.
- *The Statics course is offered for either two or three credits at different institutions.
- *Faculty stated a general willingness to work with transfer students.

Concurrent Enrollment:

- *Faculty expressed concern that 'others' are telling students that taking Concurrent Enrollment courses "are doing them good." This was disagreement with this notion.

Other Issues:

- *The group agreed that further discussion is needed on Electrical Engineering courses.
- *U of U faculty in Electrical and Computer Engineering are considering entrance exams for some of their upper-division courses.
- *Faculty want to advise students that the APE Degree does not clear the full block of General Education courses. Students should seek advisement to verify the required General Education courses at the receiving institutions.
- *ABET, the Engineering accreditor, views the major's meeting as a way for the Engineering programs to determine if the courses that are transferred are equivalent in content, thus meeting one of ABET's requirements. The U of U and USU will continue discussing the content of the electrical circuits classes. Once they come to an agreement, the other schools will adjust their content.

New Common Course Numbers

ENGINEERING										
New #	Generic Course Title	UU	USU	WSU	SUU	Snow	DSC	CEU	UVSC	SLCC
1000	Introduction to Engineering		ENGR	ENGR	ENGR	ENGR	ENGR	ENGN	ENGR	ENGR

		1000	1010	1010	1010	1010	1010	1010	1000	1010
1005	Introduction to Engineering Lab				ENGR 1020			ENGN 1020		1020
1270	Analog major: Circuits I	1000	ENGR 1010							1100
1275	Analog Major: Circuits I Lab									
2010	Statics	CVEEN 2110	ENGR 2000	ENGR 2000	ENGR 2010	ENGR 2010	ENGR 2000	ENGN 2000	ENGR 2000	1300
2020	Dynamics I	2410								2340
2030	Dynamics		ENGR 2020	ENGR 2020	ENGR 2030	ENGR 2020	ENGR 2020	ENGN 2310	ENGR 2020	
2060	Dynamics II									2350
2140	Strength of Materials	CVEEN 2140	ENGR 2040	ENGR 2040	ENGR 2040	ENGR 2040	ENGR 2040	ENGN 2140	ENGR 2040	2310
2145	Strength of Materials Lab				ENGR 2050					2330
2150	Statics and Strength of Materials	ME EN 1300								
2160	Materials Science	MSE 2116	2060							2116
2170	Materials Science ½ course	MSE 2117								2117
2175	Materials Science Lab									
2200	Analog Non-Majors ½ course	1060								1060
2205	Analog Non-Majors Lab									
2210	Analog Non-Majors	1050	ECE 2200						WNGR 2200	1050
2240	Survey & Global	2140	2240		ENGR 2810	ENGR 2240		ENGN 2240		2030
2245	Survey & Global Lab				ENGR 2820					
2270	Analog Major: Circuits	2000	ECE 2410		Upper division	ENGR 2100	Added new	ENGN 2410	EENG 2750	2050
2275	Analog Major: Circuits Lab		ECE 2420		Upper division	ENGR 210L				2100
2280	Fundamentals of Electronics	2100								2100
2300	Thermodynamics I	CHE ME 2850 2600	2400	ENGR 2600	ENGR 3000	ENGR 2400	ENGR 2400	ENGN 2400	ENGR 2400	2850
2450	Numerical Methods	CHE ME 2703	ENGR 2210			ENGR 2200			ENGR 2210	2040
2650	Manufacturing	2000	2600		4060					2050
2655	Manufacturing Lab	2010								
2700	Digital Circuits		ECE 2530	2530		ENGR 2530		ELEC 1150	EENG 2740	2700
2705	Digital Circuits Lab		ECE			ENGR		ELEC		

			2450			253L		1160		
2080	Dynamics	2400								

English

Representatives

Gary Dohrer, Chair	WSU
Dana Kelvington, Advisor	DSC
Stuart Culver	UU
Kathryn Fitzgerald	USU
Eric Morrow	SUU
Erick Faatz	Snow
Darl Biniiaz	DSC
Larry Severeid	CEU
Jan Wahlquist	UVSC
Stephen Ruffus	SLCC
Lisa Bickmore	SLCC
Kauli Kaio	SLCC

Notes

Courses:

*The faculty were satisfied with the courses they chose last year for common numbering.

Transfer Issues:

*SLCC's English 2700, Critical Theory, transfers to the U of U which keeps a current syllabus on file to assist with this articulation agreement. SLCC advisors are asked to respect the agreement and advise students accordingly.

*Other institutions require a Critical Theory course as pre-requisite to major in English.

-UVSC accepts SLCC's ENGL 2600 and 2700 as equivalent to its ENGL 2890.

-USU accepts ENGL 2600 as pre-requisite to its upper-division English courses.

*SUU will accept some lower-division courses that have the same content as upper-division courses so that transfer students do not need to repeat the content. However, these students will need to choose other upper-division courses to meet departmental requirements.

*A lower-division course title which is the same as an upper-division course title is not necessarily the same course. Syllabi should be reviewed.

*Because the major is upper-division, all lower-division transfer courses are counted as pre-requisite or elective.

*Lower-division requirements for English majors cannot be uniform because various major emphases have different lower-division requirements. For instance, the Technical Writing emphasis at USU has different lower-division requirements than the Literary Studies emphasis.

*Students can utilize institutional online information, such as catalogs, the Transfer Guide, institutional guides, and academic general education advisors to learn of the pre-major requirements for English majors at four-year institutions.

Concurrent Enrollment:

*Faculty agreed unanimously (all nine credit-bearing institutions) that English 2010 should not be taught in Concurrent Enrollment. USU offers a literature course, English 1030, that the faculty unanimously agreed should not be taught to high school students.

*The faculty agreed that guidance should be given to high school principals and Concurrent Enrollment instructors regarding:

- course content
- duration of course
- credentials of adjunct faculty
- number of courses taught per teacher
- course enrollment caps.

*The faculty suggested that the Office of the Commissioner bring together the English chairs, Concurrent Enrollment program directors, and writing program directors to set standards for Concurrent Enrollment courses in English. This group would also put together a model syllabus for English 1010 as a reference for all adjunct high school teachers.

Exercise and Sports Science, PE

Representatives

Patricia Eisenman, Chair	UU
John Wiemer, Advisor	SLCC
Candi Ramos	UU
Beth Odahlen	UU
Sherrie Jensen	UU
Geri Conlin	WSU
Rick Lambson	SUU
Elliot Anderson	Snow
Carolyn Gwyther	CEU
Jamie Vener	UVSC
Shaunna McGhie	UVSC
Tom Perkins	UVSC
Soni Adams	SLCC

Notes

Courses:

*SLCC added a new course: HLAC 1013, Body Gym. HLAC is the SLCC prefix.

*U of U prefix is ESSF and not ESS.

Transfer Issues:

*There are some courses with similar content but different components and different credit hours. These courses need to be reviewed by the departments. Faculty may be able to come to agreements on these courses so that they may be articulated in the future.

Concurrent Enrollment:

*Faculty reported that the Nutrition class taught by SLCC has been revised so that it mirrors college-level expectations in critical thinking and conceptual development.

Faculty discussed the issue of how their Concurrent Enrollment classes were funded and how they may obtain funding for these classes.

Other Issues:

*The group would like each other's email addresses so that they can stay in touch.

New Common Course Numbers

PE	EXERCISE AND SPORTS SCIENCE, PE									
New #	Generic Course Title	UU	USU	WSU	SUU	Snow	DSC	CEU	UVSC	SLCC

1000	Cardio Fitness						PHED 151R			HLAC 1020
1010	Aerobics I	ESSF 1111	PE 1330				PHER 1760	DNCE 1110	PES 1050	
1011	Aerobics II			PE 1090E					PES 1060	
1012	Aerobics III	ESSF 1112								
1013	Body Gym									HLAC 1013
1015	Cycling/Spinning I	ESSF 1190	PE 1210							HLAC 1081
1016	Cycling/Spinning II	ESSF 1191	PE 1340							
1020	Step Aerobics I	ESSF 1120					PEHR 1930			HLAC 1070
1021	Step Aerobics II	ESSF 1121								
1022	Step Aerobics III	ESSF 1122								
1025	Interval Training									HLAC 1071
1030	Kick Boxing I									HLAC 1080
1040	Walking I	ESSF 1130		PE 1070						
1041	Walking II	ESSF 1131								
1043	Jog I	ESSF 1140		PE 1100		PHED 1270		PHED 1240		
1044	Jog II	ESSF 1141								
1046	Jog/Walk I		PE 1300							HLAC 1060
1050	Power Tone								PES 1080	
New #	Generic Course Title	UU	USU	WSU	SUU	Snow	DSC	CEU	UVSC	SLCC
1052	Boot Camp			MILSCI 2921						
1057	Yoga I	ESSF 1700	PE 1360	PE 1460				PHED 1820	PES 1070	HLAC 1905
1058	Yoga II	ESSF 1701						PHED 1830		HLAC 1910
1062	Flexibility for Fitness	ESSF 1105								HLAC 1090
1063	Conditioning I		PE 1310				PEHR 1770	PHED 1100		
1065	Marathon	ESSF 1150								
1067	Triathlon	ESSF 1155								
1070	Cross Training I			PE 1060	PE					

					1710					
1073	Circuit Training I	ESSF 1163			PE 1700					HLAC 1120
1080	Strength Training I	ESSF 1160		PE 1120E						HLAC 1100
1081	Strength Training II	ESSF 1161		PE 1120I						HLAC 1110
1082	Strength Training III	ESSF 1162								
1085	Weight Training I		PE 1320		PE 1270	PHED 125R	PEHR 1780	PHED 1370	PES 1800	
1086	Weight Training II								PES 1810	
1087	Weight Training III					PHED 110R			PES 1820	
1088	Fitness Center I			PE 2480			PEHR 1140			
1089	Fitness Center II						PEHR 1150			
1090	Fitness Center III						PEHR 2140			
1091	Fitness Center IV						PEHR 2150			
1092	Fitness Center V						PEHR 2240			
1093	Fitness Center VI						PEHR 2250			
1094	Fitness Center VII						PEHR 2340			
1095	Fitness Center VIII						PEHR 2350			
1096	Fitness for Life (1 cr hr)			PE 1080		PEHD 1770				HLAC 1050
1097	Fitness for Life (2 cr hr)							PEHD 1420	PES 1300	
1098	Fitness for Life (3 cr hr)	ESSF 1101								
New #	Individual/Dual Sports Generic Course Title	UU	USU	WSU	SUU	Snow	DSC	CEU	UVSC	SLCC
1100	Tennis I	ESSF 1290	PE 1250	PE 1190E	PE 1670	PHED 1360	PEHR 1330	PEHD 1220	PED 1700	HLAC 1390
1101	Tennis II	ESSF 1290								HLAC 1400
1102	Tennis III	ESSF 1292								HLAC 1410
1105	Badminton I	ESSF 1280	PE 1200	PE 1150E					PES 1150	
1106	Badminton II	ESSF 1281		PE 1150I						
1110	Racquetball I	ESSF 1300	PE 1240	PE 1170E	PE 1280	PHED 1280	PEHR 1170	PHED 1110	PES 1450	HLAC 1450
1111	Racquetball II	ESSF 1301		PE 1170I		PHED 1290		PHED 1130	PES 1460	HLAC 1460
1112	Racquetball III	ESSF		PE						

		1303		1170A						
1115	Squash I	ESSF 1270								
1116	Squash II	ESSF 1271								
1120	Handball I		PE 1290							
1130	Golf I	EESF 1320	PE 1220	PE 1270E	PE 1730	PHED 1200	PEHR 1310	PHED 1150	PES 1350	HLAC 1560
1131	Golf II	ESSF 1321					PEHR 2310		PES 1360	HLAC 1570
1132	Golf III	ESSF 1322								
1135	Archery I			PE 1210E		PHED 1180		PHED 1750	PES 1100	
1136	Archery II							PHED 1760	PES 1110	
1140	Marksman I			PE 1420						
1145	Bowling I	ESSF 1310	PE 1270	PE 1250E	PE 1130	PHED 1090	PEHR 1280	PHED 1730	PES 1250	HLAC 1530
1146	Bowling II	ESSF 1311					PEHR 2280	PHED 1740	PES 1260	HLAC 1531
1147	Bowling III	ESSF 1312								HLAC 1532
1150	Billiards I		PE 1260	PE 1240E						
1155	Fencing I	ESSF 1330		PE 1040E					PES 1120	
1156	Fencing II	ESSF 1331								
1157	Fencing III	ESSF 1332								
1170	Gymnastics I	ESSF 1350	PE 1230					PHED 1800		
1171	Gymnastics II	ESSF 1351								
1172	Gymnastics III	ESSF 1352								
New #	Team Sports Generic Course Title	UU	USU	WSU	SUU	Snow	DSC	CEU	UVSC	SLCC
1200	Basketball I	ESSF 1210	PE 1100			PHED 1450	PEHR 1400	PHED 1190	PES 1200	HLAC 1150
1201	Basketball II	ESSF 1211				PHED 1470			PES 1210	HLAC 1160
1205	Handball I	ESSF 1850								
1210	Volleyball I	ESSF 1261	PE 1150	PE 1540E		PHED 1400	PEHR 1440	PHED 1160	PES 1750	HLAC 1230
1211	Volleyball II	ESSF 1262								HLAC 1240
1212	Volleyball III									HLAC 1260
1215	Walleyball					PHED 1420		PHED 1170	PES 1760	

1225	Softball I	ESSF 1230	PE 1130			PHED 1050	PEHR 1490			HLAC 1210
1226	Softball II	ESSF 1231				PHED 1440				
1230	Soccer I	ESSF 1220	PE 1230	PE 1520E			PEHR 1470		PES 1600	HLAC 1180
1231	Soccer II	ESSF 1221								HLAC 1181
1233	Soccer – Co-ed									HLAC 1182
1235	Football		PE 1110				PEHR 1830		PES 161R	
1245	Ultimate Frisbee	ESSF 1850	PE 1140							
1250	Lacrosse	ESSF 1250								
1255	Field Hockey	ESSF 1240								
1260	Ice Hockey	ESSF 1400								
1265	Water Polo I	ESSF 1530								
1266	Water Polo II	ESSF 1531								
New #	Aquatics Generic Course Title	UU	USU	WSU	SUU	Snow	DSC	CEU	UVSC	SLCC
1300	Swimming I	ESSF 1500	PE 1400	PE 1560E	PE 1550	PHED 1600	PEHR 1600	PHED 1770	PES 1650	HLAC 1660
1301	Swimming II	ESSF 1501								HLAC 1670
1302	Swimming III	ESSF 1502								
1303	Swimming IV	ESSF 1503								
1304	Swimming V	ESSF 1504								
1305	Swimming VI	ESSF 1505								
1310	Water Fitness			PE 1580		PHED 163R			PES 1660	HLAC 1690
1315	Water Aerobics		PE 1350	PE 1570			PEHR 1940		PES 1090	
1320	Aqua Tone	ESSF 1520								
1330	Power Swim									HLAC 1710
1336	Diving I	ESSF 1540								HLAC 1720
1337	Diving II	ESSF 1541								
1340	Lifeguard	ESSF 1560		PE 1690		PHED 2590	PEHR 1650	PHED 1790		HLAC 1770
1345	Water Safety Instructor	ESSF 1570	PE 4050		PE 3320	PHED 2580	PEHR 2620			

1350	Scuba I	ESSF 1550	PE 4100	PE 2050		PEHR 2610			PES 1400	HLAC 1740
1351	Scuba II	ESSF 1551								HLAC 1750
1352	Scuba III	ESSF 1552								
1353	Scuba IV	ESSF 1553								
New #	Combatives: Generic Course Title	UU	USU	WSU	SUU	Snow	DSC	CEU	UVSC	SLCC
1400	Self Defense	ESSF 1760	PE 1500					PHED 1840		
1405	Women's Self Defense						FSC 2410		PES 1420	
1407	Rape Aggression Defense					PHED 1540				
1410	Tai Chi I	ESSF 1710							PES 1430	HLAC 1980
1411	Tai Chi II	ESSF 1711								
1415	Martial Arts I	ESSF 1750		PE 1010E						
1416	Martial Arts II	ESSF 1751								
1420	Judo I	ESSF 1720								
1421	Judo II	ESSF 1721								
1425	Jiu Jitsu								PES 1440	
1430	Karate I	ESSF 1770								
1431	Karate II	ESSF 1771								
1435	Kempo Karate								PES 1400	
1440	Aikido I	ESSF 1740							PES 1410	
1441	Aikido II	ESSF 1741								
1445	Tae Kwon-do I	ESSF 1730								HLAC 1960
1446	Tae Kwon-do II	ESSF 1731								HLAC 1961
1450	Kung Fu I						PEHR 1270			HLAC 1930
1451	Kung Fu II									HLAC 1940
New #	Adventure: Generic Course Title	UU	USU	WSU	SUU	Snow	DSC	CEU	UVSC	SLCC
1500	Canoeing								2050	
1505	Kayaking I	ESSF 1580							2000	

1506	Kayaking II	ESSF 1581								
1507	Kayaking III	ESSF 1582								
1510	Fishing			PE 1260			PEHR 1200			
1512	Fly Tying							RECR 1040	REC 1600	
1513	Fly Casting		PE 1280					RECR 1050	REC 1620	
1515	Sailing			PE 1320						
1517	Board Sailing								REC 1150	
1520	Hiking I		PE 1620	PE 1290						HLCA 1615
1521	Hiking II									HLCA 1616
1523	Orienteering		PE 1630							
1525	Mountaineering							RECR 1480	REC 1200	
1527	Rock Climbing I		PE 1640	PE 1300E		PHED 1030	PEHR 1190		REC 1110	HLCA 1620
1528	Rock Climbing II									HLCA 1621
1530	Primitive Survival Skills						PEHR 2990		REC 1120	
1532	Outdoor Survival		PE 1650	MILSCI 2820				RECR 1330	REC 1130	
1535	Backpacking						PEHR 2992	RECR 1210	REC 1210	
1540	Outdoor Related Activities									HLCA 1640
1542	Wilderness First Responder								REC 1880	
1543	First Aid		PE 1670	HEALTH 1300		PHED 1550	PEHR 2050	HEAL 2020		
1545	Outdoor Cooking						PEHR 2991			
1550	Mountain Biking I	ESSF 1180		PE 1230		PHED 1040	PEHR 1180	RECR 1310	REC 1300	HLAC 1625
1551	Mountain Biking II	ESSF 1181								HLAC 1626
1560	Horseback Riding							RECR 1440		
1565	In-Line Skating I	ESSF 1196								
1566	In-Line Skating II	ESSF 1197								
1570	National Outdoor Leadership		PE 1690							
1575	Rodeo			PE 1390			PEHR 1210			
New	Winter Sports:	UU	USU	WSU	SUU	Snow	DSC	CEU	UVSC	SLCC

#	Generic Course Title									
1605	Skiing		PE 1000	PE 1330E				PHED 1380	PES 1500	
1610	Skiing/Snowboarding				PE 1030					HLAC 1600
1615	Snowboarding			PE 1350E					PES 1550	
1620	Ski Instructor								PES 1530	
1625	Cross Country Skiing		PE 1020	PE 1340E		PHED 1050		PHED 1700	PES 1570	
1630	Cross Country Skiing Classic			PE 1340I						
1645	Ski Touring			MILSCI 2300						
1655	Snow Shoeing I		PE 1820							HLAC 1605
1656	Snow Shoeing II									HLAC 1606
1670	Ice Skating i	ESSF 1400	PE 1840						PES 1370	HLAC 1610
New #	Dance: Generic Course Title	UU	USU	WSU	SUU	Snow	DSC	CEU	UVSC	SLCC
1700	Dance		PE 1900	Dance 1010						
1710	Western Swing					PHED 1740				
1715	Country Western Dance I	ESSF 1640								HLAC 1840
1716	Country Western Dance II	ESSF 1641								HLAC 1850
1720	Social Dance I			DANCE 1450			PHER 1800			HLAC 1810
1721	Social Dance II									HLAC 1820
1730	Folk Dance I	ESSF 1630		DANCE 1460						HLAC 1870
1731	Folk Dance II	ESSF 1631								
1735	Latin American Dance	ESSF 1610								
1736	Latin American Dance II	ESSF 1611								
1740	Ball Room Dance	ESSF 1600								
1745	Swing	ESSF 1601								

Family and Human Development

Representatives

Cheryl Wright, Chair UU
 Coralee Bernard, Advisor UU

Sarah Homer	UU
Susan Ericksen	USU
Marilyn B. Kruse	USU
Paul Schvaneveldt	WSU
Bruce Barker	SUU
Shawn Christiansen	SUU
Patrick Clarke	SUU
Lee Montgomer	SUU
Kim Cragun	Snow
Demaree Johnson	DSC
Tim Eicher	DSC
Phil Brown	CEU
Genan Anderson	UVSC
Dale Smith	SLCC

Notes

Courses:

*Course changes include:

UVSC: ECFS 1100, Human Development across the Lifespan, is now PSYC 1100

SUU: ECD 2610 (lab) is now ECD 2611

*Course additions include:

UU: FCS 3215 (Child Development/Birth to Eight)

FCS 2570 (Child Development/Six to Twelve)

USU: FCHD 2600 (Introduction to Early Childhood Education)

DSC: FCS 3640 (Working with Families/Parents)

*SUU deleted ECED 3910 (Introduction to Early Childhood Education)

Transfer Issues:

*If students take lower-division courses that are upper-division at the receiving institution, they will have fulfilled the course requirement but will not receive upper-division credit. This policy applied to all lower-division courses transferring to fulfill upper-division major requirements.

*Some institutions are adding 3640, Working with Families/Parents

*The group agreed that lower-division courses that fulfill major requirements need to be transferred prior to eight years or the class work will not be current.

*The group determined that good articulation, communication, and advising are working and increasing retention.

*The group determined that institutional Websites need to be accessible and informative with course descriptions and syllabi. They also agreed that advising for the beginning student should be mandatory, offered by the departments and easily accessible.

*When communication is not working, students can complete the AS Degree without completing pre-requisites for the major.

Concurrent Enrollment:

*Faculty discussed the appropriateness of having some courses offered through Concurrent Enrollment, such as Family Relations, that may include topics on sexuality. Perhaps, disclosure statements may be needed for these course(s).

*The faculty determined that the Concurrent Enrollment courses should require: 1) the high school teacher to have a master's degree, 2) the same textbook and syllabi as used in higher education, 3) supervision by the college/university, 4) the same number of contact hours as those required by the college/university, 5) that only college-bound students be enrolled who have the proper GPA, and 6) the same pre-requisites as expected on the college/university campus.

*The group determined that the Concurrent Enrollment courses should not be taught to a mixed class of non-Concurrent and Concurrent students, but should be a college course taught to Concurrent Enrollment students only.

*The faculty stated that better advising and screening of high school students are necessary so that: students know they are in a Concurrent Enrollment course and their grades will be on a college transcript, and they have the proper pre-requisites.

*Discussion revealed that high school faculty compensation, or lack of, is determined by the school districts and is not consistent.

Other Issues:

*The faculty want a listerv so they can continue their communication throughout the year.

*Faculty suggested that Early Childhood, Elementary Education, and Family and Human Development meet together in the future.

*During the next Major's meeting, the group wants to discuss assessment instruments, final examinations, portfolios of course work for both the AS and baccalaureate degrees, and expected outcomes.

New Common Course Numbers

Course	Dixie	CEU	Snow	SLCC	UVSC	SUU	WSU	USU	U of U
Human Dev across lifespan	FCS 1500 3.0 Fills GE in SS	FAML 1500 3.0	HFST 1500 3.0	FHS 1500 3.0	ECFS 1500 3.0	ECD 1500 3.0	ChFam 1500	FCHD 1500	FCS 1500
Courtship and Marriage			HFST 1400 3.0 Courtship and Marriage		ECFS 1400 3.0 Marriage		ChFam 1400 3.0 Marriage as an Interpretive Process		
Marriage and Family Relations	FCS 2400 3.0 Family Relationships Fills GE in SS	FAML 2400 3.0 Family Relations	HFST 2400 3.0 Family Relations	FHS 2400 3.0 Marriage and Family Relationships	ECFS 2400 3.0 Family Relations	FCS 2400 3.0 Marriage and Family Relations	ChFam 2400 3.0 Family Relations	FCHD 2400 3.0 Marriage and Family Relationships	FCS 2400 3.0 Family Studies across Life
Child Dev Birth to Eight	FCS 2500 3.0 Child Dev Birth to Eight 15 hr lab exp	FAML 2500 3.0 Child Dev Birth to Eight	HFST 2500 3.0 Child Dev Birth to Eight	FHS 2500 3.0 Child Dev Birth to Eight 30 hr lab / 2 con hrs	EDEC 2500 3.0 Child Dev Birth to Five 10 hr lab	ECD 3500 3.0 Child Dev Birth through Eight	ChFam 2500 3.0 Dev of Child birth to Eight	FCHD 3510 Infancy and Early Childhood FCHD 1300 Lab Inf & EC	FCS 3215 Development in Infancy and Early Childhood
Intro to Early Childhood Education credited for CDA	FCS 2600 2.0 Intro to ECE *Also, 2 cr for proof of CDA	FAML 2600 2.0 Intro to ECE	HFST 2600 3.0 Intro to ECE	FHS 2600 3.0 Intro to ECE	EDEC 2600 2.0 Intro to ECE		ChFam 2600 3.0 Intro to ECE	FCHD 2600 (2250) Seminar in Early Childhood, with 1 credit lab	
Guidance	FCS 2610/2615L 2.0/1.0 Guidance Based on Dev Theory 35 hr lab	FAML 2610 3.0 Child Guidance with Lab	HFST 2610/2615 Lab 3.0 Guidance of the Young child with Lab	FHS 2510 3.0 Child Guidance with Lab	EDEC 2610 3.0 Child Guidance with Lab	ECD 2610/2611L 2.0/1.0 Intro to Child Care and Guidance	ChFam 2610 3.0 Guidance Based on Dev Theory with Lab	FHD 2610 3.0 Parenting and Child Guidance	FCS 2610 3.0 Understanding Children
Creative Play	FCS 2620 3.0 Planning Creative Experiences for	FAML 2620 3.0 Planning Activities for Young	HFST 2620 3.0 Creative Experiences for Young	FHS 2620 3.0 Creative Learning	EDEC 2620 3.0 Early Childhood Curriculum		ChFam 2620 3.0 Plannign Creative Exp for Young Child		FCS 2620 3.0 Child Development Practicum

	Young Children Lab time included	Children	Children				2 Lec / 1Lab		
CDA				FHS 2550 3.0 CDA Completion					
Working with Parents	FCS 2640 3.0 Working with Parents *Not passed through Curric Committee at DSC			FHS 2640 Working with Parents 3.0			ChFam 2640 Working with Parents 3.0		

Geography

Representatives

Mark Brunson, Chair	USU
Cindy Clark, Advisor	SLCC
Jeff Vanlooy	UU
George Hepner	UU
Hal Elliott	WSU
Paul R. Larson	SUU
Renee Faatz	Snow
Peter Van Valkenburg	DSC
Michelle Fleck	CEU
Jon Moore	UVSC
Dorleen Jensen	SLCC

Notes

Courses:

*No course number changes were made.

Transfer Issues:

*The U of U's introductory course in Geography begins at the 3000 level.

*SLCC's introductory course begins at the 1000 level.

*On a case by case basis, a student taking GIS 1800 and 1820 could skip the introductory course at the U of U, USU, and probably SUU and enter the 4000-level GIS course at transfer. However, they would need to take additional upper-division courses.

*USU may restructure its GIS curriculum in the future. Currently, there is no introductory course. Transfer students from two-year programs who enter USU may not have course requirements waived except on a case-by-case basis.

*High School students who take AP Human Geography and obtain a score of 4-5 will earn 3 credit hours.

*It was noted in the discussion that there is a need for additional focus and continuity by geographers in higher education for better preparation of K-12 teachers for future leadership in the Utah Geographic Alliance.

*No other issues were raised.

New Common Course Numbers

GEOG	GEOGRAPHY									
New #	Generic Course Title	UU	USU	WSU	SUU	Snow	DSC	CEU	UVSC	SLCC
1000	Physical Geography		GEOG	GEOGR	GEOG	PHSC	GEOG	GEOG		

			1130	1010	1100	1130	1200	1010		
1005	Physical Geography Lab		GEOG 1140		GEOG 1110	PHSC 113L				
1300	World Regional Geography	GEOGR 1600	GEOG 1030	GEOGR 1100	GEOG 1200	GEOG 1100			GEOG 1010	GEOG 1600
1400	Human Geography	GEOGR 1400	GEOG 20030		GEOG 1450		GEOG 1400		GEOG 1400	
1800	Two year Introductory Courses							GEOG 1500		

Geology

Representatives

Robert Eves, Chair	SUU
Susan Larsen, Advisor	Snow
Barbara Nash	UU
Peter Kolesar	USU
Michael Hernandez	WSU
Renee Faatz	Snow
Kelly Bringham	DSC
Peter Van Valkenburg	DSC
Michelle Fleck	CEU
Daniel Horns	UVSC
Celeste Hill	SLCC
Frank Komatar	SLCC

Notes

Courses:

- *WSU's new 1040 is an integration of the former 1020 and the new 1040.
- *Mike Hernandez (WSU) will address UVSC's cross list of 1020 with Biology.

Transfer Issues:

- *The current articulation agreements do not reflect last year's changes and, thus, are not accurate. The data must be updated.
- *Group members asked how community colleges can track students once they enter the four-year major.
- *The U of U is in the process of revising its major. However, its core curriculum will not change and transfer will not be affected. One of the changes is to move away from "deep math" and require one year of Calculus.
- *Two-year schools may want to require CHEM 1210, 1220 and labs. University Physics will be needed either before or after transfer, but certainly before graduation.
- *The two-year schools should require Calculus 1-2 as do the U of U, USU, WSU, SUU, and UVSC.
- *So that the appropriate pre-requisites are taken in the first two years, advisors should send students who declare their intended majors to Geology faculty.

Concurrent Enrollment:

- *The U of U has its Concurrent Enrollment students come to the campus for classes.
- *SUU, UVSC, and SLCC expect high school teachers to hold a master's degree in the subject area, or have earned 18 credit hours in the subject area and another master's degree, and teach from an approved text and syllabus.
- *Bottom line, the faculty agreed that the academic department is in control of Concurrent Enrollment.
- *Students are coming with too many AP credits and are at risk of losing their financial aid. Faculty would like to see AP credit parallel college credit.

Other issues:

*GEO 1060 is now called "Introduction to Environmental Geology," a course for non-majors. The four-year programs have an Environmental Geology for upper-division students.

*GEO 1080 is now called "Introduction to Oceanography," a course for non-majors. The four-year programs may have an Oceanography course for upper-division students.

History

Representatives

Norm Jones, Chair	USU
Darlene Severeid, Advisor	CEU
Kathryn Mackey	WSU
Curtis V. Bostick	SUU
Susan Larsen	Snow
Ralph Brenchley	Snow
Chip McLeod	DSC
Jennifer Truschka	CEU
Oscar F. Jespersen	UVSC
David R. Wilson	UVSC
Marianne McKnight	SLCC
Kauli Kaio	SLCC

Notes

Courses:

*There were no changes. All institutional catalogs have printed the new common course numbers, with the exception of USU which will make the changes in 2006.

Transfer Issues:

*Transfer appears to be working.

*The History Department at USU requires 16 credits of language for a BA and two science series courses with labs for the BS. The lower-division language requirement need not be related to an historical emphasis.

*All the institutions require students to have both 2700/2710. The schools will no longer substitute HIST 1700 for one of these courses.

*UVSC is using "200 questions" developed during the statewide assessment project in 2700/2710 as an entrance assessment.

Concurrent Enrollment:

*All schools with the exception of CEU have written standards for Concurrent Enrollment.

*The goal of this committee is to set standards that would be followed by both the high schools and the History departments. These standards are:

- 1) Master's degree in the discipline.
- 2) Evidence of ongoing professional development.
 - non-college teaching experience
 - graduate hours/classes (USU requires six hours)
 - workshops/training
- 3) Oversight of syllabi by department.
- 4) Oversight of instructors by department.
 - class visits

-campus tours

- 5) Need for technology to effectively deliver courses.
- 6) Mandate final exams.
- 7) Same textbooks as college courses.

Other:

- *The social studies composite teaching degree is about to be dropped in favor of a History degree supplemented with a Geography of Political Science course. The change reflects more emphasis on the discipline.
- *The group discussed distance delivered learning experiences and stated that the same standards should be applied to distance delivery as to the traditional classroom.

Mathematics

Representatives

Donna Dillingham-Evans, Chair	DSC
Joe Gallegos, Chair	SLCC
Katrina Green, Advisor	SLCC
Aleksandra Jovanovic-Hacon	UU
Linda Skabelund	USU
Kent Kidman	WSU
Eric Freden	SUU
Kari Arnoldsen	Snow
Scott Mortensen	DSC
Greg Borman	CEU
Bill Evenson	UVSC
Bonnie Henrie	UVSC
Christine Merrin	UVSC
Lynn Turnquist	UVSC
Sam Rushforth	UVSC
Hazel McKenna	UVSC
Loretta Palmer	UVSC

Notes

Courses:

- *The faculty discussed in which department the applied calculus course (1100) should be offered, expressing a preference to having it taught in the Math departments. WSU and SLCC teach it in their colleges of business.
- *Faculty recommended that Math 1010 receive four credit hours.

Transfer issues:

- *Concern was expressed that the U of U's Math Department continues to offer its elementary education sequence at the 4000 level while all other schools offer it as 2010/2020. The U's College of Education has tried to redress this over the years but has never been successful. Students transferring to the U of U may be disadvantaged.
- *The faculty determined that the lower-division major requirements were not an issue.
- *There are not many upper-division transfer students.
- *Vectors are taught in CALC III at the U of U and WSU but in CALC II at other institutions. This has implications for transfer students.
- *The faculty discussed Math education at USU which combines material it believes is useful for elementary education students. However, other institutions use the straight sequence.

- *Concern was raised on how a combined pre-calculus class (1065) will transfer. There is also a pre-calculus class 1080 which is not the same as 1065. The faculty agreed that both will fulfill the pre-requisite for Calculus.
- *Faculty questioned SUU's use of Math 1020 as a developmental course and pre-requisite to Math 1030. The 1020 course appears to be less than equivalent to Math 1010.
- *Faculty reaffirmed that Math 1050 is a pre-requisite for Math 2040.
- *The group had agreed during its last meeting that an ACT of 23 was acceptable as a pre-requisite for Math 1050.
- *The faculty agreed that students must have earned their Math grades within the previous two years in order to have them applied to their programs. The U of U will look at how USU enforces this through Banner, once Banner can accommodate this function.

Concurrent Enrollment Issues:

- *The group agreed that high school teachers who teach Concurrent Enrollment Math should hold a master's degree in the field plus 18 hours of graduate credit or a master's degree with a level four Math endorsement or equivalent.
- *The group agreed that the standards determined by the professional math organizations should be discussed and, if the group agrees, should be applied to courses taught in Concurrent Enrollment and in the college classroom.
- *The group agreed that Math 1010 should not be taught as Concurrent Enrollment as Math 1010 is viewed as a remedial, high school-level course which is part of the high school Math core although K-12 does not have an equivalent specific course.
- *The faculty expressed concern that high school students enroll in too many Concurrent Enrollment courses which negatively impacts their ability to obtain financial aid later in their college/university studies.
- *Faculty agreed that the colleges and universities should offer only Math 1050 and 1060 through Concurrent Enrollment during regular semesters and only to Juniors and Seniors. The text, syllabi, and exams should be the same that are used by the academic departments.
- *Faculty expressed concern that students are taking Math 1050 when they should be taking Math 1030 which might be a better fit with their intended majors. They want to discuss this issue with faculty from other disciplines to determine which Math courses would be appropriate for specific majors.
- *Faculty suggested that they review their Math requirements before the next Majors' meetings. There appears to be a lack of consistency in the Math requirements for Math majors from different institutions.
- *Again the issue of the appropriate ACT cut score was discussed. The group determined that additional data would need to inform appropriate practice.

New Common Course Numbers

*The UU also offers a MATH 1070 statistics course. Because the 1070 curriculum is similar to MATH 1040 curriculum, the UU will accept MATH 1040 from other institutions for either their 1040 or 1870.

MATH	MATHEMATICS									
New #	Generic Course Title	UU	USU	WSU	SUU	Snow	DSC	CEU	UVSC	SLCC
1040	Statistics*	MATH 1040	STAT 1040	MATH 1040	MATH 1040	MATH 1040	STATE 2040	MATH 2470	MATH 1040	MATH 1040
1070	Statistics*	MATH 1070	STAT 2000	QUANT 2400						
1100	Applied Calculus	MATH 1100	MATH 1100	MATH 1210		MATH 1100	MATH 1100	MATH 1100	MATH 1100	
1630	Discrete Math prerequisite		MATH 3310	MATH 1140	MATH 1630	MATH 1630				
2010	Math for Elementary Ed I			MATHED 2310	MATH 2010	MATH 2010	MATH 2010	MATH 2470	MATH 2010	MATH 2010
2020	Math for Elementary Ed II			MATHED 2320	MATH 2020	MATH 2020	MATH 2020	MATH 2020	MATH 2020	MATH 2020
2040	Applied Statistics				MATH 2040	MATH 2040			MATH 2230	
2270	Articulate with Linear	MATH	MATH	MATH		MATH	MATH	MATH	MATH	

	Algebra	2270	2270	2270		2270	2270	2270	2270	
2280	Articulate with Differential Equations	MATH 2280	MATH 2280	MATH 2280		MATH 2280	MATH 2280	MATH 2280	MATH 2280	

Music

Representatives

Bruce Saperston, Chair	USU
Mat Barreiro, Advisor	Snow
Robert Walzel	UU
Michael Palumbo	WSU
Carol Ann Modesitt	SUU
Vance Larsen	Snow
Ronald Garner	DSC
Russell Wilson	CEU
Bryce Ryting	UVSC
Helen Stringham	SLCC

Notes

Courses:

*UVSC is adding MUSC 2120 to be consistent with the other institutions.

*The U of U has modified its music theory curriculum and will not offer MUSC 2120, but, instead, will teach MUSC 3540, Form and Analysis, in the 4th semester. Students who have completed MUSC 2120 at one of the public institutions and transfer to the U of U will be allowed to have this course satisfy MUSC 3550, 20th/21st Century Techniques, taught in the 5th semester if competency is demonstrated on the diagnostic entrance examination.

*CEU uses MUSC 2350 for Basic Conducting. WSU offers conducting at the 3000 level. *The U of U will sponsor a workshop so that the components of 'theory and musicianship' can be discussed in detail.

*USU has separated 20th Century Theory from its 20th Century History course and expects to add a Music Theory IV 2120 course in the Spring of 2006.

Transfer Issues:

*Faculty agreed that transfer is going well.

*UVSC wants to add a second year 2130 and 2140.

*Music History and Literature are offered at Snow as General Education Honors courses and UVSC as 2000-level General Education courses. UVSC's History course is a full year, lower-division offering. Students are alerted in the syllabus, catalog, and by advisors that the course will not transfer and is not required for Music majors. Last year, the Major's faculty agreed that Music History and Literature would be offered at the 3000 level for Music majors at the universities. Snow will let their students know in its catalog that these courses will not transfer as upper-division work. Snow may also change the name of these courses to eliminate confusion. (It should be noted that Snow is trying to meet its accreditation standards. These standards are quite broad and allow schools of Music flexibility in how they are met.

* WSU accepts any year long, completed 2000-level Music History/Literature in its Music minor which includes a survey approach and information on World Music.

Concurrent Enrollment:

*USU, WSU, DSC, UVSC and SLCC offer Music Concurrent Enrollment, typically, Music 1010.

*A master's degree is standard requirement for high school faculty and placement is not an issue.

Nutrition

Representatives

Joan Thompson, Chair	WSU
Sherrie Jensen, Advisor	WSU
Candi Ramos, Advisor	U of U
Emily Hoffman, Advisor	USU
Jean Zancanella	U of U
Janet Anderson	USU
Artis Grady	SUU
Demaree Johnson	DSC
Sue Dalley	Snow
Bob Walsh	UVSC
Evelynn O'Dell	SLCC

Notes

Courses:

*1020: Life Science General Education credit in UU, WSU, USU, SUU, DSC, UVSC, CEU. It is not GE at Snow nor SLCC. DSC LS credit is being challenged.

*1240/1241: There is a 1240 (2)/1241(1) at USU and SUU. DSC will be changing their numbering of its courses to articulate with USU and SUU.

*2020: UVSC will add the lab to the current course to become a similar course to the 2020 offered at USU, SUU, SLCC and DSC.

*3020: The syllabi from the U of U, USU, WSU and SUU will be shared and evaluated for similar content and experience.

*4020: No issues arose.

Transfer Issues:

*Advisement was discussed. Since the nature of the Nutrition programs at each four institution is so different, advisement to the student is critical to provide guidance and transfer information.

-U of U offers a minor in Nutrition, but master's-level programs; coordinated medical dietetics or NFS is offered.

-USU offers medical dietetics at a BS level, food science and graduate programs in Nutrition and food science.

-WSU offers a minor in Nutrition education; Nutrition is a part of the BIS major and the human performance management major.

-SUU offers a BS in Nutrition used as a stepping stone for medical school or a graduate program in science.

*There were no serious issues regarding lower- or upper-division requirements other than the Nutritional biochemistry course at the U that is offered as a lower-division course.

*Transfer guides and clear availability of program requirements smooth transfer credit issues.

Concurrent Enrollment:

*Faculty expressed concerns that some processes were not working at some institutions. There were issues raised about a health class offered at UVSC and the quality of the EdNet section of 1020 offered through USU. The other sections offered through USU, SUU and WSU are meeting expectations.

Other Issues:

*The group discussed the future of a Nutrition course continuing to be included in General Education programs.

*Course numbering for the section of 1020 that is offered as an independent study course will be designated at the U of U as 1021; WSU will continue to designate is as 1020A.

*The group shared names of advisors to contact from their institutions:

- UU: Jean Zancanella, Julie Metos
- USU: Emily Hoffman
- WSU: Joan Thompson, Jenny Turley, Rod Hansen, Sherrie Jensen (advisor)
- SUU: Artis Grady, Cindy Wright, Matt Schmidt, Deb Franklin (advisor)
- Snow: Sue Dalley, Mat Barriero (advisor), Susan Larsen (advisor)
- Dixie: Demaree Johnson, Christian Hildebrandt
- UVSC: Bob Walsh
- SLCC: Sonia Parker, John Weiner, Melanie Zirbel

*Email addresses were shared to be able to continue discussion.

Philosophy

Representatives

Leslie Francis, Chair	UU
Darlene Severeid, Advisor	CEU
Richard Greene	WSU
Mike Kowlaski	Snow
Ed Reber	DSC
Jennifer Truschka	CEU
David Keller	UVSC
Brian Birch	UVSC
Alexander Izvailevsky	SLCC

Notes

Courses:

*WSU requested that Philosophy 3500 be removed from the PHIL 2600 Religion line in the Transfer Guide. WSU's Philosophy program is no longer accepting lower-division courses as fulfilling upper-division requirements.

*Faculty were asked to remove CEU's Philosophy 2350 from the grid because it is not the equivalent to Philosophy 2600. CEU faculty may revise this course to articulate in the future.

*WSU's PHIL 1250, formerly PHIL 1050, now articulates.

Transfer Issues:

*Faculty agreed that there were none.

*Institutional degree requirement information can be accessed on institutional Websites.

*Students can complete a Philosophy degree in two years if they transfer with an associate degree even if they have never had a Philosophy course.

*Faculty mentioned that neither BYU nor Westminster has information on Philosophy degree requirements on their Websites.

Concurrent Enrollment:

*Faculty had no issue regarding Concurrent Enrollment.

Other Issues:

*The faculty shared information regarding their institutions, such as:

-U of U is hosting a student conference, the Third Annual Intermountain Student

Philosophy Conference on March 30-31, 2006. The keynote speaker is David Chalmers, Australian National University, author of Philosophy and the Matrix. All are invited.

-WSU is developing a Philosophy major for Regents' Approval.

-UVSC discussed its Ethics Institute Project

-SLCC discussed its Student Philosophy Conference Project scheduled for November 19th. The theme: John Stuart Mill's Challenge: is Freedom Limitless?

DSC reported a high demand for Philosophy Courses due to the restructuring of its humanities General Education requirements.

-UVSC is working to restructure its Philosophy major. It has 40-50 declared majors and hosts a Philosophy forum which discusses current issues. This forum offers one credit hour repeatable for 3 credits. UVSC also discussed its Ethics program.

Physics

Representatives

Larry Smith, Chair	Snow
Mitch Jenkins, Advisor	Snow
Lynn Higgs	U of U
Charles Torres	USU
John Sohl	WSU
Steve Sullivan	DSC
David Kardelis	CEU
Phil Matheson	UVSC
Trina VanAusdal	SLCC

Notes

Courses:

*PHYS 2225 is the new standard laboratory number for Physics for Scientists and Engineers.

*USU now requires PHYS 2710 for Electrical Engineering at the two-year schools.

Transfer Issues:

*The four-year institutions want transfer students who have taken a computer class or who have had more exposure to a computing tool (Mathlab, Mathematica, LabView, etc.). Some have embedded the computer work in a Calculus class while others offer a stand-alone, one-two credit class. The two-year faculty agreed to discuss this with their colleagues at their institutions.

Concurrent Enrollment:

*Faculty expressed concern that Concurrent Enrollment is out of control; faculty are moving toward accepting only AP credit for scores of 3, 4, and 5 on the AP Physics B, C Mechanics or C E&M.

*Faculty agreed to the following standards:

-High school teachers must have a Master's degree in the field or in a closely related field.

-The entire high school class must be enrolled for college credit.

-Students should have the pre-requisite of the high school equivalent of Math 1010 or Algebra II.

-The final examination should be approved by Physics departments.

Other Issues:

*Faculty agreed that the Major's meetings have greatly improved transfer with students performing very well. They suggested inviting faculty from other disciplines to obtain a more holistic view of their majors.

Political Science

Representatives

Peter F. Galderisi , Chair	USU
Jill Grob, Advisor	WSU
Laurie Holland	UU
Jessica Taverna	UU
Nancy N. Haanstad	WSU
G. Michael Stathis	SUU
Paul Harnett	Snow
Joe Green	DSC
Jennifer Truschka	CEU
Alex Stecker	UVSC
Josh Gold	SLCC

Notes

Courses:

*Most schools have already articulated their 1000-2000-level courses.

*DSC is adding 2200, Introduction to Comparative Politics, and 2300, Introduction to Political Theory.

*UVSC is adding four new courses if they are accepted by the College's Curriculum Committee.

*SUU's Introduction to the Middle East will become an upper-division course to be consistent with the other four-year programs.

Transfer Issues:

*SLCC is adding POLS 1070, Diversity and US Politics, hoping that it will be accepted as meeting the diversity requirements of other institutions. SLCC will need to be aggressive about requesting review from the four-year institutions. It is likely, however, that the course will not count as a Political Science pre-requisite.

*SLCC still offers POLS 1110, State and Local Government, which transfers only as an elective and not a pre-requisite. Students should be informed of this in SLCC's catalog as they are likely to repeat a similar course at the upper-division level following transfer.

*The faculty discussed the issue of internships offered at both lower- and upper-division. Some faculty will investigate this issue at their institutions.

*Faculty urged caution when advising students who have not completed their General Education requirements before they transfer.

*Communications with students include program sheets, Web postings, and face-to-face meetings.

*How institutions support transfer students varies significantly: Department advisors, early advising, transfer office advisement followed by departmental advising. Also, some encourage students to sign up for a one credit interest course (mini-department orientation courses) when these courses are available.

Psychology

Representatives

David Yells, Chair	UVSC
John Wiemer, Advisor	SLCC
Tom Malloy	UU
David Stein	USU

Tamera Ferguson	USU
Julie Arbuckle	WSU
Bill McVaugh	WSU
Les Jones	SUU
John Jones	DSC
Wade Lueck	CEU
Enrique Velasquez	SLCC

Notes

Courses:

- *Snow's PSY 2400 will be PSY 1400
- *CEU PSY 2100 will now be PSYT 2200.
- *CEU PSY 2800 will now be PSY 2370.
- *SUU PSY 2100 will now be PSY 2370.
- *SUU PSY 2110 will now be PSY 1210.
- *WSU PSY 2100 will now be PSY 2370.
- *DSC PSY 1400 will now be PSY 1210.
- *SLCC PSY 1400 will now be PSY 1210.

Transfer Issues:

*Faculty agreed that lower-division courses should not transfer as upper-division courses. *There was disagreement whether classes not listed with a PSY prefix would transfer to a PSY department. This issue needs further discussion and exploration.

*Faculty agreed that if a course is cross listed with PSY, the receiving PSY department would accept it. The larger issue may be if a course is articulated within an institution. This requires institutional and departmental faculty to review one another's courses. Once these are agreed upon, they could be cross-listed within the institution.

Concurrent Enrollment:

*Faculty agreed that there were no problems with the Concurrent PSY 1010 class.

Other Issues:

*The faculty discussed having the PSY Stats class count as the Math graduation requirement for institutions with one Math graduation requirement. The issue as it applies to General Education credit should be discussed. If the content, rigor, and standard are the same, the prefix should not matter.

*There were questions regarding whether Banner will allow cross listing of classes. This, too, should be discussed with those who manage Banner.

*The group received an E-mail listing of everyone in the group.

New Common Course Numbers

PSY	PSYCHOLOGY									
New #	Generic Course Title	UU	USU	WSU	SUU	Snow	DSC	CEU	UVSC	SLCC
1010	Introduction to Psychology	PSYCH 1010	PSY 1010	PSYCH 1010	PSY 1010	PSYC 1010	PSYC 1010	PSYH 1010	PSY 1010	PSY 1010
1100	Human Development across the Life Span			CHFAM 1500	PSY 1110	HFST 1500	PSYC 1100	PSYH 1100	PSY 1100	PSY 1100
1210	Personal Development and Growth				PSY 1210		PSYC 1210	PSYH 1210		PSY 1210
1400	Introduction to Experimental Analysis					PSYC 1400				
2200	Ethnicity/Multicultural							PSYH		

	Psychology							2200		
2300	Introduction to Abnormal Psychology						PSYC 2450	PSYH 2820		PSY 2300
2370	Introduction to Psychology of Gender			PSYCH 2370	PSY 2370			PSYH 2370		PSY 2370
2500	Introduction to Social Psychology					PSYC 2300	PSYC 2500	PSYH 2500		PSY 2200
2710	Introduction to Brain and Behavior			PSY 2710						PSY 2710

Social Work

Representatives

Grafton Hull, Chair	UU
Cindy Clark, Advisor	SLCC
Terry Peak	USU
Mark Bigler	WSU
Eldon Barnes	Snow
Norma Gould	UVSC
Mequette Sorensen	SLCC

Notes

Courses:

*The U of U is changing SW 3102, Human Behavior in the Social Environment, SW 2100 to match the agreed to common number course.

*UVSC reported that it is in the process of changing its Introduction to Social Work number to be in compliance with the common numbering system.

*While there were no major discussion items, the group agreed that it should meet yearly to discuss any changes or concerns that arise.

Sociology

Representatives

Ron Hammond, Chair	UVSC
Celeste Hill, Advisor	SLCC
Theresa A. Martinez	UU
Sara Erickson	UU
Peggy Petrzalka	USU
Brenda Kowalewski	WSU
Matt Smith-Lahman	DSC
Wade Lueck	CEU
Deidre Tyler	SLCC

Notes

Courses:

*After much discussion in person and through subsequent E-mail exchanges, it was decided that SOC 2500 should be Introduction to Social Psychology. SLCC has agreed to change the name of its Social Psychology 2500 to Introduction to Social Psychology. The use of the title "Social Psychology" leads students to believe that they have

taken an upper-division course which will transfer to the major; it will not. In addition, the four-year programs will only accept specified numbers of lower-division courses which may count towards the major.

*The U of U has new upper-division courses but no new lower-division courses.

*USU is waiting final approval to offer Applied Community Development SOC 4720 and Political Sociology SOC 4350. USU will change Sociology of Gender to SOC 2370.

*WSU and UVSC have a course with similar descriptions: WSU 4410 and UVSC 3460, that might be changed to 4410.

*UVSC is offering 3720, an applied Sociology course on program evaluation. This may move to 4720 because of its research component.

*The U of U might offer something similar and cross list it as a graduate course.

*SLCC no longer offers a Psychology or Sociology statistics course, only Business statistics.

*DSC will change its Social Psychology to Introduction to Social Psychology, the latter being an upper-division course.

*Snow College will change its Social Psychology course to the common number. It should also change the name of the course to reflect the decisions made by the group.

*The chair does not believe that the grid is reflective of what was decided two years ago.

Concurrent Enrollment:

*There are no issues. Faculty agreed that the teachers' credentials are the same as the departments and that the course is rigorous.

Other Issues:

*The group would like a system-wide mandate that students must declare a major by X number of credits earned. However, this is an institutional prerogative.

*The group recommended that students take basic courses such as statistics and research methods early in their Sociology major work.

*None of the institutions offers a distance learning theory class so that prisoners can complete their degrees.

*WSU would like to offer its capstone course over a year instead of one semester so that research projects can be overseen beginning to end. In addition, faculty could cover workforce and career service issues and discuss how to apply to graduate school.

*USU would like to be able to do the same and may initiate a one-credit course.

*The U of U would like to develop a capstone that would be a year in length.

*The U of U may add a certificate in diversity.

New Common Course Numbers

SOC	SOCIOLOGY									
New #	Generic Course Title	UU	USU	WSU	SUU	Snow	DSC	CEU	UVSC	SLCC
1010	Introduction to Sociology	SOC 1010	SOC 1010	SOCLGY 1010	SOC 1010	SOCI 1010	SOC 1010	SOSC 1010	SOC 1010	SOC 1010
1020	Social Problems	SOC 1020	SOC 1020	SOCLGY 1020	SOC 1020	SOCI 1020	SOC 1020	SOSC 1020	SOC 1020	SOC 1020
1200	Sociology of the Family						SOC 1200		SOC 1200	
2370	Gender Roles							SOSC 2910	SOC 2100	SOC 2370
2400	Soc. Intermountain West									SOC 2400
2500	Social Psychology				SCO 3350		SOC 2500			SOC 2150
2600	Marriage and Family			CHFAM 1400	SOC 2600					SOC 2380

2630	Race and Ethnic Relations				SCO 3400					SOC 2630
2680	Sociology of Aging			GERONT 2900						SOC 2680

Theatre

Representatives

Jim Christian, Chair	WSU
Kathy Kinney, Advisor	DSC
Bob Nelson	UU
David Sidwell	USU
Chris Lusk	SUU
Mike Helms	Snow
Varlo Davenport	DSC
Brent Hanson	DSC
D. Terry Petrie	UVSC
Loretta King	UVSC
James Arrington	UVSC
Frank Gerrish	SLCC

Notes

Courses/Transfer:

*Faculty discussed the agreements that were made last year. A discussion of the value of each digit did not produce more uniformity.

- Some institutions give meaning to the placement of each digit and others do not.
- Some digit placements are Banner driven.
- Some digit placements are accepted statewide.
- Some digit placements are departmental and others, campus-wide.

*Faculty came to agreement on sequencing numbers for student practica.

- Technical practica will be numbered 2551
- Performance practica will be numbered 2661

*Programs can be flexible in the use of the fourth digit.

*Faculty will take these suggestions to their departments for discussion.

*USU will change to the common numbers by Fall 2006.

Concurrent Enrollment:

*Faculty agreed that the high school teacher must have a terminal degree or the department's approval.

*The syllabi must be the same as those used on campus.

*The Concurrent Enrollment course must meet the institutional department's requirement for curriculum.

*Theatre departments make the final decision on faculty.

*High school students must meet enrollment criteria.

- Junior or senior in high school.
- 2.0 or better GPA.
- In good standing.

Other Issues:

*Faculty will discuss during the next Major's meeting general criteria for the content of the syllabi.

*They will also return to a discussion of the meaning/value of each digit addressing the following criteria:

- What are the benefits, if any?

-How will it impact the students?

-Does any other discipline worry about the value and placement of each digit?

*In a subsequent E-mail message, David Sidwell, USU, proposed an eight digit system. While Banner would most likely preclude such a system, it is worth a discussion and, perhaps, strategizing for making course numbering changes.

*Faculty discussed the issue of students opting for a BS to avoid a language requirement. However, there is a science requirement for the BS.

April 12, 2006

MEMORANDUM

TO: State Board of Regents
FROM: Richard E. Kendell
SUBJECT: University of Utah – Sale of Property

The University of Utah received a condominium in Utah County as a gift to the Department of Hematology. The University seeks Regent approval to sell the condo at the independently appraised value. Net proceeds of the sale will be used by the Department of Hematology in the manner directed by the donors.

The attached letter from University of Utah indicates the formal request for approval.

Recommendation

The Commissioner recommends approval of the sale.

REK/MHS/KGW

Richard E. Kendell, Commissioner

April 12, 2006

MEMORANDUM

TO: State Board of Regents
FROM: Richard E. Kendell
SUBJECT: DSC – Approving Resolution, Auxiliary System Revenue Bonds

Issue

In October the Regents provided authorization for Dixie State College to acquire a 20 unit apartment building adjacent to its campus. The Building Board, Legislature and Governor endorsed the project during the 2006 General Session as a non-state funded project.

The offering price for the complex is \$1.625 million with a \$350,000 down payment from the College's auxiliary reserve. The remaining balance of \$1.275m will be financed through a revenue bond backed by all college auxiliary revenues. The resolution authorizes a bond amount of \$1,600,000 to ensure coverage of the cost of issuance.

A draft of the approving resolution is included with this memo. College officials and bond counsel will deliver official documents at the April 21 meeting and will be prepared to answer questions from the Board of Regents.

Recommendation

The Commissioner recommends approval of the attached bond authorization.

Richard E. Kendell, Commissioner

REK//MHS/KGW

April 12, 2006

MEMORANDUM

TO: State Board of Regents
FROM: Richard E. Kendell
SUBJECT: DSC – Approving Resolution, Refunding Bonds

Issue

The Regents, on behalf of Dixie State College, issued bonds in 1999 in to refinance the costs incurred in conjunction with the college's acquisition of the Dixie Center (now the Avenna Center). Dixie State College seeks approval to refund the Series 1999A Bond in order to achieve interest rate savings. The proposed bond will not exceed \$6,000,000 and will result in anticipated net savings of approximately \$270,000.

The Board traditionally seeks to gain a net present value savings of at least three percent prior to authorizing the one-time advance refunding provision of a bond. The college anticipates a NPV savings of six percent.

A draft of the approving resolution is included with this memo. College officials and bond counsel will deliver official documents at the April 21 meeting and will be prepared to answer questions from the Board of Regents.

Recommendation

The Commissioner recommends approval of the attached bond authorization.

Richard E. Kendell, Commissioner

REK//MHS/KGW

APPROVING RESOLUTION
LEASE REVENUE REFUNDING BONDS, SERIES 2006
(DIXIE STATE COLLEGE)

Price, Utah

April 21, 2006

The State Board of Regents of the State of Utah met in regular session (including by electronic means) at the College of Eastern Utah in Price, Utah on April 21, 2006, commencing at [9:00] a.m. The following members were present:

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

Absent:

Also Present:

Richard E. Kendell	Commissioner of Higher Education
Joyce Cottrell, C.P.S.	Secretary

After the meeting had been duly convened and called to order by the Chair, the roll had been called with the above result and after other matters not pertinent to this Resolution had been discussed, the Chair announced that one of the purposes of the meeting was the consideration of various matters with respect to the issuance and sale of

* Non-voting member from State Board of Education

the State Board of Regents of the State of Utah Dixie State College Lease Revenue Refunding Bonds, Series 2006.

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

AYE:

NAY:

The resolution is as follows:

RESOLUTION

A RESOLUTION OF THE STATE BOARD OF REGENTS OF THE STATE OF UTAH AUTHORIZING THE ISSUANCE AND SALE OF ITS DIXIE STATE COLLEGE LEASE REVENUE REFUNDING BONDS, SERIES 2006 IN THE AGGREGATE PRINCIPAL AMOUNT OF NOT TO EXCEED \$6,000,000; AUTHORIZING THE PUBLICATION OF A NOTICE OF BONDS TO BE ISSUED; AUTHORIZING THE EXECUTION OF A FIRST SUPPLEMENT TO INDENTURE OF TRUST AND PLEDGE, A FIRST AMENDMENT TO LEASE PURCHASE AGREEMENT, A FIRST SUPPLEMENT TO GROUND LEASE, A BOND PURCHASE AGREEMENT, AN OFFICIAL STATEMENT, AND OTHER DOCUMENTS REQUIRED IN CONNECTION THEREWITH; AUTHORIZING THE TAKING OF ALL OTHER ACTIONS NECESSARY TO THE CONSUMMATION OF THE TRANSACTIONS CONTEMPLATED BY THIS RESOLUTION; AND RELATED MATTERS.

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

WHEREAS, pursuant to the provisions of Title 53B, Chapter 1, Utah Code Annotated 1953, as amended, the Board is authorized to act as the governing authority of Dixie State College (the “College”) for the purpose of exercising the powers contained in the Utah Refunding Bond Act, Title 11, Chapter 27, Utah Code Annotated 1953, as amended (collectively, the “Act”); and

WHEREAS, the Board, acting in its capacity as the governing authority of the College has previously issued its State Board of Regents of the State of Utah, Lease Revenue Refunding Bonds, Series 1999A (Dixie College) (the “Series 1999A Bonds”) for the purpose of refinancing the cost of the acquisition of the Dixie Center, including a leasehold interest in the site thereof, and related improvements (the “Project”) pursuant to an Indenture of Trust and Pledge dated as of June 1, 1999 (the “Original Indenture”) between the board and Zions First National Bank as Trustee (the “Trustee”); and

WHEREAS, the Board has leased the Project to the College, on an annually renewable basis pursuant to a Lease Purchase Agreement dated as of June 1, 1999 (the “Original Lease”), by and between the Board as lessor and the College as lessee; and

WHEREAS, in accordance with the provisions of the Act in order to achieve a debt service savings, the Board now desires to issue lease revenue refunding bonds, for and on behalf of the College, for the purpose of (i) refunding all or a portion of the Issuer’s outstanding Series 1999A Bonds (the “Refunded Bonds”) in order to achieve a debt service savings, (ii) funding any required deposit to a debt service reserve fund and (iii) paying costs of issuance related thereto, said Bonds to be issued pursuant to the Original Indenture as supplemented by a First Supplement to Indenture of Trust and

Pledge (the “First Supplement to Indenture” and together with the Original Indenture, the “Indenture”) between the Board and the Trustee, which bonds will be designated as the “State Board of Regents of the State of Utah Lease Revenue Refunding Bonds, Series 2006 (Dixie College)” (or such other or further designation as officers of the Board may determine), (the “Series 2006 Bonds”) in an aggregate principal amount of not to exceed \$6,000,000; and

WHEREAS, the College is the owner of fee simple title to the site of the Project and other adjacent property (collectively, the “Property”) and has leased the Property to the Board pursuant to a Ground Lease Agreement dated as of June 1, 1999 (the “Ground Lease”); and

WHEREAS, in order to secure the Series 1999A Bonds the Board has previously executed a Leasehold Deed of Trust, Assignment of Rents and Section of Agreement dated as of June 1, 1999 (the “Original Deed of Trust”) with respect to the Project between the Board as trustor and the Trustee as beneficiary; and

WHEREAS, the College desires to continue to lease the Property, as lessor, to the Board, as lessee, pursuant to the terms and provisions of the Ground Lease and a First Supplement to Ground Lease Agreement, (the “First Supplement to Ground Lease” and collectively with the Ground Lease, the “Ground Lease”), by and between the Board and the College, in substantially the form presented to this meeting; and

WHEREAS, the Board desires to continue to lease the Project, as lessor, on an annually renewable basis, to the College, as lessee, pursuant to the terms and provisions of the Original Lease and a First Amendment to Lease Purchase Agreement, (the “First Amendment to Lease” and together with the Original Lease, the “Lease”), by and between the College and the Board, in substantially the form presented to this meeting; and

WHEREAS, in order to secure the Series 2006 Bonds, the Board desires to supplement the Original Deed of Trust pursuant to a First Amendment to Leasehold Deed of Trust, Assignment of Rents and Security Agreement (the “First Supplement to Deed of Trust” and collectively with the Original Deed of Trust, the “Deed of Trust”); and

WHEREAS, in connection with funding an escrow to provide for the advance refunding of the Refunded Bonds, the Board will enter into an Escrow Deposit Agreement (the “Escrow Agreement”) with Zions First National Bank as escrow agent in substantially the form presented to this meeting; and

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

WHEREAS, the obligation of the College under the Lease shall be a current expense payable solely from budgeted and appropriated funds of the College as provided therein and shall not constitute nor give rise to a general obligation or liability of the State

of Utah, the Board or the College or constitute a charge against the general credit of the State of Utah, the Board or the College; and

WHEREAS, there has been presented to the Board at this meeting a form of the Indenture, the Lease, the Ground Lease, the Deed of Trust, the Escrow Agreement, a Bond Purchase Agreement (the "Bond Purchase Agreement") between the Board and Zions First National Bank, as underwriter for the Bonds (the "Underwriter"), and a form of a Preliminary Official Statement relating to the Bonds (the "Preliminary Official Statement"); and

WHEREAS, the Board desires to authorize and approve the execution of such documents as required by the Board and by the College and to authorize and approve all actions to be taken by the Board and the College in connection with the issuance of the Bonds and the refunding of the Refunded Bonds; and

WHEREAS, pursuant to Section 53B-21-103(3)(m) the Board desires to grant to the Chair and/or Vice Chair of the Board and/or the Chair of the Finance, Facilities and Accountability Committee of the Board, the authority to consider the debt service savings generated by refunding the Refunded Bonds and approve the bonds to be refunded and the interest rates, principal amounts, terms, maturities, redemption features, and purchase price at which the Series 2006 Bonds shall be sold and any changes with respect thereto from those terms which were before the Board at the time of adoption of this Resolution; provided such terms do not exceed the parameters set forth in Exhibit A of this Resolution.

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

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

Section 2. All action heretofore taken (not inconsistent with the provisions of this resolution) by the Board and the College and the officers of the Board or the College directed toward the issuance of the Series 2006 Bonds are hereby ratified, approved and confirmed.

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

Section 4. The First Supplement to Indenture, the First Supplement to Ground Lease, the First Amendment to Lease, the First Supplement to Deed of Trust, and the Escrow Agreement in substantially the forms presented to this meeting are in all respects authorized, approved and confirmed. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee and Secretary of the Board and the President and Vice President of College Services of the College are hereby authorized to execute and deliver the First Supplement to Indenture, the First Supplement to Ground Lease, the First Amendment to Lease, the First Supplement to Deed of Trust and the Escrow Agreement in substantially the same form and with substantially the same content as the forms of such documents presented to this meeting for and on behalf of the Board and the College with such alterations, changes or additions as may be authorized by Section 8 hereof.

Section 5. For the purpose of providing funds to be used for (i) refunding the Refunded Bonds, (ii) funding any required deposit to a debt service reserve fund and (iii) paying costs of issuance of the Series 2006 Bonds, the Board hereby authorizes the issuance of the Series 2006 Bonds in the aggregate principal amount of not to exceed \$6,000,000. The Series 2006 Bonds shall mature on such date or dates, be subject to redemption and bear interest at the rates, as shall be approved by the Chair or Vice Chair of the Board or the Chair of the Finance, Facilities and Accountability Committee, all within the parameters set forth on Exhibit A attached hereto and incorporated herein by reference. The issuance of the Series 2006 Bonds shall be subject to the final advice of Bond Counsel and to the approval of the office of the Attorney General of the State of Utah.

Section 6. The form, terms and provisions of the Series 2006 Bonds and the provisions for the signatures, authentication, payment, registration, transfer, exchange, interest rates, redemption and number shall be as set forth in the Indenture. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee and the Secretary of the Board and the President and Vice President of College Services of the College are hereby authorized to execute and seal by manual or facsimile signature the Series 2006 Bonds and to deliver the Series 2006 Bonds to the Trustee for authentication. All terms and provisions of the Indenture and the Series 2006 Bonds are hereby incorporated in this Resolution. The appropriate officials of the Board and the College are hereby authorized to execute and deliver to the Trustee the written order of the Board for authentication and delivery of the Series 2006 Bonds in accordance with the provisions of the Indenture.

Section 7. The Series 2006 Bonds shall be sold to the Underwriter with an Underwriter's discount of not to exceed 1.0% of the face amount of the Series 2006 Bonds. The Bond Purchase Agreement in substantially the form presented to this meeting is hereby authorized, approved and confirmed. The Chair or Vice Chair of the Board or the Chair of the Finance, Facilities and Accountability Committee and the President and Vice President of College Services of the College are hereby authorized to execute and deliver the Bond Purchase Agreement in substantially the same form and with substantially the same content as the form of the Bond Purchase Agreement presented at this meeting for and on behalf of the Board with final terms as may be

established for the Series 2006 Bonds within the parameters set forth herein and with such alterations, changes or additions as may be necessary or as may be authorized by Section 8 hereof. The Chair or Vice-Chair of the Board and/or the Chair of the Finance, Facilities and Accountability Committee and the President and Vice President of College Services of the College are hereby authorized to consider the debt service savings generated by refunding all or a portion of the Refunded Bonds and specify and agree as to the bonds to be refunded and final principal amounts, terms, discounts, maturities, interest rates, redemption provisions and purchase price with respect to the Series 2006 Bonds for and on behalf of the Board and the College and any changes thereto from those terms which were before the Board at the time of adoption of this Resolution, provided such terms are within the parameters set by this Resolution, with such approval to be conclusively established by the execution of the Bond Purchase Agreement and the First Supplement to Indenture.

Section 8. The appropriate officials of the Board and the College, including without limitation the Chair or Vice Chair of the Board and/or the Chair of the Finance, Facilities and Accountability Committee and the President and Vice President of College Services of the College are authorized to make any alterations, changes or additions to the First Supplement Indenture, the First Supplement to Ground Lease, the First Amendment to Lease, the First Supplement to Deed of Trust, the Escrow Agreement, the Series 2006 Bonds, the Bond Purchase Agreement, the Preliminary Official Statement, the Official Statement or any other document herein authorized and approved which may be necessary to correct errors or omissions therein, to complete the same, to remove ambiguities therefrom, to conform the same to other provisions of said instruments, to the provisions of this Resolution or any resolution adopted by the Board or the provisions of the laws of the State of Utah or the United States.

Section 9. The appropriate officials of the Board and the College, including without limitation the Chair, Vice Chair, the Chair of the Finance, Facilities and Accountability Committee, Commissioner of Higher Education and Secretary of the Board and the President and Vice President of College Services of the College, are hereby authorized and directed to execute and deliver for and on behalf of the Board and the College any or all additional certificates, documents and other papers (including any reserve instrument guaranty agreements not in conflict with the Indenture) and to perform all other acts they may deem necessary or appropriate in order to implement and carry out the matters authorized in this Resolution and the documents authorized and approved herein.

Section 10. The appropriate officers of the Board and the College, including without limitation the Chair, Vice Chair, the Chair of the Finance, Facilities and Accountability Committee, Commissioner of Higher Education and Secretary of the Board and the President and Vice President of College Services of the College are hereby authorized to take all action necessary or reasonably required by the Indenture, the Deed of Trust, the Escrow Agreement, the Lease, the Ground Lease, the Preliminary Official Statement, the Official Statement or the Bond Purchase Agreement to carry out, give effect to and consummate the transactions as contemplated thereby and are authorized to take all action necessary in conformity with the Act.

Section 11. Upon their issuance, the Series 2006 Bonds will constitute special limited obligations of the Board payable solely from and to the extent of the sources set forth in the Indenture. No provision of this Resolution, the Series 2006 Bonds, the Bond Purchase Agreement, the Lease, the Ground Lease, the Escrow Agreement, the Official Statement, the Deed of Trust, the Indenture or any other instrument, shall be construed as creating a general obligation of the Board or the College, or of creating a general obligation of the State of Utah or any political subdivision thereof, nor as incurring or creating a charge upon the general credit of the Board, the College, the State of Utah or any political subdivision thereof.

Section 12. In accordance with the provisions of the Act, the Board shall cause the following “Notice of Bonds to be Issued” to be published one (1) time in The Salt Lake Tribune, a newspaper of general circulation in the State and shall cause a copy of this Resolution, the Lease and other documents approved hereby and the Indenture to be kept on file in the Board’s office in Salt Lake City, Utah, for public examination during the regular business hours of the Board until at least thirty (30) days from and after the date of publication thereof. The “Notice of Bonds to be Issued” shall be in substantially the following form:

NOTICE OF BONDS TO BE ISSUED

NOTICE IS HEREBY GIVEN pursuant to the provisions of the Utah Refunding Bond Act, Title 11, Chapter 27, Utah Code Annotated 1953, as amended, that on April 21, 2006, the State Board of Regents of the State of Utah (the "Board") adopted a resolution (the "Resolution") in which it authorized the issuance of the Board's Lease Revenue Refunding Bonds, Series 2006 (or such other or further designation as officers of the Board may determine), (the "Series 2006 Bonds") in the aggregate principal amount of not to exceed Six Million Dollars (\$6,000,000), to bear interest at a rate or rates of not to exceed six percent (6.0%) per annum, to mature in not more than twenty (20) years from their date or dates, and to be sold at a price not less than 97% of the total principal amount thereof, for the purpose of refunding all or a portion of the Board's outstanding Lease Revenue Refunding Bonds, Series 1999A (Dixie College). No deposit is contemplated in connection with the sale of the Series 2006 Bonds.

The Series 2006 Bonds are to be issued and sold by the Board pursuant to the Resolution, including as part of said Resolution a form of an Indenture of Trust and Pledge and a First Supplement to Indenture of Trust and Pledge (collectively, the "Indenture") and related documents.

A copy of the Resolution and the Indenture and related documents are on file in the office of the Board at 60 South 400 West, 5th Floor, Salt Lake City, Utah, where they may be examined during regular business hours of the Board from 8:00 a.m. to 5:00 p.m. for a period of at least thirty (30) days from and after the date of publication of this notice.

NOTICE IS FURTHER GIVEN that a period of thirty (30) days from and after the date of the publication of this notice is provided by law during which any person in interest shall have the right to contest the legality of the Resolution, the Indenture (as it relates to the Series 2006 Bonds) or the Series 2006 Bonds or the related documents or any provision made for the security and payment of the Series 2006 Bonds, and that after such time, no one shall have any cause of action to contest the regularity, formality or legality thereof for any cause whatsoever.

DATED this 21st day of April, 2006.

/s/ Joyce Cottrell
Secretary

Section 13. After any of the Series 2006 Bonds are delivered by the Trustee to or for the account of the Underwriter and upon receipt of payment therefor, this Resolution shall be and remain irrevocable until the principal of, premium, if any, and interest on the Series 2006 Bonds are deemed to have been fully discharged in accordance with the terms and provisions of the Indenture.

Section 14. If any provisions of this Resolution should be held invalid, the invalidity of such provisions shall not affect the validity of any of the other provisions of this Resolution.

Section 15. All resolutions of the Board or parts thereof inconsistent herewith, are hereby repealed to the extent only of such inconsistency. This repealer shall not be construed as reviving any bylaw, order, resolution or ordinance or part thereof.

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

PASSED AND APPROVED BY THE STATE BOARD OF REGENTS OF THE
STATE OF UTAH THIS 21ST DAY OF APRIL, 2006.

STATE BOARD OF REGENTS OF THE
STATE OF UTAH

Chair

(SEAL)

ATTEST:

Secretary

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

Chair

(SEAL)

ATTEST:

Secretary

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

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

(a) in accordance with the requirements of Section 52-4-6(2), Utah Code Annotated 1953, as amended I gave public notice of the agenda, date, time and place of the April 21, 2006 public meeting held by the Members of the State Board of Regents by causing a Notice of Public Meeting to be posted at the principal office of the State Board of Regents at 60 South 400 West, in Salt Lake City, Utah, on _____, at least 24 hours prior to the convening of such meeting, in the form attached hereto as Schedule 1; said Notice of Public Meeting having continuously remained so posted and available for public inspection during the regular office hours of the State Board of Regents until the convening of the meeting; and causing a copy of said Notice of Public Meeting in the form attached hereto as Schedule 1 to be provided on _____, at least 24 hours prior to the convening of such meeting, to the Deseret News and The Salt Lake Tribune, newspapers of general circulation within the geographic jurisdiction of the State Board of Regents, and to each local media correspondent, newspaper, radio station or television station which has requested notification of meetings of the State Board of Regents; and

(b) that in accordance with the requirements of Section 52-4-6(1), Utah Code Annotated 1953, as amended, public notice of the 2006 Annual Meeting Schedule of the State Board of Regents was given specifying the date, time and place of the regular meetings of the State Board of Regents scheduled to be held during the year, by causing a Notice of Annual Meeting Schedule for the State Board of Regents (in the form attached as Schedule 2) to be posted on _____ at the principal office of the State Board of Regents in Salt Lake City, Utah and causing a copy of such Notice of Annual Meeting Schedule to be provided on _____ to a newspaper of general circulation within the geographic jurisdiction of Salt Lake City, Utah.

(c) the Board has adopted written procedures governing the holding of electronic meetings in accordance with Section 52-4-7.8 Utah Code Annotated 1953, as amended (a copy of which is attached hereto as Schedule 3). In accordance with said Section and the aforementioned procedures, notice was given to each member of the Board and to members of the public at least 24 hours before the meeting to allow members of the Board and the public to participate in the meeting, including a description of how they could be connected to the meeting. The Board held the meeting (the anchor location) in the building where it normally meets and provided space and facilities at the anchor location so that interested persons and the public could attend and participate.

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of the State Board of Regents of the State of Utah, this 21st day of April, 2006.

Secretary

(SEAL)

SCHEDULE 1

NOTICE OF PUBLIC MEETING

(See Transcript Document No. __)

SCHEDULE 2

NOTICE OF ANNUAL MEETING SCHEDULE

(See Transcript Document No. __)

SCHEDULE 3

ELECTRONIC MEETING POLICY

EXHIBIT A

TERMS OF THE SERIES 2006 BONDS

Principal amount	\$6,000,000
Interest rates not to exceed	6%
Final Maturity not to exceed	20 years from date of issuance
Optional Call at not more than 101% of par on or prior to:	11 years from date of issuance
Minimum Purchase Price	97% of par

April 12, 2006

MEMORANDUM

TO: State Board of Regents
FROM: Richard E. Kendell
SUBJECT: College of Eastern Utah – Campus Master Plan

Issue

Regent policy requires the traditional nine USHE institutions to seek bi-annual approval of campus master plans. During the April 2006 meeting of the Regents, the College of Eastern Utah will provide an update of its master plan.

The current master plan is attached to this memo. College officials will be present to answer any questions.

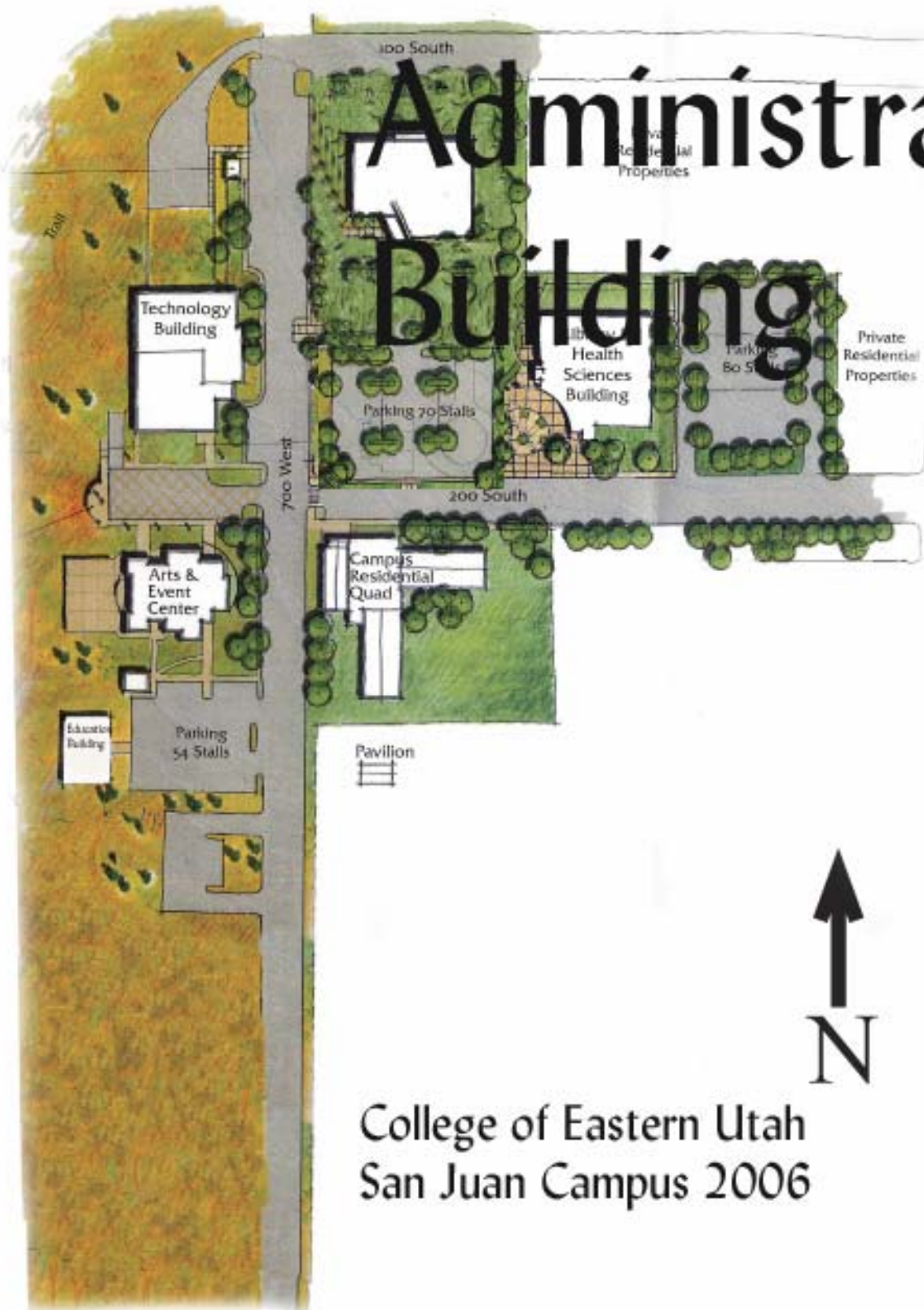
Recommendation

The Commissioner recommends approval of the College of Eastern Utah's campus master plan.

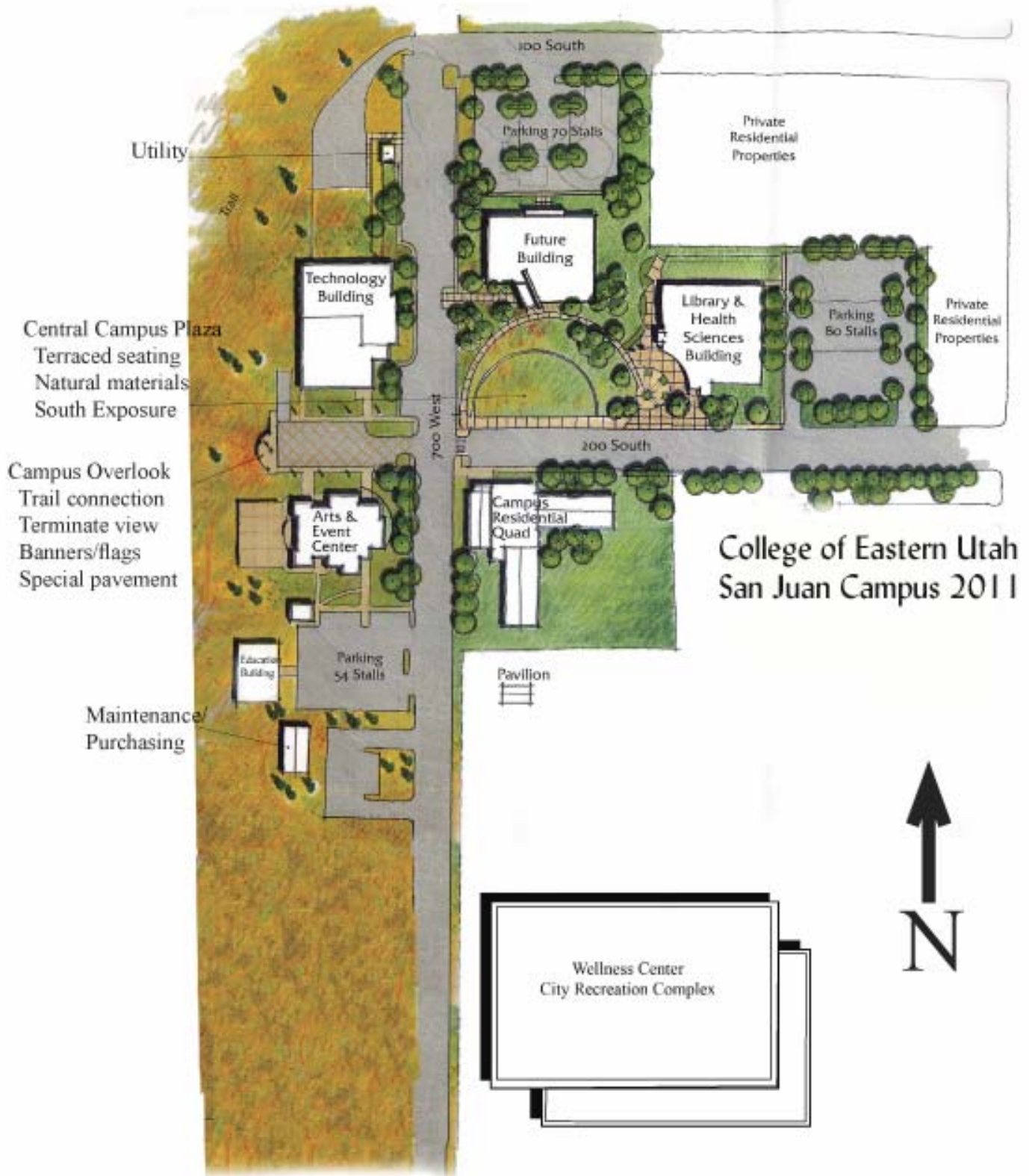
REK/MHS/KGW

Richard E. Kendell, Commissioner

Administrati Building



College of Eastern Utah
San Juan Campus 2006



April 12, 2006

MEMORANDUM

TO: State Board of Regents
FROM: Richard E. Kendell
SUBJECT: CEU – Purchase of Energy Center

Issue

During the 2006 General Session, the legislature appropriated \$1.1 million to allow the College of Eastern Utah to purchase a 44,000 square foot, three-building facility to house the Western States Energy Center. The facility sits on 277 acres and cost more than \$10 million to construct less than ten years ago. The Center is a collaborative effort between the College, Southeast ATC, the USHE, the Division of Vocational Rehabilitation, the Department of Workforce Services and an industry group comprised of more than 200 companies.

The Center will allow the College to train workers in the oil, gas and mining industry and will be funded primarily through federal grants. No state funds will be used for the operation of the facility. A forty page draft purchase agreement is available for review if necessary.

Regent staff worked with the College, the Building Board and the Legislature in determining that this project met the goals of the USHE. College officials will provide further detail regarding both the facility acquisition and the new programs to be offered in the Center during the April 21 Board meeting.

Recommendation

The Commissioner recommends approval of the Western States Energy Center Purchase.

Richard E. Kendell, Commissioner

REK//MHS/KGW

April 12, 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) USHE – UofU and USU – Capital Facilities Delegation Reports (Attachment 1). In accordance with the capital facilities delegation policy adopted by the Regents and by the State Building Board, the attached reports are submitted to the Board for review. Officials from the institutions will be available to answer any questions that the Regents may have.

REK/MHS/MV
Attachments

Richard E. Kendell, Commissioner

April 12, 2006

MEMORANDUM

TO: State Board of Regents
FROM: Richard E. Kendell
SUBJECT: USHE/UHEAA - Financial Aid Briefing

Issue

From time to time, staff members bring to the Board informational materials intended to brief the Board regarding student financial aid. For the April meeting, three items of information are presented.

The first several pages present information about the relationship between a student's Cost of Attendance (COA), the Estimated Family Contribution (EFC), and the resulting need for financial aid.

The second item of information is a single page describing UHEAA's benefits to borrowers.

The third set of three pages summarizes recent changes to federal financial policy. Staff members will highlight key features of these changes.

Recommendation

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

REK/MHS

Richard E. Kendell, Commissioner

College Financing





College Costs 2005-2006

> Average College Costs*

- > Four year private \$29,026 per year
 - > up 5.9% from last year
- > Four year public \$12,127 per year
 - > up 7.1% from last year

> By 2023...

- > Four Year Private \$299,000**
- > Four Year Public \$145,000

* The College Board

**Fidelity Investments



College Financing Options

- > Past Income
 - > Savings
 - > College Savings Plans
- > Present Income
 - > Salary
 - > Tuition Payment Plans
- > Future Income
 - > Loan Programs
- > Other Options
 - > Financial Aid
 - > Higher Education Tax Benefits

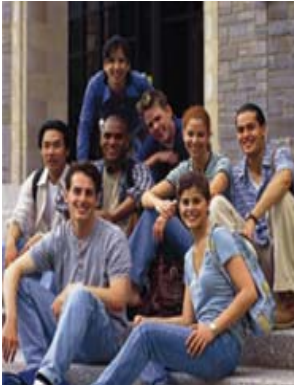


Vocabulary

COA = Cost of Attendance - Includes tuition, room, board, fees, books, supplies, transportation, personal expenses

EFC = Expected family contribution - Measure of what a family is expected to contribute over a year

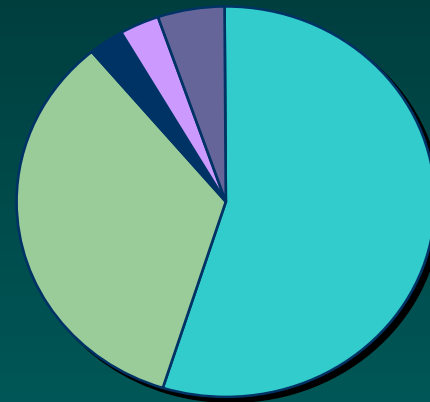
Financial Need (Eligibility) = Difference between COA and EFC



Overview of Financial Aid

- > A family's ability to pay is evaluated on standard methodologies
- > Three components of financial aid:
 - > Grants & scholarships
 - > Loans
 - > Work-study
- > Need vs. Merit

Total Aid Awarded (\$122.6) billion



- Loans (Federal and Non Federal) - 54.7%
- Grants (Federal, State, College and Other) - 34.3%
- Federal Campus-Based - 2.6%
- Other Federal Programs - 3.2%
- Educational Tax Credits - 5.2%

*Source: The College Board, 2005 Trends in Student Aid

Current Federal Methodology

PARENT Contribution

- Parent Income 22-47% after taxes and income protection allowance
- Parent Assets* 3-6% after asset protection allowance

** Retirement & Home Equity not included in federal formula*

$$\begin{array}{l} + \text{ STUDENT Contribution} \\ \text{ (dependent)} \end{array} = \begin{array}{l} \text{ EXPECTED} \\ \text{ FAMILY} \\ \text{ CONTRIBUTION} \\ \text{ (EFC)} \end{array}$$

- Student Income: 50% after taxes and income protection allowance of \$2550
- Student Assets: 35%



Asset Impact

Family Size of 4

	<u>A</u>	<u>B</u>	<u>C</u>
Income:	\$50,000	\$50,000	\$50,000
Assets:	\$0	\$50,000	\$100,000
EFC:	<u>\$3,332</u>	<u>\$3,503</u>	<u>\$5,320</u>
Difference:		\$ 171	\$1,988

(Example 1: Income remains level, assets increase)



Income Impact

Family Size of 4

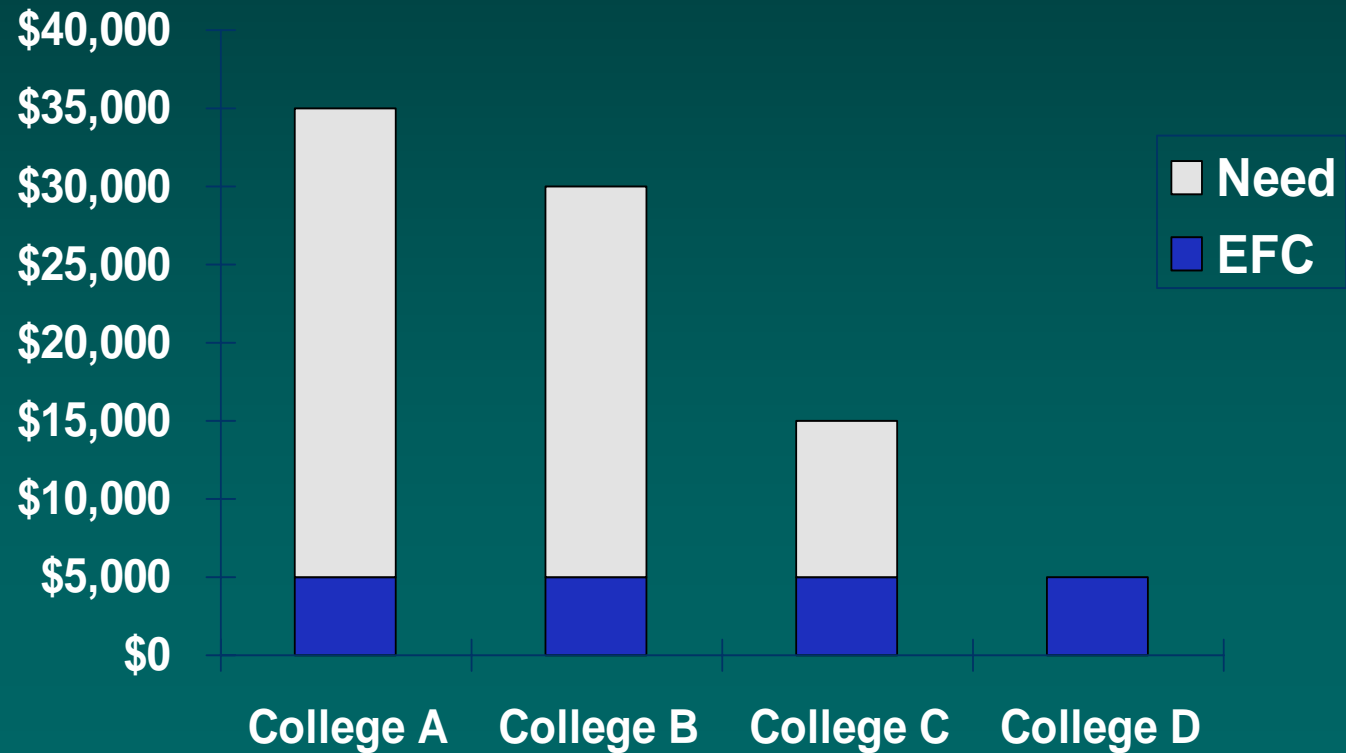
	<u>A</u>	B	<u>C</u>
Income:	\$50,000	\$100,000	\$150,000
Assets:	\$5,000	\$5,000	\$5,000
EFC:	<u>\$3,332</u>	<u>\$18,788</u>	<u>\$32,639</u>
Difference:		\$15,456	\$29,307

(Example 2: Assets remain level, income increases)



How this Formula Works

COA





Pay as you Go...

- Tuition Payment Plan
 - Finance annually over 10-12 month period
 - Interest Free
 - Example:
 - \$5,000 Bill
 - Pay \$500 per month for 10 months
- Combine with loan program to maximize current income and minimize debt



Borrowing Options 2005-06

- > Federal Stafford Loan Program (5.3%)
- > Federal Parent Loan for Undergraduate Students (6.10%)

Alternative Loan Programs

Rates Vary (Usually Prime or LIBOR + spread)

- > Home Equity



Currently 5.3%

6.8%

New Stafford loan interest rates go up July 1

All new Stafford loans will be at a fixed rate of 6.8%



Currently 6.1%

8.5%

New PLUS loan interest rates go up July 1

New FFELP PLUS loans will be at a fixed rate of 8.5%



UHEAA Borrower Benefits

- No fee Stafford Loans
- Origination Fee Credit on all PLUS Loans
- Auto-debit Interest Rate Reduction
 - 1.25% Stafford & PLUS
 - 0.50% on Consolidation Loans
- Timely Payment Benefit
 - 2.0% after 48 months of on-time payments for Stafford & PLUS loans
 - 1.0% after 36 months of on-time payments for Consolidation loans



Tax Benefits for Higher Education

- Hope Scholarship Tax Credit
- Lifetime Learning Tax Credit
- Employer Provided Tuition Assistance
- Student Loan Interest Deduction
- Tuition and Fees Tax Deduction
- Coverdell Savings Accounts
- Traditional and Roth IRA
- 529 College Savings Plans*

*No income restrictions



529 Savings Plans (non-prepaid) *Treated like other assets*

- > If asset in parent's name, maximum of 6% of asset will be considered toward the expected family contribution, after asset protection allowance for retirement
- > Distributions not subject to Federal income tax are not counted as parent or student income in the determination of federal financial aid eligibility
- > Same treatment as savings accounts, mutual funds, CD's and other assets

April 12, 2006

MEMORANDUM

TO: State Board of Regents
FROM: Richard E. Kendell
SUBJECT: USHE – Capital Improvement Allocations

Issue

A key element of the USHE's effort to maintain existing facilities is the use of Capital Improvement funds (money dedicated to projects that cost less than \$1.5 million and do not add new square footage). The USHE makes up two-thirds of the total value of state facility assets and this year will receive 61% of the \$60.6 million allocated for specific projects (an additional \$4.4 million is allocated for "statewide issues"). If compared to the total appropriation (including "statewide issues"), the \$36.67 million allocated to the USHE represents 56% of FY 2007 funding.

Each state agency, college and university works with the state Division of Facilities Construction and Management (DFCM) to identify and prioritize needs. DFCM presents a recommendation to the Building Board. The attached document provides detail on all funded projects for all agencies as approved during the Building Board's April 12 meeting.

Recommendation

Information only.

REK/MHS/KGW
Attachments

Richard E. Kendell, Commissioner

FY 2007 Capital Improvements

Approved By Building Board April 12, 2006

Agency/Institution	Request	DFCM Recommend	Life Safety
Higher Education			
College Of Eastern Utah			
Price: BDAC Chilled Water System, Plant Adaptation/Code Compliance	\$ 645,000	\$ 645,000	
Price: Career Center Building Plant Adaptation and Code Compliance	\$ 192,000	\$ -	
Price: Art Building Plant Adaptation and Code Compliance	\$ 36,300	\$ -	
Roofing: Price BDAC Roof Replacement	\$ 350,000	\$ 379,600	
		\$ 1,024,600	
Dixie State College			
Campus Master Planning	\$ 85,000	\$ 85,000	
Burns Arena Study Area Upgrades and Window Replacement	\$ 650,000	\$ 614,900	
Hurst Field: Building Sealing and Dewatering System Upgrade	\$ 1,080,400	\$ -	
Hansen Stadium: Recaulk Bleachers & Remodel Training/Weight Rm	\$ 740,000	\$ -	
Smith's Computer Center: Laboratory Lighting Replacement	\$ 78,000	\$ 92,500	
Tanner Amphitheater Remodeling	\$ 675,400	\$ -	
Campus Fire Alarm System Improvements	\$ 885,000	\$ -	
Roofing: North Instructional Building Re-Roof	\$ 250,000	\$ 218,200	
Roofing: Automotive Building Re-Roof	\$ 160,000	\$ 144,500	
Haz Mat: Gymnasium Steam Line Asbestos Abatement	\$ 50,000	\$ 50,000	\$ 50,000
Haz Mat: Jennings Health and Technology Mechanical Asbestos	\$ 85,000	\$ 85,000	\$ 85,000
		\$ 1,290,100	
Salt Lake Community College			
Redwood Rd: Utility Tunnel Expansion	\$ 841,000	\$ 1,034,000	
Tech Bldg: Developmental Ed Program Remodel	\$ 270,000	\$ 384,800	
Redwood Rd: Quad Lighting Upgrade	\$ 175,000	\$ 209,800	
Redwood Rd and Jordan: Boiler Control Replacement	\$ 95,000	\$ 173,900	
SCC - Grand Theater Fly System/Lighting/Power Upgrades	\$ 100,000	\$ 100,000	
RRC - Remove BB and TB Chillers	\$ 60,000	\$ 71,600	
Medowbrook Campus: Petroleum Storage Relocation	\$ 10,000	\$ 10,000	\$ 10,000
Jordan Campus: Hot Water Piping Upgrade	\$ 540,400	\$ 540,400	
SCC - Grid System Replacement	\$ 100,000	\$ 185,000	
SCC Grand Theater Dimmer System; IR Fire Alarm System; ATC Secondary Electrical Network; CT Panel Repairs and GFCI	\$ 112,600	\$ 133,100	
Vocational Education Building at Draper Prison	\$ 200,000	\$ 200,000	
Roofing: Auto Trades Roof Replacement	\$ 150,000	\$ 156,300	
Paving: Redwood Road Lot W Paving Improvements	\$ 345,000	\$ 345,000	
Paving: Redwood Road Main Campus Slurry	\$ 45,000	\$ 45,000	
		\$ 3,588,900	

Agency/Institution	Request	DFCM Recommend	Life Safety
Snow College			
Activity Center HVAC Upgrade and Storage Room Addition	\$ 500,000	\$ 500,000	
Heat Plant Third Boiler Upgrade	\$ 800,000	\$ 805,000	
Sevier Valley Center Classroom	\$ 150,000	\$ 150,000	
Sevier Valley Center Labs	\$ 150,000	\$ 150,000	
Washburn Bldg Exterior Doors	\$ 85,000	\$ -	
Roofing: Science Building	\$ 37,900	\$ 37,900	
Roofing: Family Life Building	\$ 150,000	\$ 150,000	
Paving: Slurry Parking Lots Ballpark Ephraim	\$ 49,500	\$ 54,600	
		\$ 1,847,500	
Southern Utah University			
Campus Life Safety Issues	\$ 570,000	\$ 570,000	\$ 570,000
Heat Plant Fuel Tanks and Emergency Generator	\$ 400,000	\$ 400,000	
Master Plan Auditorium Renovation	\$ 50,000	\$ 50,000	
Electronic Learning Center Remodel-Computer Forensic Crime Lab	\$ 40,000	\$ 60,600	
Randall Jones Theater Seating Upgrades and Other Improvements	\$ 476,900	\$ 476,900	
Campus Drainage Upgrade	\$ 30,000	\$ 30,000	
15 KV Protective Switch Equipment (Reallocate to FY06 Central Plant Automation)	\$ 95,000	\$ 95,000	
Centrum Art Remodel Digital Photo Lab	\$ 95,000	\$ 95,000	
Utility Tunnel Upgrade	\$ 150,100	\$ 150,100	
Roofing: Harris Buildings #1 & #2	\$ 80,000	\$ 80,000	
Roofing: Student Services Building	\$ 228,500	\$ 228,500	
Roofing: Physical Plant/Automotive	\$ 150,000	\$ 90,500	
Roofing: General Classroom & Computer Sciences	\$ 225,000	\$ 198,500	
		\$ 2,525,100	
University of Utah			
Replace Fire Alarm and Sprinkler System in HEB-North Bldg	\$ 1,500,000	\$ 1,500,000	
Replace Fire Alarm and Sprinkler System in HEB-South Bldg	\$ 990,000	\$ 990,000	
Campus Wide Asbestos Abatement	\$ 62,500	\$ 62,500	
Conversion to Drought Tolerant Landscaping	\$ 200,000	\$ 200,000	
High Temp. Water Generator #2	\$ 1,500,000	\$ 1,500,000	
Energy and Minerals Research Lab (EMRL) HVAC System Upgrade	\$ 805,000	\$ 805,000	
Foundation Repairs at HCI	\$ 400,000	\$ 400,000	
Electrical Switchgear Upgrade, Lower Campus South Phase I	\$ 1,125,000	\$ 1,125,000	
Restoration of the Park Building Exterior Phase I	\$ 875,000	\$ 875,000	
Restoration of the Park Building Exterior Phase II	\$ 800,000	\$ 800,000	
Campus Central Monitoring & Control System Upgrade. Phase I	\$ 500,000	\$ 500,000	
Phase II of HEDCO Fume Hood System Upgrade	\$ 1,077,000	\$ 1,077,000	
Replace Chillers in Eccles Broadcast Center	\$ 375,000	\$ 375,000	
Replace Chiller in Kennecott Research Building	\$ 281,300	\$ 281,300	
Museum of Natural History (Bldg. 005) Chiller Replacement	\$ 172,000	\$ 172,000	

Agency/Institution	Request	DFCM Recommend	Life Safety
University of Utah - continued			
Replace Chiller Oil Seals	\$ 128,000	\$ 128,000	
Conversion to Central Security System	\$ 225,000	\$ 225,000	
Replace Floor Coverings Buildings 589, 001, 025, 073, 003, 027, 350	\$ 450,000	\$ -	
Campus Utility Metering System Upgrade. Phase 1	\$ 719,000	\$ -	
Roofing: Student Health Bldg. #044	\$ 50,000	\$ 50,000	
Roofing: Hedco Bldg. # 057	\$ 200,000	\$ 200,000	
Roofing: HPER Complex Stairwell Covers (4ea.)	\$ 25,000	\$ 25,000	
Roofing: Carlson Hall Bldg. # 031	\$ 18,000	\$ 18,000	
Roofing: Experimental Studies Building Bldg. #060	\$ 135,000	\$ 70,000	
Paving: Eccles Building Access Road Concrete Improvements	\$ 110,000	\$ 110,000	
Paving: Union Building Loading Dock	\$ 40,000	\$ 40,000	
Paving: Chemistry Building Loading Dock	\$ 35,000	\$ 35,000	
Paving: Federal Way Paving Improvements	\$ 75,000	\$ 75,000	
		\$ 11,638,800	
Utah State University			
Bus Turnaround	\$ 1,500,000	\$ 1,500,000	
High-Voltage Upgrades	\$ 400,000	\$ 400,000	
Kent Concert Hall Seating	\$ 250,000	\$ 250,000	
SER Mechanical Upgrade	\$ 400,000	\$ 400,000	
Eccles/Science-Technology Chilled Water	\$ 300,000	\$ 300,000	
Well Pump House and Controls (Phase II)	\$ 250,000	\$ 250,000	
Auditorium Upgrades	\$ 250,000	\$ 250,000	
Ray B. West Women's Restroom	\$ 50,000	\$ 50,000	
Old Main Entrance	\$ 65,000	\$ 65,000	
Animal Science Window Replacement	\$ 350,000	\$ 350,000	
Vet. Science Mechanical Upgrades	\$ 300,000	\$ 300,000	
Facilities Chiller, Transformer, Generator	\$ 400,000	\$ 400,000	
Upgrade Fire Alarms	\$ 200,000	\$ 200,000	\$ 200,000
Old Main Hill Landscaping	\$ 270,000	\$ 270,000	
Fume Hood Upgrades	\$ 300,000	\$ 300,000	
Main Elevator	\$ 120,000	\$ 120,000	
Gas Line Replacements	\$ 100,000	\$ 100,000	
Campus-Wide Wireless Utility Network	\$ 100,000	\$ 100,000	
Campus Safety Lighting	\$ 150,000	\$ 150,000	
Roofing: Physical Facilities Building	\$ 200,000	\$ 182,000	
Roofing: Fieldhouse	\$ 125,000	\$ 124,500	
Roofing: Roosevelt Classrooms	\$ 150,000	\$ 155,300	
Paving: East Campus Dr. East Shuttle Lot	\$ 167,000	\$ -	
Paving: Motor Pool North Rebuild	\$ 216,000	\$ 216,000	
		\$ 6,432,800	

Agency/Institution	Request	DFCM Recommend	Life Safety
Utah Valley State College			
Orem Campus: Sky Lights in Administration Building Roof.	\$ 271,000	\$ 324,100	
Orem Campus: Science Building Remodel Phase II	\$ 650,000	\$ 650,000	
Orem Campus: Exterior Steel Panel Upgrade	\$ 210,000	\$ 251,700	
Orem Campus: Remove Pavers and Replace with Concrete	\$ 125,000	\$ 125,000	
Orem Campus: Energy Saving Projects Identified by ESCO	\$ 180,000	\$ 180,000	
Orem Campus: Replace HVAC Units with High Efficiency Units	\$ 77,000	\$ 72,000	
Orem Campus: ADA Code Compliance	\$ 29,000	\$ -	
Orem Campus: Energy Conservation Devices	\$ 465,000	\$ -	
Paving: Orem Campus: Slurry Road & Parking Lots D, E, and F	\$ 80,000	\$ 80,000	
Paving: Orem Campus: Parking Lot V Phase II	\$ 1,000,000	\$ 1,000,000	
		\$ 2,682,800	
Weber State University			
Lind Lecture Hall Asbestos Abatement & Restoration	\$ 725,000	\$ 1,076,400	\$ 167,300
Buildings # 4 Galvanized Pipe Replacement –Phase II	\$ 475,000	\$ 475,000	
Peterson Plaza – Concrete Replacement & Landscape Development	\$ 470,000	\$ 470,000	
Science Lab North Curtain Wall Weatherproofing	\$ 235,000	\$ 256,300	
Stadium Light Tower Replacement Study	\$ 25,000	\$ 25,000	
Telecomm & Computer Center Electrical & Air Conditioning Upgrades	\$ 600,000	\$ 600,000	
Swenson Gymnasium Swimming Pool Repair	\$ 450,000	\$ 320,000	
Campus Irrigation System Upgrades	\$ 225,000	\$ 225,000	
Roofing Improvements – Annex #8 & Alumni Center	\$ 20,000	\$ 12,500	
Roofing: Social Science Bldg.	\$ 100,000	\$ 160,500	
Paving: W-8 Parking Lot & Access Road Overlay	\$ 175,000	\$ 175,000	
		\$ 3,795,700	
UCAT			
BATC: Install Energy Efficient Summer Boiler	\$ 400,000	\$ 606,000	
O/WATC: Business Building Carpet Replacement	\$ 240,000	\$ 225,000	
DATC: Student Services/Welding/Foyer Remodel/Addition	\$ 250,000	\$ 250,000	
DATC: Culinary Arts Remodel/Addition	\$ 250,000	\$ 250,000	
UBATC: Metal Storage Unit Addition	\$ 160,000	\$ 188,600	
UBATC: Paint Booth Upgrade	\$ 70,000	\$ 70,000	
UBATC: Auto Trades Floor Resurface/Overhead Doors	\$ 40,000	\$ 66,600	
Paving: O/WATC North Entrance Road Expansion	\$ 60,000	\$ 80,000	
Paving: UBATC: South Lot Parking Overlay	\$ 105,000	\$ 105,000	
		\$ 1,841,200	
State Agencies			
Agriculture			
Replace Plumbing Fixtures & Water Supply Network	\$ 114,000	\$ 146,600	

Agency/Institution	Request	DFCM Recommend	Life Safety
Alcoholic Beverage Control			
Store 18 (Cedar 4898); Roof Top Units/Irrigation Ditch/Retaining Wall	\$ 75,000	\$ 130,700	
Roofing: Store 7 (Price); Roof and Flooring	\$ 85,000	\$ 64,700	
Statewide ADA Upgrades	\$ 35,000	\$ 35,000	
Store 28 (Vernal); Remodel Break Area and Janitorial Closet	\$ 8,000	\$ 8,000	
Store 14 (Salt Lake City); Replace Exterior and Fire Doors	\$ 16,500	\$ 29,200	\$ 29,200
Fire Alarm: #3 W.Valley, #30 Layton, #19 Ogden, #22 Brigham	\$ 60,600	\$ 55,500	\$ 55,500
Store 11 (Magna); Replacement of Dock Lift	\$ 11,000	\$ 11,000	
Store 6 (Logan); Upgrade Lighting in Warehouse	\$ 7,000	\$ 7,500	
Roofing: Store 20 (Salt Lake); Roof/Service Door/Canopy	\$ 52,000	\$ 42,000	
		\$ 383,600	
Capitol Preservation Board			
Asbestos Abatement	\$ 200,000	\$ 200,000	\$ 200,000
Capitol Hill Sidewalk Repairs	\$ 125,000	\$ 125,000	
Gas Meter/Fire Hydrant Protection	\$ 7,500	\$ 7,500	
Handrail Upgrades	\$ 40,000	\$ 40,000	
Install Street and Crosswalk Lights for Pedestrian and Auto Safety	\$ 22,000	\$ 22,000	
Capitol Plaza: Tunnel Replacement	\$ 49,000	\$ 49,000	
Miscellaneous Improvements	\$ 200,000	\$ 200,000	
Travel Council: Retaining Wall Rails	\$ 10,700	\$ 10,700	
State Office Bldg: Frequency Drives and Controls Upgrade	\$ 215,200	\$ 215,200	
Travel Council: Exterior Painting and Wood Repair	\$ 64,200	\$ 64,200	
State Office Bldg: Carpet Replacement--Public Areas	\$ 60,300	\$ 60,300	
State Office Bldg: Snowmelt System	\$ 74,500	\$ 74,500	
Capitol Plaza: Benches and Trash Receptacles	\$ 23,600	\$ 23,600	
UT Pioneers: Pressure Wash/Recaulk/Repair Carriage House	\$ 89,400	\$ 89,400	
Capitol Plaza: Site Signage for Building and Campus	\$ 80,300	\$ 80,300	
Capitol Plaza: Control Gates for East Parking Lots	\$ 32,100	\$ 32,100	
State Office Bldg: Interior Repainting	\$ 53,500	\$ 53,500	
State Office Bldg: Exterior Walkway and Concrete Work	\$ 42,200	\$ 42,200	
Travel Council: Exterior and Interior Lighting Upgrade	\$ 149,000	\$ 149,000	
		\$ 1,538,500	
Community and Economic Development			
Fine Arts (Dinning): Foundation Damp Proofing/Exterior Repair/Painting	\$ 75,000	\$ 150,000	
Rio Grande Depot: Interior Lighting/Ceiling Tile/Paint/Carpet/Asbestos	\$ 485,600	\$ 335,600	
		\$ 485,600	
Corrections			
CUCF Boiler and ATC Control Upgrade	\$ 740,100	\$ 740,100	
Draper Electrical & Security Upgrades	\$ 1,187,000	\$ 1,161,300	
Field Operation Centers Improvements	\$ 632,900	\$ 654,000	

Agency/Institution	Request	DFCM Recommend	Life Safety
Corrections - continued			
Plan Room Remodel	\$ 30,000	\$ 30,000	
Administration / Academy Improvements	\$ 410,200	\$ 536,400	
Timpanogos Air Duct and Electrical Upgrades	\$ 1,500,000	\$ -	
Paving: CUCF Central Plant Asphalt Repairs	\$ 206,100	\$ 206,100	
		\$ 3,327,900	
Courts			
Ogden Second District Court HVAC	\$ 165,000	\$ 178,400	
Cedar Courts Fire Alarm System	\$ 89,000	\$ 106,700	
Finish Shelled West Jordan Courtroom	\$ 400,000	\$ 448,500	
Provo Fourth District Court Fire Alarm Replacement	\$ 160,000	\$ 191,800	\$ 191,800
Matheson Courthouse Jury Box Renovation	\$ 265,200	\$ 263,100	
Provo Fourth District Court Courtroom Improvements	\$ 160,000	\$ 170,900	
Ogden District Court: Public Counter Alteration and Lighting Upgrade		\$ 244,000	
Ogden District Court Paint/Carpet Replacement	\$ 87,000	\$ 142,100	
Vernal Juvenile Court Rooftop HVAC Units	\$ 78,200	\$ 97,700	
Richfield Courthouse Boiler Replacement	\$ 90,000	\$ 95,000	
Ogden Juvenile Court Lighting	\$ 50,000	\$ 143,900	
Brigham City Court Piping Upgrades	\$ 150,000	\$ -	
Roofing: Richfield Courthouse Roof Replacement	\$ 40,000	\$ 37,900	
		\$ 2,120,000	
DFCM			
Heber Wells Building: Space Enclosure/Build Out for Commerce	\$ 1,500,000	\$ 1,500,000	
State Library: Paint Exterior Canopy and Repair Window Shades	\$ 22,000	\$ 42,000	
State Library: Upgrade Boiler Controls	\$ 15,000	\$ 16,700	
Ogden Regional: Remodel Offices/Sprinkler Heads/Misc. Improvements	\$ 77,000	\$ 77,000	
Heber Wells: Replace Air Handler Fans	\$ 470,800	\$ 470,800	
Brigham City: Exterior Upgrades/Repairs & Window/Door Upgrades	\$ 604,000	\$ 604,000	
Provo Regional Ctr: Caulk Exterior Fenestrations & Gasket Replacement	\$ 70,000	\$ 120,000	
Governor's Mansion: Upgrade Air Conditioning	\$ 38,000	\$ 43,500	
Governor's Mansion: Install 40-Ton Waterside Economizer	\$ 21,000	\$ 27,500	
Moab Regional Ctr; Replace HVAC Components and Controls	\$ 130,000	\$ 130,000	
Moab Regional Ctr; Replace Fire Alarm Panel	\$ 40,000	\$ 40,000	\$ 40,000
Cedar City Regional Ctr: Replace Fire Alarm Panel/Wiring	\$ 55,000	\$ -	
State Library: Bead Blast and Repaint Exterior Window Shades	\$ 33,000	\$ -	
Heber Wells: Replace Emergency Generator and Power Network	\$ 1,047,400	\$ -	
Paving: State Library Parking Lot Slurry and Striping	\$ 40,000	\$ 40,000	
		\$ 3,111,500	
Environmental Quality			
Building #2: Upgrade HVAC System	\$ 313,000	\$ 318,000	

Agency/Institution	Request	DFCM Recommend	Life Safety
Fairpark			
Replace Cast Iron Water Lines	\$ 220,000	\$ 386,200	
Wasatch Bldg: Upgrade Domestic Water System and Water Heaters	\$ 40,900	\$ 41,500	
Discovery Bldg: Replace Exterior Doors and Ceiling Repairs	\$ 12,000	\$ 12,500	
Rodeo Arena Drainage	\$ 20,000	\$ 25,000	
Roofing: Bonneville Bldg	\$ 100,000	\$ -	
Roofing: Market Bldg #13	\$ 42,600	\$ -	
Paving: Slurry Seal and Overlay	\$ 200,000	\$ 50,000	
		\$ 515,200	
Health			
Children's Special Needs Clinic: Install Supplemental Heat Panels	\$ 240,000	\$ 240,000	
Children's Special Needs Clinic: ADA Access	\$ 30,000	\$ 30,000	
Cannon Health: Upgrade Plumbing/Hot Water Heater/Restroom ADA	\$ 78,000	\$ 473,800	
		\$ 743,800	
Human Services			
USH: Slate Canyon Water Line Replacement Phase I	\$ 1,400,000	\$ 1,400,000	
USH: Slate Canyon Water Line Replacement Phase II	\$ 1,400,000	\$ 1,400,000	
USDC: Therapy Bldg Chiller Replacement	\$ 35,000	\$ -	
DHS/DJJS Decker Lake: Control Room Remodel	\$ 180,000	\$ -	
USDC: Tulip Tree and Old School Abatement and Demolition	\$ 250,000	\$ 250,000	
		\$ 3,050,000	
National Guard			
Tooele Armory: Replace Hydronic System and Boiler	\$ 114,000	\$ 168,800	
Tooele Armory: Water Supply/Plumbing Fixtures/Water Heater	\$ 92,000	\$ 37,200	
Tooele Armory: Fascia/Soffit/Carpet/Windows/Paving/Entrance/Remodel	\$ 345,600	\$ 345,900	
Manti Armory: Replace Existing Water Lines	\$ 39,000	\$ 89,000	
American Fork Armory: Boiler Upgrade	\$ 140,000	\$ 147,000	
Lehi Armory: Replace Window System	\$ 60,000	\$ 66,500	
Lehi Armory: Electrical & HVAC Upgrade	\$ 50,000	\$ 125,000	
Veteran's Nursing: Home Emergency Power Upgrade	\$ 60,000	\$ 89,900	
Blanding Armory: Replace Emergency UPS with Generator	\$ 90,000	\$ -	
Beaver Armory: Install Fire Alarm System	\$ 45,000	\$ -	
Beaver Armory: Install Fire Alarm System	\$ 45,000	\$ -	
Roofing: Jake Garn Airport	\$ 225,000	\$ 281,300	
Paving: Vernal Armory Paving Repairs	\$ 75,000	\$ 83,200	
Paving: Mount Pleasant Armory Paving Repairs	\$ 150,000	\$ -	
Paving: Draper Complex Maintenance Concrete Repair	\$ 50,000	\$ 50,000	
Paving: Veteran's Nursing Home Parking Lot Repairs	\$ 20,000	\$ 20,000	
		\$ 1,503,800	

Agency/Institution	Request	DFCM Recommend	Life Safety
Natural Resources			
East Canyon BOR Partnership	\$ 1,000,000	\$ 1,000,000	
Snow Canyon: State Park Replace Maintenance Bldg	\$ 260,000	\$ 260,000	
Camp Floyd St Park: Fire Detection/Alarm; Cemetery Water Tank	\$ 80,000	\$ 83,000	
Edge of Cedars St Park: Upgrade HVAC Controls at Repository	\$ 75,000	\$ 103,400	
Wasatch Mountain State Park: Repair Sewer Lines	\$ 50,000	\$ 50,000	
Utah Lake State Park: Construct New Storage Shed	\$ 69,500	\$ 64,300	
Antelope Island State Park: Install Retaining Wall and New Pavilions	\$ 275,000	\$ 302,300	
Starvation State Park: Renovate Existing Restrooms	\$ 125,000	\$ 164,200	
Dead Horse Point State Park: Improve Safety Wall	\$ 69,800	\$ 76,600	\$ 76,600
Roofing: Red Fleet State Park	\$ 22,000	\$ 20,000	
Roofing: Antelope Island State Park	\$ 30,000	\$ 30,000	
Roofing: Jordanelle State Park	\$ 100,000	\$ 48,100	
Paving: Millsite State Park	\$ 30,000	\$ 30,000	
Paving: Hyrum State Park	\$ 25,000	\$ 25,000	
Paving: Snow Canyon State Park	\$ 60,000	\$ -	
Paving: Kodachrome State Park	\$ 40,000	\$ -	
Paving: Green River State Park	\$ 195,400	\$ 195,400	
Paving: Yuba Lake State Park	\$ 42,000	\$ 42,000	
DWR: Springville Hatchery Buildings	\$ 250,000	\$ 275,700	
DWR: Cache Valley Hunter Ed Upgrades	\$ 320,000	\$ 320,000	
DWR: Hardware Ranch: Plumbing/Waterproofing/Water Line/Paving	\$ 145,000	\$ 145,000	
DWR: Nash Wash Flood Control, Culinary Water System Upgrade	\$ 27,000	\$ -	
DWR: Fish Lake Cabin & Shed	\$ 50,000	\$ -	
Paving: DWR: Farmington Bay Wildlife Management Area Road	\$ 150,000	\$ 180,000	
		\$ 3,415,000	
Office of Education			
Trinity AME Landscaping to Correct Water Drainage Problem	\$ 15,000	\$ 15,000	
Admin Bldg: Upgrade DDC Controls	\$ 120,000	\$ 131,800	
Buffmire Bldg: Storefront Windows/Air Handler Pneumatic Controls	\$ 35,000	\$ 41,600	
		\$ 188,400	
Public Safety			
Farmington Office: Install Fire Alarm System	\$ 14,300	\$ 30,000	\$ 30,000
Defense Depot Crime Lab: Install Fire Detection and Alarm System	\$ 13,000	\$ 18,000	\$ 18,000
Farmington Office: Sidewalk and Curb Ramp Replacement	\$ 22,000	\$ 29,500	
BCI Building HVAC Repairs	\$ 10,000	\$ 10,000	
Paving: Officers Shooting Range at Camp Williams	\$ 75,000	\$ 32,000	
		\$ 119,500	
Tax Commission			
Replace Computer Air Conditioner/Air Cooled Condensing Units	\$ 199,200	\$ 199,200	

Agency/Institution	Request	DFCM Recommend	Life Safety
UDOT			
Region 3 (Orem 9349) Install Fire Sprinkler System and Alarm System	\$ 300,000	\$ 331,800	\$ 331,800
Replace Existing Building - Tooele Maintenance Station	\$ 900,000	\$ 900,000	
Replace Existing Building - Greendale Junction Maintenance Station	\$ 700,000	\$ -	
Cal Rampton Upgrade Parking Lot Lighting	\$ 372,400	\$ 444,800	\$ 444,800
Maintenance Testing Facility Replace Shop Overhead Doors	\$ 107,000	\$ -	
Roofing: Cottonwood Maintenance Shop	\$ 54,200	\$ 54,200	
Roofing: Statewide Maintenance Shed Roof Repairs	\$ 125,000	\$ 125,000	
		\$ 1,855,800	
Workforce Services			
Metro Office Building Upgrade Underground Parking Garage Door	\$ 50,000	\$ 135,000	
Admin Bldg: Elevator Upgrades	\$ 774,900	\$ 774,900	
		\$ 909,900	
Statewide Programs			
Capital Improvement Project Management and Audits	\$ 1,800,000	\$ 1,764,100	
Facility Condition Assessment Program	\$ 350,000	\$ 350,000	
Hazardous Materials Survey & Assessment Program	\$ 150,000	\$ 150,000	
Hazardous Materials Emergency Abatement	\$ 150,000	\$ 150,000	
Roofing Preventative Maintenance	\$ 350,000	\$ 350,000	
Roofing Emergency Program	\$ 500,000	\$ 500,000	
Roofing Seismic Program	\$ 300,000	\$ 300,000	
Paving Preventative Maintenance	\$ 330,000	\$ 330,000	
Paving UCI	\$ 250,000	\$ 250,000	
Energy Savings Program	\$ 300,000	\$ 300,000	
Emergency Fund	\$ 200,500	\$ 249,400	
Planning & Design Fund	\$ 300,000	\$ 300,000	
Land Option Fund	\$ -	\$ -	
		\$ 4,993,500	
Total FY 2007 Capital Improvement Projects Funded		\$ 65,593,300	\$ 2,500,000
Funding Sources			
FY 2007 Funding From the Legislature		\$ 62,921,300	
FY 2007 Funding From Risk Management for Life Safety Projects		\$ 2,500,000	
FY 2006 Canceled Projects to be Reallocated		\$ 172,000	
Total FY 2007 Funding		\$ 65,593,300	

MEMORANDUM

April 12, 2006

TO: State Board of Regents

FROM: Richard E. Kendell, Commissioner

SUBJECT: Engineering, Computer Science and Technology 2006-2007 Funding Recommendation from the Technology Initiative Advisory Board--Action Item

Issue

The 2001 Legislature approved SB61: *Enhancements to the State Systems of Public and Higher Education*. This legislation established an Engineering and Computer Science Initiative within the USHE, which was intended to increase the number of students graduating from engineering, computer science, and related technology programs. The Technology Initiative Advisory Board (TIAB), appointed by the Governor, was established to make recommendations concerning the funds to the Regents. Key provisions of SB61 and a list of the TIAB members are included in the attachment. The TIAB met March 29, 2006 to consider the current needs of the Engineering and Computer Science programs at USHE institutions and to make a recommendation on the distribution of this year's funds.

Background

A total of \$4 million was appropriated the first year, \$1 million of ongoing funds, \$2.5 million of one-time funds, and \$500,000 for the loan forgiveness program. The 2002 Legislature appropriated \$2 million in ongoing funds and \$1 million in one-time funds. The 2003 Legislature appropriated \$500,000 in ongoing funds to continue efforts in implementing the objectives of SB61. The 2004 Legislature appropriated \$1.5 Million ongoing funds and \$500,000. The 2005 Legislature appropriated \$1.5 Million ongoing funds and \$500,000 in one time funds to further the objectives of the initiative.

The TIAB met on March 29, 2006. Prior to this meeting the TIAB chair spoke personally with each dean or department chair about their requests and the use of the funds from last year. In this year of a large budget surplus, the legislature appropriated a modest amount of new ongoing (\$500,000) and new one time funds

(\$700,000). In their meeting on March 29, 2006, the TIAB discussed the current success of the initiative and the continued needs of each institution. Some institutions have experienced declining numbers of graduates and declining enrollments in gateway courses. The TIAB felt that these institutions may now have excess capacity.

The TIAB is pleased with and excited about the 46% growth seen in graduates over the last five years. Industry continues to be highly supportive of engineering education and the demand for new engineers is surging as the economy recovers. The Engineering Initiative is playing a key role in providing human capital for the Utah economy.

Several institutions requested ongoing funds for purposes that the TIAB believes fall outside the objective of growing the number of engineering and computer science graduates. The TIAB was looking for requests that would grow the capacity of the engineering programs. Some requested uses for ongoing funds such as student recruitment did not appear to align with the objectives of the Engineering Initiative.

The TIAB decided that in order to continue to increase the number of students and graduates, the focus of the initiative should continue to be on providing quality programs that produce quality graduates. Each dean's prioritized list of needs was considered. In finalizing their recommendation, the TIAB maintained the following criteria:

- **Focus first on faculty positions.** In this year of scarce dollars, funding faculty positions was seen as the best way to continue to increase the capacity, quality, and graduates.
- **Past performance.** Institutional records of accomplishment were also reviewed with preference given to programs that were growing rather than shrinking.

The institutions that demonstrated an ability to grow graduates, submitted well-considered plans for the use of new ongoing funds to grow capacity, and that articulated clear, appropriate uses for the one time funds were viewed favorably by the TIAB. The TIAB's recommendations will distribute the funds to the institutions the TIAB believes are best able to use the funds appropriately and effectively to achieve the objectives of the Initiative.

The TIAB proposes that the dollars recommended below, combined with matching dollars from the institutions, be used to continue the goals of the program at each institution. Although each institution has flexibility in the use of the funds, the TIAB recommends that the institutions use the funds in their highest priority areas that will increase the capacity and the number of graduates. The 2005 Legislature appropriated \$500,000 in ongoing funds, and \$700,000 in one time funds. The TIAB recommends the following distribution of funds for the 2006-2007 year:

USHE Engineering and Computer Science Initiative Funding Distribution

2007 2007

	<u>Ongoing</u>	<u>One Time</u>
University of Utah	\$ 250,000	\$ 350,000
Utah State University	\$ 185,000	\$ 150,000
Weber State University	\$ 0	\$ 50,000
Southern Utah University	\$ 50,000	\$ 35,000
Snow College	\$ 15,000	\$ 20,000
College of Eastern Utah	\$ 0	\$ 20,000
Utah Valley State College	\$ 0	\$ 75,000
Dixie State College	\$ 0	\$ 0
Salt Lake Community College	\$ 0	\$ 0
TOTAL	\$ 500,000	\$ 700,000

The TIAB recommends that the prior funds appropriated for the Loan Forgiveness Program be administered as it has in the past.

In looking to the future, during the 2006-2007 year, the TIAB will review each institution's present capacity to accept students into Engineering and Computer Science programs and continue to evaluate the institution's ability to produce additional graduates.

John Sutherland, Chair of the TIAB, will make a presentation at the April 21 Regent's meeting, and will be available to answer questions.

Commissioner's Recommendation

This information is provided as background in preparation for the presentation and discussion at the Board meeting. The Commissioner supports the TIAB recommendations.

Richard E. Kendell, Commissioner

REK:GW
Attachment

Attachment

Key provision of SB61:

- (1) Establishing a goal through the Initiative to double the number of graduates from USHE

institutions in engineering, computer science, and related technology by 2006 and triple the number of graduates by 2009.

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

Members of the Technology Advisory Committee

John Sutherland (Chair)	Cemaphore Systems
Susan Johnson (Co-Chair)	Futura Industries
Richard Anderson	Hewlett Packard, Retired
Reed Brown	Iomega Corporation
Roland Christensen	Applied Composite Technology
D. Mark Durcan	Micron Technology
Ed Edstrom	vSpring
Dave Moon	EsNet
Chuck Taylor	Metalcraft Technologies
J. Howard VanBoerum	VanBoerum & Frank

April 12, 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 –

1. Minutes of the Regular Meeting of the State Board of Regents held March 10, 2006, at the Board of Regents' offices in Salt Lake City, Utah (Attached)

B. Grant Proposals

1. University of Utah – National Science Foundation; "Utah's Engineers (NSF-STEP);" \$1,996,335. Cynthia M. Furse, Principal Investigator.
2. University of Utah – National Institutes of Health; "Dysplastic Hip;" \$1,551,880. Jeffrey A. Weiss, Principal Investigator.
3. University of Utah – National Institutes of Health; "Pancreatic Cancer Treatment;" \$1,475,500. Natalya Rapoport, Principal Investigator.
4. University of Utah – National Science Foundation; "Cyberinfrastructure for Multiscale Modeling of Complex;" \$1,273,053. Grant D. Smith, Principal Investigator.
5. University of Utah – National Science Foundation; "Hominids and Geology Turkana;" \$2,277,678. Francis Harold Brown, Principal Investigator.
6. University of Utah – National Institutes of Health/National Cancer Institute; "Marine Organisms;" \$1,868,750. Chris M. Ireland, Principal Investigator.
7. University of Utah – National Institutes of Health/National Cancer Institute; "Polymeric Drug Delivery;" \$1,868,750. Jindrich Kopecek, Principal Investigator.

8. University of Utah – National Institutes of Health; "Olefin Reactions;" \$1,234,125. Matthew S. Sigman, Principal Investigator.
9. University of Utah – National Institutes of Health/National Cancer Institute; "Telephone Linked Care;" \$5,323,416. B. Kathleen Mooney, Principal Investigator.
10. University of Utah – National Institutes of Health/National Heart Lung & Blood Institute; "VLBW Infants;" \$2,333,381. Sandra L. Smith, Principal Investigator.
11. University of Utah – National Institutes of Health; "Diet, Activity, Lifestyle and Colorectal Cancer;" \$4,895,629. Marty Slattery, Principal Investigator.
12. University of Utah – National Institutes of Health; "Genes in the Mammalian Genome;" \$2,639,130. Mario R. Capecchi, Principal Investigator.
13. University of Utah – National Institutes of Health; "A Genetic Linkage Study of GTS;" \$2,471,781. William M. McMahon, Principal Investigator.
14. University of Utah – National Institutes of Health; "Genes Involved in Energy Homeostasis and Cancer Risk;" \$2,236,706. Roger Wolff, Principal Investigator.
15. University of Utah – National Institutes of Health; "Prenatal Postnatal Dietary Zinc;" \$2,044,483. Robert Lane, Principal Investigator.
16. University of Utah – National Institutes of Health; "Clinical Hematology K12;" \$1,998,000. Josef Tomas Prchal, Principal Investigator.
17. University of Utah – National Institutes of Health/National Institutes for Allergy & Infectious Diseases; "Borrelia Burgdorferi;" \$1,871,843. Janis J. Weis, Principal Investigator.
18. University of Utah – National Institutes of Health/National Institute on Drug Abuse; "Inflammatory CNS Cytokines;" \$1,868,750. Lorise C. Gahring, Principal Investigator.
19. University of Utah – National Institutes of Health; "Pancreas Development;" \$1,868,750. Charles L. Murtaugh, Principal Investigators.
20. University of Utah – National Institutes of Health; "Sphingolipids;" \$1,868,750. Scott Summers, Principal Investigator.
21. University of Utah – National Institutes of Health; "Diabetes in Hemochromatosis;" \$1,868,750. Donald McClain, Principal Investigator.

22. University of Utah – National Institutes of Health; “Hemochromatosis Modifier Genes;” \$1,868,750. James P. Kushner, Principal Investigator.
23. University of Utah – National Institutes of Health; “Mammalian Phototransduction Role of CGMP and Calcium;” \$1,868,750. Wolfgang Baehr, Principal Investigator.
24. University of Utah – National Institutes of Health; “Ribosomal Function;” \$1,857,975. John F. Atkins, Principal Investigator.
25. University of Utah – National Institutes of Health/National Institute for Diabetes; “Renal Function of PPAR Gamma;” \$1,844,000. Tianxin Yang, Principal Investigator.
26. University of Utah – National Institutes of Health; “Drosophila Embryos;” \$1,681,875. Anthea Letsou, Principal Investigator.
27. University of Utah – National Institutes of Health/National Institute for Allergy & Infectious Diseases; “Role of H₂O;” \$1,681,875. Xinjian Chen, Principal Investigator.
28. University of Utah – National Institutes of Health/National Institute for Allergy & Infectious Diseases; “Regulation of Cr2/CD21;” \$1,681,875. John H. Weis, Principal Investigator.
29. University of Utah – National Institutes of Health; “Nicotine Receptors and Cox2 in the Aging Brain;” \$1,495,000. Scott W. Rogers, Principal Investigator.
30. University of Utah – National Institutes of Health; “Consequences of AF;” \$1,495,000. Mohamed Hamdan, Principal Investigator.
31. University of Utah – National Institutes of Health; “MSORG;” \$1,328,541. Steven C. Hunt, Principal Investigator.
32. University of Utah – Children’s Hospital of Pittsburgh; “TBI Hypothermia;” \$1,045,825. Douglas Lee Brockmeyer, Principal Investigator.
33. Utah State University – National Institutes of Health; “Understanding the Mechanisms of CO and FE-type Nitrile Hydratases;” \$1,465,190. Richard Holz, Principal Investigator.
34. Utah State University – USDA Cooperative State Research Service; “Implementation of Western Region Sustainable Agriculture Research and Education (SARE) Proposal;” \$2,682,698. V. Rasmussen, Principal Investigator.
35. Utah State University – SAGEM; “Cryogenics Test of the Nirspec Instrument;” \$1,157,572. Vern Thurgood, Principal Investigator.

36. Utah Valley State College – National Science Foundation; “STEM Talent Search: Mechatronics Lab and Curriculum Development;” \$1,900,000. Gordon Stokes, Principal Investigator.
37. Utah Valley State College – TRIO Educational Opportunity Center: Student Preparation for Higher Education;” \$1,200,000. Barney Nye, Principal Investigator.

C. Grant Awards

1. University of Utah – National Science Foundation; “Proposal to Operate and Analyze Data from the High Resol....”; \$1,200,001. Charles Jui, Principal Investigator.
2. Utah State University – NASA Jet Propulsion Laboratory; “Wide-field Infrared Survey Explorer (WISE);” \$1,824,213. Scott Schick, Principal Investigator.

D. Proposed Policy Revisions (Attached)

1. R512, Determination of Resident Status. During the 2006 legislative session, the Utah Legislature passed two bills, HB 232 and SB 174, amending the statute defining “resident student.” HB 232 provides that United States Armed Forces personnel who had Utah residency immediately prior to being deployed to active duty outside Utah, and who, during the period of deployment, establish residency in another state, may immediately become eligible for resident student status in Utah upon re-establishing residency at the end of their active duty deployment. S.B. 174 grants resident student status to members of the Utah National Guard, regardless of their residence. Policy R512 has been revised to reflect these amendments
2. Replacement R915, Staff Employee Separations, is limited to non-disciplinary separations from OCHE employment such as resignations, job abandonment, retirement, or unavailability.
3. Current policy R952, Discrimination, Harassment, and Staff Employment Grievances, is replaced by R951, Staff Employee Grievances, and R952, Discrimination and Sexual Harassment Complaints. The procedural due processes for the two types of complaints are sufficiently distinct as to warrant that they be handled pursuant to separate policies.
4. R963, Reduction in Force and Severance Pay, replaces policies R963, Reduction in Force, and R965, Payment in Lieu of Notice. It provides additional guidance to the reduction in force, required notice of action, severance pay in lieu of notice, and the employee’s grievance rights.
5. R964, Corrective Action and Termination of Staff Personnel, replaces policy R964, Disciplinary Sanctions of Staff Personnel. The new policy allows for limited or expedited procedures and review where less serious corrective actions are proposed, while giving full weight and consideration of issues where serious action, such as termination or demotion, are to be taken. Procedures are set forth to guide the application of the policy.

Richard E. Kendell, Commissioner

REK:jc
Attachments

MINUTES OF MEETING
UTAH STATE BOARD OF REGENTS
BOARD OF REGENTS' OFFICES, SALT LAKE CITY, UTAH
MARCH 10, 2006

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**MINUTES OF MEETING
UTAH STATE BOARD OF REGENTS
BOARD OF REGENTS' OFFICES, SALT LAKE CITY, UTAH
MARCH 10, 2006**

Regents Present

Nolan E. Karras, Chair
Jed H. Pitcher, Vice Chair
Jerry C. Atkin
Janet A. Cannon
Rosanita Cespedes
David J. Grant
Greg W. Haws
Meghan Holbrook
James S. Jardine
Michael R. Jensen
David J. Jordan
Gaby Kingery
Josh M. Reid
Sara V. Sinclair
Marlon O. Snow

Regents Excused

Daryl C. Barrett
Bonnie Jean Beesley
Katharine B. Garff

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
David S. Doty, Assistant Commissioner and Director of Policy Studies
Harden R. Eyring, Director of Human Resources
Carrie Flamm, Executive Director, Utah Student Association
Brian Foisy, Assistant Commissioner for Financial Services
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
Kevin Walthers, Assistant Commissioner for Finance and Facilities
Lynne N. Ward, Director, Utah Educational Savings Plan
Gary S. Wixom, Assistant Commissioner for Academic Affairs

INSTITUTIONAL REPRESENTATIVES

University of Utah

David W. Pershing, Senior Vice President for Academic Affairs
A. Lorris Betz, Senior Vice President for Health Sciences/Dean, School of Medicine
Paul T. Brinkman, Associate Vice President for Budget and Planning
Jack Brittain, Dean, David Eccles School of Business
Arnold B. Combe, Vice President for Administrative Services

John G. Francis, Associate Vice President for Undergraduate Studies/Deputy Chief Academic Officer
Leslie Park, Academic Advisor, University College
Michael G. Perez, Associate Vice President for Administrative Services
Laura Snow, Special Assistant to the President/Secretary to the University
Russell K. Van Vleet, Assistant Professor, College of Social Work
Peter Bruce, Student
Casey Bullock, Student
Raquel Friddle, Student
Maria L. Rodriguez, Student
Erik Skoy, Student
Erika Thompson, Student
Lindsay Thurgood, Student

Utah State University

Raymond T. Coward, Provost
Whitney J. Pugh, Director, Budget Office

Weber State University

F. Ann Millner, President
Brad Mortensen, Assistant Vice President for Support and Auxiliary Services
Norman C. Tarbox, Vice President of Administrative Services

Southern Utah University

Steven D. Bennion, President
Abe Harraf, Provost
Gregory L. Stauffer, Vice President for Administrative and Financial Services
Micah Paul Keith, Student Body President

Snow College

Michael T. Benson, President
Bradley A. Winn, Provost

Dixie State College

Lee G. Caldwell, President
Donna Dillingham-Evans, Academic Vice President
Stanley J. Plewe, Vice President of College Services

College of Eastern Utah

Ryan L. Thomas, President
Michael King, Provost and Vice President for Academic Affairs

Utah Valley State College

William A. Sederburg, President

Brad Cook, Vice President for Academic Affairs
Linda Makin, Director of Budgets
Val Peterson, Vice President for Administration & External Affairs
J. Karl Worthington, Associate Vice President of Academic Affairs

Salt Lake Community College

Cynthia A. Bioteau, President
Julie Curtis, Assistant Vice President for Academic Services
Kent Ferrel, Interim Vice President for Business Services
David Richardson, Vice President for Academic Services

Utah College of Applied Technology

Darrell K. White, Interim President
Jared Haines, Vice President for Instruction and Student Services

Representatives of the Media

Shinika Sykes, *Salt Lake Tribune*
Amy Stewart, *Ogden Standard Examiner*
Erin Stewart, *Deseret Morning News*

Others

Thomas C. Anderson, Office of the Attorney General
William T. Evans, Education Division Chief, Office of the Attorney General
Keith Stepan, Director, Division of Facilities Construction and Management

Chair Karras called the meeting to order at 8:30 a.m. and welcomed everyone. Due to an accident on I-15 southbound, several of the Regents and Presidents were delayed in arriving.

Remodeled Meeting Space. Commissioner Kendell explained that when the Regents purchased the Board of Regents Building, the owner had set aside some money for interior remodel of the street level. That funding, plus revenue from UHEAA operating funds, was used for the remodel. The new configuration provides more and better space for meetings and will be more accommodating. UHEAA saved millions of dollars in the purchase of the building and pays most of the operating costs for the building. All access to the building must now come through the lobby level. Chair Karras said in addition to Board of Regents meetings, other groups and conferences will be held in the new space.

Legislative Update

Stating that his job called for equal parts of humor, patience and hope, and in remembrance of the International Olympics just ended, Commissioner Kendell gave his "Top Ten List" of reasons Utah's legislative session should have been held in Torino, Italy.

Tax cuts clearly dominated the 2006 legislative session. Roads were a major priority, as was public education. Commissioner Kendell congratulated public education for their success. He noted that 60 percent of the increase in revenues will be taken by tax cuts, transportation, and public education. Higher education – including UEN, UMEC and UCAT – received nearly \$40 million, much of it going to compensation, as well as \$100 million for capital projects. Commissioner Kendell expressed his appreciation to Associate Commissioner Buhler and the Commissioner's finance staff, as well as the institutional presidents and their legislative representatives.

Associate Commissioner Buhler referred to Replacement Tab A, which contained a written report and updated appropriations figures. He asked Associate Commissioner Spencer to report on the budget.

Budget. Dr. Spencer gave a slide presentation which showed the budget actions during the 2006 General Legislative Session affecting higher education. There has been significant growth in transportation funding over the three-year period from FY 2005 (1.86% of the state budget) through FY 2007 (6.3% of the state budget). During that same period, higher education's proportion of the state budget has dropped from 16.4% to 14.6%. At the close of the session, 6% of the state budget was left on the table for the tax cut, to be allocated in a special session. Of the \$1.2 billion surplus, higher education received 3.7%. One of the slides reflected the trend in proportion of state appropriations to higher education, from a high in 1993 of nearly 18% to slightly over 13% in FY 2007. Other slides showed how the \$34.5 million in ongoing funds and \$39.6 million in new funds will be allocated.

Associate Commissioner Spencer said higher education received the funding requested for fuel and power increases and several other items. New initiatives will fall to second-tier tuition, if they are funded at all.

Capital Facilities. Higher education received 50% of the requested funding for O&M of state-owned facilities, as well as 62% of the state-funded capital improvement projects. New buildings were approved for UVSC (library) and the Uintah Basin Applied Technology College.

Legislation. Associate Commissioner Buhler referred to his written report and commented briefly on a few of the bills that impacted higher education. He then summarized the "Lessons Learned" (page 3) and pointed out the need for higher education to develop a clear, credible and consistent message. Students remain an important part of the USHE team at the legislature. Mr. Buhler expressed his appreciation to the co-chairs and members of the Higher Education Appropriations Subcommittee for listening to and advocating higher education's needs. He also recognized the legislative representatives and thanked them for their hard work in representing the Utah System of Higher Education as well as their own respective institutions.

New Century Scholarship. Regent Jordan asked about funding for the New Century Scholarship. Associate Commissioner Buhler responded that higher education had been successful in obtaining some funding each year for this program. Legislation was enacted a few years ago to provide that if funding is not made available, participation could be limited. All of the state appropriation for the New Century program goes into scholarships; nothing has been charged to overhead. Regent Grant asked if additional funding could be allocated during the special session. Mr. Buhler responded that, presently, the only agenda item for the special session is the income tax cut. Commissioner Kendell said higher education officials are in the process of changing the intent of the program from early graduation to quality education. It is also planned that students who complete a more rigorous math and science curriculum would be eligible for a New Century Scholarship as well as those who attain an Associate's Degree while still in high school. It is hoped that both the New Century Scholarship and the Regents' Scholar Award prove to be so popular that the legislature will appropriate more funding.

Concurrent Enrollment. Commissioner Kendell noted the State Board of Education had taken a formal position the previous week, asking the Governor to veto HB 151, *Adjustments in Funding for Concurrent Enrollment*. Enrollment in concurrent enrollment has increased greatly, while state appropriations have been cut. A well balanced task force (five members from public education, five members from higher education) worked at length on this. Concurrent enrollment is presently funded at \$34 (per credit hour) but costs \$60 (per credit hour). The task force came to the conclusion that we should try to seek a minimum of \$50 per credit hour and recommended a fee to make up the difference. HB 151 was approved prior to the appropriation bill, so no one knew until the last night of the session whether a fee would be needed to fund concurrent enrollment. The intent was to protect concurrent enrollment because enrollment numbers fluctuate.

Commissioner Kendell said his preference would be for the Governor to refer this issue to the K-16 Alliance rather than to veto HB 151. We also need to look at the distribution of the funding in order to ensure that disadvantaged students are able to enroll in concurrent enrollment courses. The Commissioner said he was confident the issue could be resolved amicably. He noted that concurrent students saved themselves and their families \$17 million in tuition charges for the past year, and the state saved \$16.5 million in appropriations to higher education.

Regent Cannon said public education appreciated the increase in WPU funding. Many programs they wanted, to improve opportunities for minorities and homeless students, were not funded. She commented that the State Board of Education had a lengthy, lively discussion in its last meeting about concurrent enrollment. They favored a \$2.3 million appropriation to bring funding up to the \$50 level. They were concerned about the wording of "up to \$30 per credit hour." In addition, there was great concern on the part of SBE members that low-income students, as well as many middle-income students, would not be able to participate. Public education also wanted to know exactly how/where the money would be spent.

Commissioner Kendell said there was no intent to request a \$30 fee in addition to the appropriation. They were parallel tracks. With the \$2.3 million appropriation, a fee would not be needed this year. Higher education would prefer state funding but requested a fee if appropriations were not made.

Regent Jardine asked if a concurrent enrollment fee would qualify for a waiver on the basis of inability to pay. (It would.) Commissioner Kendell said if HB 151 is vetoed, higher education will have no fees. With no fees, there would be no funding for financial aid, and higher education would be left without this revenue source. Had HB 151 become law, approximately one-third of the funding would go to higher education. Part of that money would be used for under-served students. Fee waivers from public education would be a better option for disadvantaged students. New fees would be used to support concurrent enrollment.

Chair Karras said the issue before the State Board of Education was that the Governor has 20 days in which to veto any bills, and public education wanted to give their input. The decision will ultimately be the Governor's.

Regent Snow moved that the Board approve a resolution authorizing Commissioner Kendell to work in good faith with the State Superintendent and the task force already in place to reach an agreement on concurrent enrollment, in order to eliminate the need for Governor Huntsman to veto HB 151. The motion was seconded by Regent Atkin and was adopted unanimously.

Regent Haws reported that the first motion adopted by the State Board of Education had the same intent – to try to work through the issue of concurrent enrollment. Later in the meeting, the Board decided to take a stronger position and voted to request the Governor to veto HB 151. The Board's concern was that if the fee were legislated, it would remove the pressure for the Legislature to appropriate funds in future years.

Regent Sinclair said she was concerned that this issue might tear the fabric of unity between public education and higher education. Chair Karras assured her that members of the K-16 Alliance are trying to understand the sensitivities of each other's issues. Our systems are working together for the betterment of our students. He praised Commissioner Kendell's sound leadership. Chair Karras said there would be more opportunity for discussion this summer to unitedly prepare for the next legislative session. We need to make the case for a quality education, and that it comes at a cost.

Administration of Oath of Office to Regent Greg W. Haws

Chair Karras administered the Oath of Office to Greg Haws, the new State Board of Education representative on the State Board of Regents. He noted that during the brief time he was able to teach at Weber State University, Regent Haws was one of his students. He welcomed Regent Haws to the Board and asked him to briefly introduce himself. Regent Haws said he was from Hooper, where he was a CPA for 15 years before being elected to public office. He served four years as Weber County Auditor/Treasurer. He is involved in real estate and owns a restaurant in Layton. Regent Haws quipped, "My children and my money went to BYU but my heart is at Weber State," where he taught accounting for many years. He has filed for reelection to the State Board of Education and said he was pleased to serve on the State Board of Regents.

The Regents adjourned to their respective committees at 9:47 a.m., and the Committee of the Whole reconvened at 11:12 a.m.

Tuition Increases

Commissioner Kendell referred to Replacement Tab S. Legislation specifies that compensation increases are locked into tuition. The legislature approved a 3.5% compensation increase this year, of which one-half percent must be funded internal to the health care plans of the higher education institutions. One-third of the compensation increase must come from student tuition.

Commissioner Kendell recommended a systemwide first-tier tuition increase of 4%. He explained that this should cover the amount of funding needed for compensation increases. Second-tier tuition is set by the institutions following their Truth in Tuition hearings but is subject to approval of the Regents. The Commissioner explained the second-tier tuition requests on page 2 of his cover memo to Tab S. UCAT and UEN increases were also itemized.

Vice Chair Pitcher asked President Bioteau why she was not requesting a second-tier tuition increase. President Bioteau said tuition for SLCC students was already 135% of peer institutions. As long as compensation and utilities were funded, no additional increase was necessary this year.

Regent Jordan expressed concern about the large tuition increase requested by Dixie State College and asked President Caldwell to justify his request. President Caldwell explained that when he was first appointed president of Dixie State College, he asked the Commissioner's staff to travel to St. George to assist him with some issues. One of the big issues was Dixie's budget. The Commissioner's Office recommended a tuition increase and elimination of the two-tier tuition policy. They also recommended a decrease in upper-division tuition. Even with the proposed increase, Dixie's tuition will still be below peer average. Most of the tuition revenues will go into hiring additional full-time faculty and reducing the proportion of full-time to adjunct faculty. The additional funding will also enable college officials to reduce the high credit load for teachers. Part of the money would also be used to address need-based financial aid. Regent Grant noted that had President Huddleston proposed tuition increases consistent with the System for the past few years, Dixie's budget would contain an additional \$3.5 million.

Regent Jordan asked President Caldwell what percentage of the total instructional hours at Dixie is in lower division courses. President Caldwell said 95% of Dixie's courses are taught at the lower division. Regent Jordan expressed concern about asking lower-division students to pay for the expanding mission of Dixie State College. The legislature made DSC a baccalaureate degree-granting institution, but a mission change comes with a price tag. The legislature needs to pay for this mission change rather than expecting the students to absorb the cost. Dixie has a community college mission at its core. He asked for assurance that the tuition revenues would not be diverted for the expansion of programs at the baccalaureate level. President Caldwell said Dixie had experienced a large turnover because of retirement. The college has been able to add more Ph.D.-qualified faculty but still needs to address core quality issues. Regent Kingery asked President Caldwell for his tuition projections for the next three to five years. President Caldwell said, based on the Commissioner's recommendation, the college would likely have another year at a similar level of increase. Regent Jardine suggested that Dixie's reference points should be SLCC, Snow and CEU.

Commissioner Kendell said he supported Dixie's request, but clarified that this was not a two-year endorsement. The data will be studied and the situation addressed again next year. He agreed with Regent Jordan that if the legislature is going to change an institution's mission, they should take financial responsibility for the cost of that change. Senator Hickman made it clear that money for new programs in his proposed bill SB 121 would not have come from other higher education budget priorities. Commissioner Kendell said he had encouraged Dixie officials to adopt a single tuition schedule. He indicated that he also supported the hiring of additional full-time faculty to replace adjuncts and/or converting adjunct faculty to full-time faculty. He stressed that Dixie State College is the community college for Southern Utah. They will offer bachelor's degrees, but they will always play the community college role.

Regent Grant referred to Attachment 3 and asked if it would be beneficial to look at the distribution of 1-20 credit hours across the system. Commissioner Kendell explained that each institution develops policies on incentives for students to take more credit hours. He said he was willing to look at the distribution of credits to see if some patterns might be useful. Regent Jordan recommended that Commissioner Kendell lead the discussion of this issue but that he let the Presidents drive it. The Regents should be guided by the Presidents because they best know their institutions. Regent Grant asked about a weighted one-hour cost average by institution across the system. President Caldwell pointed out that many students on scholarships are taking a minimum number of credits. Also, a majority of USHE students work and are limited in the numbers of hours they can be in classes.

Regent Grant moved approval of the Commissioner's recommendations to: (1) finalize the first-tier tuition increase at 4 percent for all USHE institutions, (2) approve the final second-tier tuition proposals for each institution as described in Attachment 2 to Replacement Tab S, and (3) authorize the tuition rates for UCAT, UCAT General Education, and Utah Electronic College. Regent Atkin seconded the motion. Vote was taken on the motion, which was adopted.

Vice Chair Pitcher moved that the Regents convene in executive session to discuss "the character, professional competence, or physical or mental health of an individual or individuals." The motion was seconded by Regent Sinclair and was adopted.

Following an executive session luncheon meeting, the Regents reconvened in Committee of the Whole at 1:30 p.m.

Retirement of President Steven D. Bennion. Chair Karras distributed copies of an editorial from the *Deseret Morning News* recognizing President Bennion, who has been called as an LDS Mission President in New York City. President Bennion remarked that going from Ephraim to Rexburg to Cedar City and then to the "Big Apple" was quite a change. He thanked the Regents for their support and expressed his appreciation to the SUU staff with whom he works. After his return from New York, he hopes to teach at SUU. Chair Karras said President Bennion knows his students and their achievements. Students are clearly his priority.

Programs Committee

Utah State University – Bachelor of Arts and Bachelor of Science Degrees in Religious Studies (Tab B). Chair Jardine noted that similar programs exist across the country. This is a well respected program. One application will be for military personnel to learn of the religion(s) in the areas to which they are deployed. The Program Review Committee (PRC) approved the request, as did the Programs Committee. Regent Jordan pointed out that there are two endowed chairs in this program. **Chair Jardine moved approval of the University's request for Bachelor of Arts and Bachelor of Science Degrees in Religious Studies. Regent Pitcher seconded the motion, which was adopted.**

Weber State University – Bachelor of Arts and Bachelor of Science Degrees in Philosophy (Tab C). Chair Jardine noted that Weber State University has had philosophy classes, but there is now student demand for baccalaureate degrees. This program falls within Weber's mission, and the University is prepared for the program. **Chair Jardine moved approval of Weber State University's request for Bachelor of Arts and Bachelor of Science Degrees in Philosophy. Regent Pitcher seconded the motion, and it was adopted.**

Utah Valley State College – Bachelor of Science Degree in Information Systems (IS) and a Related Interdisciplinary Minor in Information Systems (Tab D). Chair Jardine explained that classes and Associate Degrees had been offered in this program. There is high market demand, and the program is appropriate for the College's mission. **Chair Jardine moved approval of UVSC's Bachelor of Science Degree and Interdisciplinary Minor in Information Systems. Vice Chair Jordan seconded the motion, which was adopted.**

Salt Lake Community College – Revised Mission Statement (Tab E). Chair Jardine asked President Bioteau to explain the evolution of the college's mission statement. President Bioteau said the revised mission statement had evolved with input from advisory committees. A college-wide strategic committee developed three different mission statements which were sent to the entire college for opinions and suggestions. Community meetings were held last fall to get input. The proposed mission is constant in its purpose but brings a more contemporary importance to the partnerships with business and industry, community, and transfer education. Chair Jardine reported the committee had remarked that it was a model of vision and clarity. **Chair Jardine moved adoption of Salt Lake Community College's revised mission statement. Regent Atkin seconded the motion, which was adopted.**

Proposed Policy R468, Regents' Scholar Award (Tab F). Chair Jardine said the Commissioner requested approval of the concept and authorization to move this policy forward in conjunction with the K-16 Alliance. The policy, which was enthusiastically approved by the Programs Committee, provides an additional incentive for achieving students. Commissioner Kendell said the Regents' Scholar Award could have the potential of being a "big gear" in this state. It will require raising some money for scholarships, but this will be done. Chair Jardine said questions had been raised in committee about whether there are sufficient teachers for the additional courses, should this become a popular option. **Chair Jardine moved approval of Policy R468, Regents' Scholar Award. Regent Jensen seconded the motion, which was adopted.**

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

University of Utah –

- A. The Utah Criminal Justice Center
- B. Graduate Certificate in Biomedical Informatics
- C. Center for Integrated Design and Construction

Information Calendar (Tab H). Chair Jardine offered to respond to questions on the Information Calendar items.

Finance, Facilities and Accountability Committee

USHE – Proposed 2006-2007 Fee Increases (Tab I). **Chair Atkin referred to Attachment 1 of Replacement Tab I and moved approval of the recommended fee schedules as presented. Regent Holbrook seconded the motion, and it was adopted.**

USHE – Proposed Revisions to Policy R513, *Tuition Waivers and Reductions* (Tab J). Chair Atkin reported that the proposed policy revisions were to provide compliance with HB 66, which was enacted by the recently completed legislative session. The bill repealed the sunset date of July 2009 for the existing 500 waivers previously granted to the USHE and also authorized an additional 400 non-resident transition waivers for the system. The 900 waivers were reclassified to more efficiently meet the needs of the institutions. Attachment 1 to Tab J outlined the new allocation of awards to the institutions. **Chair Atkin moved approval of the proposed revisions to Policy R513. The motion was seconded by Regent Jensen and adopted.**

University of Utah – Authorization for Increased Differential Tuition for MBA and Other Business Master's Degree Programs (Tab K). Chair Atkin said the demand was straight-forward and consistent with what other institutions are doing. The request was for a two-year phased increase, from \$1250 per semester in 2005-2006, to \$1550 per semester in 2006-2007, and \$1850 per semester in 2007-2008. Approximately 600 students per year would be affected by the tuition differential. Currently, 23 graduate programs at the four USHE universities have differential tuition. **Chair Atkin moved approval of the University's request for an increased differential tuition for its MBA and other business Master's Degree programs. Regent Holbrook seconded the motion, which was adopted.**

University of Utah – Authorization for New Differential Tuition for Undergraduate Business Degree Programs (Tab L). Chair Atkin reported strong demand for the need to hire instructors in business programs. The proposed increase will put the cost closer to market. Regent Jensen asked if a differential tuition was appropriate for undergraduate programs. Senior Vice President Pershing responded that the University does not intend to come back to this Board for approval of tuition differential unless national norms require it to hire competitive faculty. University officials concluded that it did not seem fair to students in other programs to absorb the increased costs for specific programs. Regent Jardine recalled that he was Chair of the University of Utah Board of Trustees when the first tuition differential was enacted for the Graduate School of Medicine. He asked for assurance that the Regents would not be "breaking a contract" with earlier agreements. Dr. Pershing said the tuition differential would be phased in and only applies to the core business courses, not pre-business courses. **Chair Atkin moved approval of the University's request for a differential tuition in its**

undergraduate Business Degree programs. Regent Reid seconded the motion, which was adopted by the Board.

Utah State University – Land Sale to Utah Power for Substation (Tab M). Chair Atkin reported that there is critical need for a new substation to support the Innovation Campus and other city needs. Utah Power is willing to pay full market value (approximately \$325,000) for a 2.6-acre parcel of land used by the College of Agriculture and the Agriculture Experiment Station. Proceeds from the sale will be used to support College of Agriculture and Agriculture Experiment Station research activities. **Chair Atkin moved approval of the sale. Regent Jensen seconded the motion. Regent Karras noted a conflict of interest because he serves on the Utah Power Board of Directors. The motion was adopted.**

Salt Lake Community College – Purchase of Property Adjacent to South City Campus (Tab N). Chair Atkin reported that the agenda item had been withdrawn at the request of the institution.

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

- A. USHE – Money Management Reports
- B. Proposed Revisions to Policy R506, *Inventory of Budget-Related and Self-Supporting Courses*
- C. UofU and USU – Capital Facilities Delegation Reports

USHE – 2006-2007 Data Book (Tab P). Chair Atkin noted that the USHE Data Book was now available on CD, which saved \$3,500 in printing costs. He encouraged the Regents to read the Executive Summary. This report was for information only.

University of Utah – Briefing on Proposed Hospital Expansion/Follow-up to Regents' Executive Committee Meeting on February 7, 2006 (Tab Q). Chair Atkin explained that the University Hospital's expansion plan was accelerated due to rising construction costs and the process of adding additional floors to the west wing. This expansion will increase the cost of the project from \$90 million to \$120 million. It was approved by the Executive Committee on February 7 in order to get bonding approval from the legislature, and the legislature approved the bond in its general session. The Regents will receive a final report and details of the bonding in April. Senior Vice President Lorris Betz and Gordon Crabtree, Interim CEO of the University Hospital, gave a brief explanation of the project and responded to questions.

Utah Valley State College – Briefing on Proposed Lease-Purchase of Building for Culinary Arts Program (Tab R). Chair Atkin reported that UVSC was exploring options for a lease-purchase agreement on a facility to house its Culinary Arts Program. Final approval will be requested in a later meeting. The report was provided for information only; no action was required.

Chair Karras pointed out that approval of the minutes of the Executive Committee meeting on February 7 included ratification of actions taken during that meeting. **On motion by Regent Sinclair and second by Regent Atkin, the following items were approved on the Regents' General Consent Calendar:**

- A. Minutes –
 - 1. Minutes of the Regular Meeting of the State Board of Regents held January 11, 2006, at Salt Lake Community College, Salt Lake City, Utah
 - 2. Minutes of Meeting of the Executive Committee of the State Board of Regents held February 7, 2006, including ratification of actions taken by Executive Committee
- B. Grant Proposals – On file in the Commissioner's Office
- C. Grant Awards
 - 1. University of Utah – National Institutes of Health; National Institute of Children's Health & Human Services; "Multicenter Network of Maternal Fetal Medicine Units;" \$2,886,875. Michael W. Varner, Principal Investigator.
 - 2. Utah State University – NASA Jet Propulsion Laboratory; "Wide-field Infra-red Survey Explorer (WISE);" \$3,484,740. Scott Schick, Principal Investigator.
 - 3. Utah State University – NASA Jet Propulsion Laboratory; "Wide-field Infra-red Survey Explorer (WISE);" \$2,406,078. Scott Schick, Principal Investigator.

Commissioner's Report

Commissioner Kendell thanked President Bennion for his many contributions to the state and the Utah System of Higher Education. He wished President Bennion well and said he would be missed.

A framed photograph of the Board was given to each Regent.

The USHE Data Book is accessible online, and the CD is very convenient. Commissioner Kendell expressed his appreciation to Associate Commissioner Spencer and his staff for a job well done.

The Commissioner reviewed the notable accomplishments at each of the USHE institutions and commented briefly on each one.

Commissioner Kendell commented on an article from the *Deseret Morning News* which was in the Regents' folders regarding the Utah Educational Savings Plan. The program has over \$1.2 billion in assets with more than 60,000 subscribers, and the staff is constantly expanding to keep up with the demand. The Commissioner reminded everyone that income tax reform is underway in Utah. Preserving the income tax credit

is a positive thing for the state as well as UESP subscribers. During the recent session, Executive Director Lynne Ward spoke personally with most of the legislators to stress the importance of the UESP program.

Commissioner Kendell referred to the USHE 2006 Report Card which had been distributed to the Regents and Presidents. He pointed out the increase in earning capability with each level of postsecondary education. In 1975, students who dropped out of high school had a slight advantage over graduates. Income for high school graduates, as compared to drop-outs, is now greater by a large margin. With each degree or year of postsecondary training or education, the income level is greatly increased. This report stresses the importance of education beyond high school.

Report of the Chair

Chair Karras introduced Joan Kendell (the Commissioner's wife) and happily reported that she was a graduate of Weber High school.

Chair Karras expressed his appreciation to Commissioner Kendell, Associate Commissioner Buhler, and the higher education legislative team. At one point it appeared that the total appropriation for higher education would be minimal, but the Senate provided the ability to fund some of the programs. Chair Karras thanked the Senate for their advocacy and tenacity. He encouraged the Regents, Presidents and others to personally thank their Senators and Representatives for their support of higher education, especially the Higher Education Appropriations Subcommittee. Chair Karras also thanked the Presidents for the great job they do every day.

Adjournment

Regent Snow moved the meeting be adjourned. The motion was seconded by Vice Chair Pitcher, and the meeting was adjourned at 2:15 p.m.

Joyce Cottrell CPS
Executive Secretary

Date Approved

R512, Determination of Resident Status

We are still receiving input from the USHE institutional residency officers regarding Policy R512. A final copy of the policy, with proposed revisions, will be hand carried to the meeting.

DRAFT R915, Staff Employee Separations

R915-1. Purpose

To outline the policy with respect to staff employee separations that are non-disciplinary. Separation from OCHE employment occurs when an employee is removed from the payroll because of resignation, job abandonment, retirement, or unavailability.

R915-2. References

2.1. Policy and Procedures [R928](#), Leaves of Absence (Health-Related)

2.2. Policy and Procedures [R951](#), Staff Employee Grievances

2.3. Policy and Procedures [R952](#), Discrimination and Sexual Harassment Complaints

2.4. Policy and Procedures [R962](#), Retirement Programs

2.5. Policy and Procedures [R964](#), Corrective Action and Termination of Staff Personnel

R915-3. Definition

3.1. Staff Employment Separations - Staff employment separations occur when an employee is no longer an employee of OCHE, due to resignation, job abandonment, retirement, or an employee's unavailability.

R915-4. Policy

4.1. Resignation - An employee may terminate his/her employment with OCHE by submitting an oral or written resignation to his/her supervisor.

4.1.1. An employee in an "exempt" (Fair Labor Standards Act) position who resigns his/her position should when possible provide four (4) weeks advance notice; and

4.1.2. An employee in a "non-exempt" (Fair Labor Standards Act) position who resigns his/her position should when possible provide two (2) weeks advance notice.

4.2. Finalizing or withdrawing a resignation

4.2.1. Supervisors should acknowledge the receipt and acceptance of both oral and written resignations in writing. Written acceptance of a resignation is to be either delivered personally to the employee, sent by email, or sent by U.S. mail to his/her last known address. Written acceptance of a resignation is effective upon delivery if delivered personally, upon sending if emailed, and upon mailing if sent by U.S. mail.

4.2.2. Unless and until the supervisor delivers, sends or mails written acceptance of a

resignation, the employee may withdraw his/her resignation within twenty-four (24) hours (by the same time on the next business day) after s/he has submitted it. Withdrawal of a resignation must be in writing and must be delivered to the supervisor within this twenty-four (24) hour period. Even within this twenty-four (24) hour period, no resignation can be withdrawn after the delivery, sending, or mailing of a written acceptance, without director approval.

4.3. Retirement - Retirement is a type of resignation. An employee may retire when s/he is eligible and applies for receipt of benefit payments or annuities under the applicable benefit program in accordance with R962, Retirement Programs.

4.4. Job Abandonment - An employee abandons his/her position, and his/her employment with OCHE will be discontinued, by failing to come to work for three (3) consecutive scheduled workdays and failing to follow his/her work unit's notification procedure.

4.4.1. On or after the first day missed without notice, the work unit will endeavor to contact the employee to determine why the employee has failed to report to work.

4.4.2. If an employee returns after 1 or 2 days without notice, s/he will be subject to corrective action in accordance with R964.

4.4.3. If an employee fails to report to work for three (3) consecutive days, s/he may be subject to separation from employment, even if s/he returns to work on the fourth day.

4.4.5. Separations under this provision of this policy must not occur until the work unit consults with and has the approval of Human Resources.

4.4.6. Human Resources shall provide written notice to the employee of the separation. Written notice is to be delivered personally to the employee or mailed to his/her last known address.

4.5. Separation Due to Unavailability - An employee may be separated from employment on the basis of unavailability when the employee is unable to return to his/her position after all approved leave has been exhausted and there is no reasonable alternative available that would allow the employee to return to his/her position and perform the functions of his/her job. Reasonable alternatives may include, but not be limited to, a reasonable accommodation requested in accordance with the Americans with Disabilities Act, an unpaid extended medical leave, or a business adjustment.

4.5.1. Prior to implementing a separation due to unavailability the work unit shall provide the employee written notice of the following:

4.5.1.1. the pending separation;

4.5.1.2. the reason for the action (i.e., the employee is unable to return to work);

4.5.1.3. the proposed effective date of the separation; and

4.5.1.4. the opportunity to propose reasonable alternatives that would allow the employee to return to work. The employee must submit his/her proposed reasonable alternatives in

writing within five (5) working days to Human Resources.

4.5.2. At the conclusion of the five (5) day response period, and after taking into consideration any proposed alternative or other information the employee may have offered, the work unit must consult with and obtain the approval of Human Resources before separation can occur.

4.5.3. Human Resources shall provide written notice to the employee of the separation. Written notice is to be either delivered personally to the employee or mailed to his/her last known address.

4.6. Separation Logistics - The work unit and Human Resources are responsible to ensure that all OCHE property is returned (keys, ID cards, credit cards, equipment, etc.), all debts are resolved, and all computer/data access discontinued.

(Approved March 18, 2005, proposed replacement April 21, 2006.)

DRAFT R951, Staff Employee Grievances

R952-1. Purpose

To provide an effective means of ensuring fair treatment for regular staff employees seeking to resolve work-related problems or conditions of employment believed to be unfair, inequitable, or a hindrance to effective job performance.

R952-2. References

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

2.2. Policy and Procedures [R910](#), Equal Opportunity and Nondiscrimination

2.3. Policy and Procedures [R951](#), Staff Employee Grievances

2.4. Policy and Procedures [R952](#), Discrimination and Sexual Harassment Complaints

2.5. Policy and Procedures [R954](#), Sexual Harassment and Consensual Relationships

2.6. Policy and Procedures [R963](#), Reduction in Force

2.7. Policy and Procedures [R964](#), Corrective Action and Termination of Staff Personnel

R952-3. Definitions

3.1. **Final and Binding Decision** - A final decision in the grievance process. The grievance is considered closed.

3.2. **Grievance** - The act of appealing an adverse employment action as defined in PPM 2-8, 2-8.1 or 2-9.

3.3. **Grievant/Petitioner** - A staff employee who has filed a grievance.

3.4. **Respondent(s)** - A supervisor and/or manager who responds to a grievance.

3.5. **Advisor** - A person that the grievant and/or respondent has chosen to assist them in the grievance process. An advisor may only be present during Step III of the grievance process.

3.6. **Mediation** - A process by which a trained, neutral third person assists both parties in reaching a mutually acceptable resolution to a work-related grievance. Mediation is completely voluntary. Mediation will occur only when both parties willingly agree to participate. When a party is interested in exploring mediation, that party should contact Human Resources.

3.7. **Employment "At-will"** - Employees who are "at will" do not have access to the Staff Employee Grievance process.

3.8. Probationary Staff - Those staff employees hired for, or reinstated to, a Regular Staff full-time or part-time position and serving a probationary period of at least six (6) months. Probationary staff employees are "at will" employees.

3.9. Regular Staff - Those staff employees who are regularly scheduled to work 20 or more hours per week. Regular staff employees may be full-time (1.0 FTE) or part-time (equal to or greater than .5 FTE but less than 1.0 FTE).

3.10. Temporary Staff - Temporary staff employees may be full-time or part-time, receive no benefits, and are employed "at will." Temporary staff employees are either:

3.10.1. Those staff whose employment is expected to last less than nine (9) months; or

3.10.2. Those staff employees whose employment is expected to last nine (9) months or longer but who do not work at least 20 hours each week for nine (9) continuous months.

3.11. Corrective Action - Includes Written Warning, Final Written Warning, Suspension Without Pay, Demotion and Involuntary Termination.

3.12. Adverse Employment Action - Includes corrective actions, involuntary termination, separation, and reduction in force.

R951-4. Policy

4.1. Informal Resolution - OCHE encourages employees to first discuss potential grievances with their supervisors as appropriate and to seek an informal resolution of work-related problems or conditions of employment that they believe to be unfair.

4.2. Availability of Step I Grievance - The Staff Employee Grievance process set forth in Section 5 is available to all regular full- and part-time staff employees who have completed their probationary period. The staff grievance process is not available to at-will employees or other employees who may be excluded from use of this policy by employment contract.

4.3. Grieving Adverse Employment Actions - This process is available for grieving adverse employment actions, which are defined as a corrective action (written warning, final written warning, suspension without pay, and demotion), involuntary termination, separation, and reduction in force.

4.4. Grievable Aspects of Corrective Action - There are two aspects of a corrective action that can be grieved as outlined in this policy. First, employees can grieve the decision of a manager to take corrective action based on the facts of the situation. Second, employees may grieve the level of corrective action taken. The employee must show that one or both of these decisions made by the manager were arbitrary and capricious.

4.5. Reductions in Force - A Reduction in Force is not grievable except insofar as it is alleged that appropriate OCHE procedures have been violated (see R963).

4.6. Non-Disciplinary Staff Separations - There are two aspects of an R915 separation that can be grieved. First, employees can grieve if they believe that appropriate OCHE procedures have been violated. Second, they can grieve the decision of a manager to separate the employee from

employment based on the facts of the situation.

4.7. Confidentiality - Information disclosed by an employee shall be treated as confidential insofar as it does not interfere with OCHE's legal obligation to investigate allegations of misconduct and to take corrective action or as otherwise provided by law.

4.8. Retaliation - Employees shall not be subjected to retaliation for initiating the grievance process or for participating in the grievance process as witnesses.

4.9. Sexual Harassment or Discrimination - Any employee who feels s/he has been subject to sexual harassment or discrimination on the basis of race, color, national origin, ethnicity, religion, sex, age, disability, sexual orientation, or veteran's status may file a complaint with Human Resources in accordance with R952.

4.10. Time Off with Pay - Reasonable time away from regular work duties with pay during scheduled working hours shall be provided to the parties, their representatives, or any witnesses called to testify, for reasonable time spent participating in the grievance resolution process. Prior to taking time off, employees should first contact Human Resources to determine what constitutes "reasonable time off" given the level of grievance and the impact on the work unit.

4.11. Exceptions to OCHE Policy - A proposed resolution of a grievance that involves an exception to an OCHE policy requires the prior approval of the cognizant Associate Commissioner and the Director of Human Resources, or the Commissioner, as appropriate.

4.12. Strict Timelines - The timeline associated with the grievance process is strict. Exceptions may be granted by the Director for Human Resources or designee for good cause. Time limits stated refer to normal working days and do not include weekends or holidays.

4.13. Grievance of Loss of Employment - Grievances regarding loss of employment will proceed directly to Step III, which is the choice of either a hearing by the Staff Grievance Committee or a review by a higher level supervisor. Such grievances are to be submitted to Human Resources within five (5) working days of receipt of written notice of such termination.

4.14. Dismissal of Grievance - If the employee receives a decision at any step of the grievance process and does not ask for further review of the grievance within the specified time limit, that particular grievance will be closed and not considered further.

4.15. Mediation - At any stage of the grievance process, either party may request mediation to resolve a potential grievance. Mediation will only occur when both parties willingly agree to participate. Mediation is a free service offered to all employees.

4.15.1. If resolution is not reached through mediation, the grievant may withdraw the grievance or engage in the grievance process as discussed below.

R951-5. Step I Grievance—Discussion Between Employee and Immediate Supervisor

5.1. Step I Grievance - Written warnings, demotions and suspensions without pay begin at Step I. Loss of employment moves directly to Step III.

5.2. Informal Resolution - Regular employees who wish to pursue a grievance shall initially

attempt to informally resolve the grievance with their immediate supervisor. The grievant should present the grievance to his/her immediate supervisor within five (5) working days of the event prompting the grievance.

5.3. Supervisor Response - The supervisor will respond to the grievance within five (5) working days of the discussion.

5.4. Request to Progress to Step II - If the grievant feels the matter cannot be prudently discussed or resolved with the immediate supervisor at Step I, the grievant should inform Human Resources that they wish to progress to Step II. In such cases, Human Resources should be notified within five (5) working days of the event prompting the grievance.

R951-6. Step II Grievance—Review by Higher Level Supervisor or Hearing by a Hearing Officer

6.1. Five Days to Request Step II - A grievant has five (5) working days to request a Step II grievance (in writing) upon:

6.1.1. notification of the adverse employment action, if the grievant waives Step I, or

6.1.2. receipt of the Step I decision, if the grievant is not satisfied, or

6.1.3. failure of the supervisor to respond to the Step I grievance within five (5) working days. In this case, the grievant must then make a written request to move to Step II, or

6.1.4. the occurrence of the event prompting the grievance if seeking to skip Step I pursuant to 5.4.

6.2. First Written Warning - A Step II grievance of a first written warning is conducted by the appropriate higher-level supervisor or manager who was not involved in the Step I grievance and was not involved in the actions being grieved.

6.2.1. Upon receipt of the grievance, the higher-level supervisor should render a Step II decision within five (5) working days. In cases of written warnings, this will be the final decision, and the matter will be considered closed.

6.3. Final Written Warning - A Step II grievance of a final written warning will be conducted the same as a written warning, except that the employee may request a review by the cognizant Associate Commissioner or designee (see 6.6 below).

6.4. Demotion or Suspension Without Pay - A Step II grievance of a demotion or suspension without pay consists of a hearing conducted by a “Hearing Officer” chosen from the Hearing Panel. The hearing will be conducted according to the same rules and procedures that govern a Step III grievance hearing.

6.4.1. The employee who is grieving a demotion or suspension without pay may waive a hearing and instead opt to have a Step II grievance conducted by the higher-level supervisor.

6.4.2. Once an employee chooses either a hearing officer or a higher-level supervisor, they may not change their decision.

6.5. Request for Final Review - For final written warnings, suspensions or demotions, upon receipt of the decision by the higher-level supervisor or the hearing officer, the parties have five (5) working days to request a final review and decision by the cognizant Associate Commissioner or designee. The cognizant Associate Commissioner or designee should issue a final decision within ten (10) working days of receipt of the grievance.

R951-7. Step III—Grievance of Loss of Employment

7.1. Loss of Employment - In case of a loss of employment, the grievant may request:

7.1.1. A review by a higher-level supervisor or manager who was not involved in the Step I grievance and was not involved in the actions being grieved, or

7.1.2. A hearing by a Committee comprised of an objective panel of staff members.

7.1.3. Once an employee chooses either a Committee or a higher-level supervisor, they may not change their decision.

7.2. Time Limit - Requests must be made within five (5) working days of notification of the employment action being grieved.

7.3. Review and Recommendations - Upon conclusion of the review by the higher-level supervisor/manager or the hearing by the Committee, they should report their findings and recommendation(s) to the cognizant Associate Commissioner within five (5) working days.

7.4. Review and Written Decision - Upon receipt of the grievance, the Cognizant Associate Commissioner will review the submitted documentation and recommendations and should issue a written decision within ten (10) working days. In the event that the Associate Commissioner was involved in the action being grieved, another Associate Commissioner will review the recommendations and issue a written decision.

7.5. When Commissioner is a Respondent - In cases where the Commissioner is a respondent or otherwise involved in the decision being reviewed, the final decision will be made by an appropriate person designated by the Director for Human Resources in consultation with the Office of the Attorney General.

(Approved July 19, 1983; replaced March 16, 1995. Replaced R951 and R952, March 18, 2005. Amended October 27, 2005. Proposed replacement April 21, 2006.)

R952, Discrimination and Sexual Harassment Complaints

R952-1. Purpose

To provide a guiding policy by which individuals may pursue discrimination and sexual harassment complaints at OCHE.

R952-2. References

2.1. Policy and Procedures [R831](#), Minimum Requirements for Non-Faculty Staff Employment Grievances Policy

2.2. Policy and Procedures [R910](#), Equal Opportunity and Nondiscrimination

2.3. Policy and Procedures [R951](#), Staff Employee Grievances

2.4. Policy and Procedures [R953](#), Americans with Disabilities Act Complaint Procedures

2.5. Policy and Procedures [R954](#), Sexual Harassment and Consensual Relationships

2.6. Policy and Procedures [R963](#), Reduction in Force and Severance Pay

2.7. Policy and Procedures [R964](#), Corrective Action and Termination of Staff Personnel

R952-3. Confidentiality and Non-retaliation

3.1. Privacy of Parties - The privacy of all parties involved in a complaint investigation shall be strictly respected insofar as it does not interfere with OCHE's legal obligation to investigate allegations of misconduct, to take corrective action, or as otherwise provided by law. Failure by a participant in the process to comply with the mandates of this section, may result in disciplinary action.

3.2. Non-retaliation - Individuals shall not be subjected to retaliation for initiating or participating in this process. The non-retaliation provisions of R910 are incorporated herein.

R952-4. Duties to Notify

4.1. Advise of the Availability of Procedures - Any OCHE representative who is contacted by an individual with a sexual harassment or discrimination issue shall advise that individual of the availability of OCHE complaint procedures through OEO/AA at the University of Utah as contained herein.

4.2. Notify Human Resources - Once informed of an issue related to sexual harassment or discrimination, the supervisor, manager, or other representative of OCHE shall immediately inform Human Resources. Human Resources will immediately refer the matter to OEO/AA at the University of Utah for the complaint, investigation, and appeals process.

R952-5. Complaint, Investigation and Appeals

5.1. Filing a Complaint - A written, signed complaint alleging discrimination or sexual harassment may be filed with the OEO/AA:

5.1.1. by any individual who believes s/he has been subjected to discrimination or sexual harassment in violation of R910, R953, R954; or

5.1.2. by an administrator acting on behalf of OCHE alleging a violation of OCHE discrimination/sexual harassment/ADA policy.

5.2. Relationship to Other OCHE Proceedings - All OCHE discrimination and sexual harassment complaints must be resolved under this policy. If allegations of discrimination or sexual harassment are raised in proceedings under another established OCHE complaint or grievance procedure, the OCHE administrators involved shall immediately notify Human Resources which shall refer the sexual harassment or discrimination complaint to the OEO/AA. During an OEO/AA investigation, all other related proceedings shall be stayed, unless the referring committee obtains approval from the director of the OEO/AA to proceed with specified tasks which are clearly separate and distinguishable from those tasks or factual bases arising pursuant to the sexual harassment or discrimination complaint.

5.3. Dismissal of a Complaint - A complaint that fails to state a claim of discrimination or sexual harassment, or is not timely (filed within 120 calendar days of the last alleged discriminatory act), may be dismissed by the director of the OEO/AA after an initial review. A complaint that is not timely may be accepted by the director if circumstances warrant.

5.4. Opportunity to Respond - The responding party shall be afforded a full opportunity to respond to the allegations.

5.5. Investigation, Response and Appeal Rights - The OEO/AA shall endeavor to complete its investigation as expeditiously as possible.

5.5.1. Reasonable time away from regular work duties during scheduled working hours shall be provided, with pay, to the parties, their representatives, or any witnesses called to testify, for time spent participating in the complaint resolution process. Time spent outside scheduled working hours is non-compensable; non-exempt employees will be compensated for time spent in case-related meetings.

5.5.2. At the conclusion of its investigation, the OEO/AA shall provide a summary of its initial findings of fact and conclusions to the complaining party, the responding party and others as appropriate, as well as notice of right to request a hearing. Both parties to the complaint will be afforded the opportunity to respond to the investigative summary and to request a hearing.

5.5.3. If there is no request for a formal hearing, a copy of the investigative report shall be made available to the OCHE's Human Resources, and the initial findings of the OEO/AA shall become OCHE's final decision on the matter.

5.6. Request for Hearing - If a hearing is requested by either party and the complaint has not been previously withdrawn, dismissed, settled or otherwise resolved, the matter may proceed to a hearing committee.

5.6.1. In cases where the OEO/AA found no violation of policy or no sanction was recommended as a result of the OEO/AA investigation, the hearing committee shall make an initial determination as to whether the matter warrants a hearing. If the committee declines to hold a hearing, either party may appeal that decision to the Commissioner.

5.7. Hearing by Committee - If a hearing is held, the Committee shall submit its findings, conclusions and recommendations to OCHE Human Resources. Human Resources will submit the findings, conclusions and recommendations to the cognizant Associate Commissioner for a determination.

5.7.1. Both parties may be accompanied and counseled by an advisor of their choice who may be an attorney, and who may participate in the hearing as described in the applicable procedure.

5.8. Associate Commissioner Determination and Appeal - The cognizant Associate Commissioner shall provide to the parties concerned notice of her/his final determination, as well as the right to request a review by the Commissioner.

5.8.1. If the Associate Commissioner is the named respondent, the Associate Commissioner determination will be made by an appropriate person designated by the Director of Human Resources in consultation with the General Counsel.

5.9. Commissioner's Determination - If the Commissioner's review is requested, the Commissioner shall issue a final decision to the parties.

5.9.1. In cases where the Commissioner is a respondent or otherwise involved in the decision being reviewed, the final decision will be made by an appropriate person designated by the Director of Human Resources in consultation with the General Counsel.

(Approved July 19, 1983; replaced March 16, 1995. Replaced R951 and R952, March 18, 2005. Amended October 27, 2005. Proposed replacement April 21, 2006.)

DRAFT R963, Reduction in Force and Severance Pay

R963-1. Purpose

To outline the OCHE Policy with respect to the reduction in force of regular Staff employees.

R963-2. References

2.1. Policy and Procedure [R928](#), Leaves of Absence (Health-Related)

2.2. Policy and Procedure [R931](#), Holidays and Holiday Premium Pay

2.3. Policy and Procedure [R932](#), Vacation Leave

2.4. Policy and Procedure [R951](#), Staff Employee Grievances

2.5. Policy and Procedure [R952](#), Discrimination and Sexual Harassment Complaints

R963-3. Definitions

3.1. **Preceding 12 month period** - The 12 month period immediately preceding the date upon which the request for approval from Human Resources to implement a reduction in force.

3.2. **Reduction in Force** - The elimination of positions or reduction in FTE (full-time equivalency) due to lack of work, lack of funds, budget constraints, work unit reorganization, or other business reasons.

3.3. **Seniority** - Status attained by total length of service in a benefit eligible position with OCHE, not length of service within the position or length of service within the work unit.

R963-4. Policy

4.1. **Reductions in Force** - .When a work unit determines that a reduction in force is necessary, it shall send a written request to Human Resources and obtain approval from Human Resources prior to implementing a separation from employment.

4.1.1. Prior to requesting approval from Human Resources, the work unit shall identify the position(s) or job title(s) to be eliminated within the work unit.

4.1.1.1. The naming of position(s) or job title(s) that are to be eliminated during a reduction in force is a work unit decision, and cannot be grieved.

4.1.1.2. If a work unit is going through a reorganization, this policy does not require that there be an elimination or reduction in total FTE positions (full-time equivalency) in the work unit. The fact that a work unit is in need of a substantially different job position, with different skill sets, to complete its work, is sufficient to invoke this policy.

4.1.2. After notification of approval from Human Resources, the work unit shall provide written notice of the reduction in force action to each affected employee, either delivered personally to the employee, sent by email or mailed to his/her last known address.

4.2. Boundaries - The boundaries of consideration for a reduction in force action shall be identified as the work unit, unless there is a business reason to assign boundaries based on distinct units/groups within the work unit.

4.2.1. In order to contract or expand the boundaries for a reduction in force, the work unit must make a written request to Human Resources.

4.2.2. The work unit must receive written approval of the new boundaries from Human Resources before the boundaries will become effective.

4.3. Separation during a Reduction in Force - Once the positions to be eliminated have been identified, the work unit shall then identify employees working within the work unit in the same job classifications, and apply the following criteria to determine which employee(s) shall be separated from employment:

4.3.1. If there are any employees in the position(s) or job title(s) selected by the work unit who are Temporary Staff, they shall be released prior to any other employees.

4.3.2. Regular employees in the position(s) or job title(s) selected by the work unit who are in their probationary period shall be released after all Temporary Staff employees in the position or job title selected have been released.

4.3.3. After all Temporary Staff and Probationary Period staff in the position (s) or job title (s) selected by the work unit have been released, (or if there were no such employees), Permanent Staff employees in the position (s) or job title (s) selected who have:

4.3.3.1. received a written performance evaluation within the preceding 12 months which documents performance substantially lower than the other employees in the position or job title selected; or

4.3.3.2. received a written corrective or disciplinary action within the preceding 12 months period;

shall be released before the other Permanent Staff employees in the position (s) or job title (s) selected.

4.3.4. After all the Temporary, Probationary Period, and Permanent Staff employees with corrective or disciplinary problems in the selected position(s) or job title(s) have been released, seniority will govern the selection of the Permanent Staff employee(s) in the position (s) or job title(s) to be released. Contracts and applicable federal laws may subject employees to different procedures and requirements.

4.4. Rehire - A Permanent Staff employee in good standing (no Final Written Warning) who has been affected by a reduction in force shall be given a preference during the job hiring process at OCHE after the effective date of notification of separation. An employee subjected to a reduction in force who

fails to receive an interview for a specific position due to a Final Written Warning may request an interview by submitting an appeal to Human Resources.

4.4.1. If the regular employee who was separated from employment based on a reduction in force applies for an open position at or below the same grade level and meets the minimum qualifications of the open position, the work unit having the opening shall interview the employee.

4.4.2. A work unit interviewing regular employee(s) who have been separated due to a reduction in force is not required to consider other applicants for the open position. The only exceptions would be the possible need to interview other applicants entitled to a preference.

4.4.3. The preferences listed above shall continue for up to six (6) months after the effective date of notification of separation.

4.5. Reinstatement - A regular employee who is separated from employment due to a reduction in force and who thereafter is rehired to OCHE within 180 calendar days shall:

4.5.1. be reinstated with his/her original date of hire without loss of benefit entitlement, and

4.5.2. will not be required to serve a new six (6) month probationary period.

4.6. Unused Leave - When an employee is separated due to a reduction in force, the employee's unused Vacation leave and Overtime or Compensatory time will be paid out to him/her up to the limit in the other policies at the time of separation.

4.6.1. An employee separated due to a reduction in force will not be paid out accrued sick leave or unused Personal Preference days.

4.6.2. When an employee is affected due to a reduction in force and is rehired, s/he will not accrue Sick Leave, Personal Preference days or Vacation Leave during the period between separation and rehire.

4.7. Notice and Severance Pay - A Regular Staff employee who is affected by a reduction in force shall be given written notice of the reduction in force at least four (4) business weeks prior to the effective date of the reduction in force.

4.7.1. An employee shall continue as a paid employee of OCHE for 30 days from the date of notice, whether or not they are required to report to work.

4.8. Reestablishment of a Position that was the Subject of a Reduction in Force - Reestablishment of a permanent staff position that has been subject to a reduction in force action within the last 12 months shall require prior consultation with Human Resources and approval from the Cognizant Associate Commissioner and Human Resources.

4.8.1. When a position that has been eliminated due to a reduction in force action is reestablished within 12 months of the initial reduction in force separation date, the employee affected by the reduction in force shall be given first right of refusal for rehiring into the position.

4.9. Grievance Rights - A Permanent Staff employee has the right to the grievance process found in Policy and Procedure R951, Staff Employee Grievances, but only if s/he believes that the

procedures pertaining to this policy have been violated.

4.9.1. An employee who is separated while s/he is in an “at-will” employment status is not entitled to the grievance process under Policy and Procedures R951.

4.9.2. An employee who is in an “at-will” employment status may file a complaint under Policy and Procedure R952, if s/he believes s/he has been discriminated against on the basis of race, color, religion, national origin, sex, age, sexual orientation, or status as a disabled individual, or disabled veteran.

(Adopted January 9, 1987, proposed replacement April 21, 2006.)

DRAFT R964, Corrective Action and Termination of Staff Personnel

R964-1 Purpose

To ensure that the corrective action process is administered in a fair and consistent manner and that any action reflects the severity of the behavior.

R964-2 References

2.1. Policy and Procedure [R910](#), Equal Opportunity and Nondiscrimination

2.2. Policy and Procedure [R941](#), Staff Compensation

2.3. Policy and Procedure [R952](#), Discrimination and Sexual Harassment Complaints

2.4. Policy and Procedure [R963](#), Reduction in Force and Severance Pay

R964-3 Scope

3.1. Permanent Staff - This policy applies to all permanent staff employees of OCHE who have satisfactorily completed their probationary period.

3.2. Temporary and Probationary Staff - Temporary and probationary staff employees are not included within the scope of the policy as they are designated “at will” employees and, as such, may be terminated by OCHE without advance notice and without staff employee grievance rights. They do have grievance rights if they believe they have been subjected to illegal discrimination as outlined in Policy and Procedure [R952](#).

3.3. Necessary Conditions - Before any corrective action is taken the Employee’s immediate Supervisor or Manager will make sure one of the following conditions has been met:

3.3.1. the employee was made aware of the expectations of the job as outlined in the job description and as communicated in the hiring, orientation and performance evaluation processes, or

3.3.2. the behavior, in the reasonable opinion of the immediate Supervisor, is such that no reasonable person should expect to receive prior warning.

R964-4 Policy

4.1. Consideration of Actual and Potential Impact and Consequences of Behavior - In determining the level of corrective action which may be taken, consideration will be given to both the actual or potential impact and to the consequences of the behavior. The factors which will be considered within the decision making process will include:

4.1.1. Physical/Safety Issues

4.1.2. Service Impact

4.1.3. Financial Implications

4.1.4. Resultant Disruption Level

4.1.5. Violation of OCHE or Work Unit policies, procedures, or standards

4.1.6. Violation of Law

4.2. Level of Corrective Action - The level of corrective action will be the result of an evaluation of each current incident based on the following factors:

4.2.1. the six factors listed above (actual and potential impact)

4.2.2. past history:

4.2.2.1. previous corrective actions taken.

4.2.2.2. the current incident need not be of the same type as previous incidents.

4.2.3. The corrective action will fall into one of the following general categories of increasing seriousness:

4.2.3.1. corrective actions based on a concern,

4.2.3.2. substantial corrective actions, or

4.2.3.3. serious corrective actions.

4.2.4. Supervisors or Managers, in consultation with Human Resources and others as deemed appropriate, will determine the category of seriousness. The decision will stand unless found during appeal to be arbitrary and capricious.

4.3. Possible Corrective Actions - Possible corrective actions include Written Warning, Final Written Warning, Suspension Without Pay, Demotion and Termination.

4.4. Repeated Corrective Action - In the event of future circumstances requiring corrective action, higher levels of seriousness will be assigned based on either violations of prior written warnings or the seriousness of the future behavior.

4.5. Corrective Action without Warning - In some instances corrective action may be applied without prior warnings having been issued to the employee, depending on the nature and severity of the issue.

4.6. Human Resources Review and Approval - Prior to imposing any corrective action of Written Warning, Final Written Warning, Suspension Without Pay, Demotion or Termination, supervisors or managers must consult with the Human Resources Department

for review and approval of the action.

4.7. OCHE Issues - Where OCHE issues, rather than work unit issues, are involved, the appropriate OCHE representative may take responsibility for any corrective action to be taken.

4.8. Written Action and Details of Grievance Process - The employee will be advised, in writing, of the corrective action being taken and the details of the relevant grievance process.

4.9. Egregious Violations - The following are considered "egregious violations" within the meaning of this policy and procedure:

4.9.1. Theft

4.9.2. Violence or threat of violence

4.9.3. Falsification of OCHE documents or lying to take advantage of OCHE benefits or procedures

4.9.4. A conviction of, or a plea of guilty or no contest to any crime that is detrimental to or impacts the OCHE community

4.9.5. Child pornography

4.9.6. Intentional privacy violation (GRAMA or HIPAA)

4.9.7. A For Cause finding of discrimination or harassment

4.9.8. Other behaviors that, in the judgment of the supervisor and Human Resources, constitute serious misconduct, including but not limited to violations that pose a serious risk of harm to people or resources.

R964-5 Procedures

5.1. Factors to be Considered - In determining the level of corrective action which may be taken, consideration will be given to both the actual or potential impact and to the consequences of the behavior. The factors which will be considered within the decision making process will include:

- Physical/Safety Issues
- Service Impact
- Financial Implications
- Resultant Disruption Level
- Violation of University or Department policies, procedures, or standards
- Violation of Law

5.2. Criteria for Corrective Action Based on a Concern - Taking into account the specific job duties and circumstances and evaluating the situation based on the 6 factors listed above, a "Concern" event occurs when:

5.2.1. The actual or potential impact is low, and

5.2.2. It involved a first incident, and

5.2.3. It is not on the list of “Egregious” violations

Typical Action—First Written Warning.

Possible Examples:

o First attendance/tardiness problem—depends on the employee’s role and the actual or potential impact based on the 5 factors above.

o Error or poor performance—depends on error and the actual or potential impact based on the 6 factors above.

5.3. Criteria for Substantial Corrective Action - Taking into account the specific job duties and circumstances and evaluating the situation based on the 6 factors listed above, a “Substantial” event occurs when:

5.3.1. A second “Concern” event (does not need to be the same type of issue) becomes “Substantial” after an initial corrective action was taken, or

5.3.2. A first incident that involves a greater impact than a “Concern”

Typical Action—Final Written Warning and Possible Suspension without Pay or Demotion.

Possible Examples:

o Continued errors after a first written warning—depends on the employee’s role and the actual or potential impact based on the 6 factors above.

o Inappropriate interaction with a patient or customer—depends on the employee’s role and the actual or potential impact based on the 6 factors above.

o Insubordination- depends on the employee’s role and the actual or potential impact based on the 6 factors above.

5.4. Criteria for Serious Corrective Action - Taking into account the specific job duties and circumstances and evaluating the situation based on the 6 factors listed above, a “Serious” event occurs when:

5.4.1. There is an additional “Concern” or “Substantial” event (does not need to be the same type of issue) after a final written warning was issued, or

5.4.2. A “Substantial” event follows a first written warning, or

5.4.3. The behavior is on the list of “Egregious” violations

Typical Action—Termination of Employment, Final Written Warning including a Suspension without Pay, or a Demotion.

Possible Examples:

- o Continued errors or absenteeism after a final written warning.
 - o Physically striking a co-worker.
 - o Theft.
-

(Adopted July 19, 1983, amended January 9, 1987 and June 4, 1999. Proposed replacement April 21, 2006.)

April 14, 2006

MEMORANDUM

To: State Board of Regents

From: Richard E. Kendell

Subject: Strategic Directions Update

In April 2005 the Board of Regents met at Dixie State College to discuss several of the most important issues facing higher education in Utah. The discussions involved, among others, the presidents of the USHE institutions, trustees, legislators, and Governor Jon M. Huntsman. What resulted from these discussions was a statement of strategic directions, basically a set of issues that need to be addressed if higher education institutions are to meet the needs of students and to serve the interests of Utah. The set of issues was not an inclusive list. Indeed, there are a number of important concerns that were not addressed. Nevertheless, the topics are important ones, perhaps strategic ones, in the sense that there is value in identifying a few significant issues that have implications for all institutions regardless of their size, their respective roles and missions, and the nature of the communities they serve.

The strategic directions document has served as an agenda for guiding the work of the Commissioner's Office over the last year. Progress has been made in a number of areas but such progress is not uniform across all of the six "strategic directions". The issues are complex ones and not easily completed. Clearly some of these issues will need to be considered as part of a longer-term agenda.

A progress report will be sent to you in a separate mailing and will be available also as a handout at the Board of Regents meeting.

Richard E. Kendell, Commissioner

REK:jc

April 14, 2006

MEMORANDUM

To: State Board of Regents
From: Richard E. Kendell
Subject: USTAR Initiative Update

Senate Bill 75, "U STAR Initiative," sponsored by Senator Al Mansell, was enacted by the Utah Legislature earlier this year, and goes into effect on July 1. The bill created the Utah Science Technology and Research Governing Authority to oversee the initiative and to issue bonds for capital development. In addition, the bill appropriated \$50 million for capital facilities, and \$15.25 million in on-going funding, in addition to \$4 million appropriated in 2005.

The USTAR Initiative was one of the more important economic development initiatives considered by the legislature in many years. The initiative passed the Utah Senate with a unanimous vote and passed the House of Representatives in a very large majority vote. While the funding for USTAR is directed primarily at increasing the research and development capacity of the two research universities, I anticipate that USTAR will involve other institutions in the state as the innovation centers come online and as there are increased needs for highly trained employees. We are just beginning the process of determining how an increased research and development capacity will affect businesses and higher education institutions statewide.

A copy of the enrolled bill is attached, and a brief written report will be hand-carried to the meeting. I will present a brief overview of SB 75. President Albrecht and Senior Vice President Dave Pershing will report on the efforts of each institution to implement USTAR.

No action is required from the Board of Regents, but this discussion will be a good platform to discuss future implications and opportunities.

Richard E. Kendell, Commissioner

REK:jc
Attachment

1 **U STAR INITIATIVE**

2 2006 GENERAL SESSION

3 STATE OF UTAH

4 **Chief Sponsor: L. Alma Mansell**

5 House Sponsor: David Clark

7 **LONG TITLE**

8 **General Description:**

9 This bill establishes a process for a Utah Science Technology and Research Initiative,
10 authorizes the issuance of general obligation bonds for the construction of research
11 buildings at Utah State University and the University of Utah, and appropriates monies
12 for construction, administration, and operations.

13 **Highlighted Provisions:**

14 This bill:

- 15 ▶ defines the intended scope of the Utah Science Technology and Research Project,
16 including:
- 17 • construction of research buildings at Utah State University and the University of
18 Utah;
 - 19 • the creation of a technology outreach program delivered at strategic locations
20 around Utah;
 - 21 • the funding of research teams to conduct science and technology research; and
 - 22 • requirements governing how revenues generated from the project will be
23 allocated between the state, Utah State University, and the University of Utah;
- 24 ▶ creates the Utah Science Technology and Research Governing Authority, defines its
25 membership and its powers and duties;
- 26 ▶ creates the Utah Science Technology and Research Governing Authority Advisory
27 Council and defines its membership and its powers and duties;
- 28 ▶ authorizes the Utah Science Technology and Research Governing Authority to hold
29 title to its property;

30 ▶ modifies the Bonding Code by authorizing the issuance and sale of \$111,100,000 in
31 general obligation bonds by the State Bonding Commission for construction of a
32 Bio Innovations Research Institute at Utah State University and a Neuroscience and
33 Biomedical Technology Research Building at the University of Utah;

34 ▶ specifies the use of the general obligation bond proceeds and the manner of
35 issuance;

36 ▶ provides expressions of legislative intent; and

37 ▶ establishes a salary range for the executive director of the Utah Science Technology
38 and Research Governing Authority.

39 **Monies Appropriated in this Bill:**

40 This bill appropriates:

41 ▶ \$50,000,000 from the General Fund for fiscal year 2007 only, to the Utah Science
42 Technology and Research Governing Authority;

43 ▶ as an ongoing appropriation subject to future budget constraints, \$19,250,000 from
44 the General Fund for fiscal year 2006-07, to the Utah Science Technology and
45 Research Governing Authority; and

46 ▶ redirects the ongoing appropriations made to Utah State University and the
47 University of Utah for research teams to the Utah Science Technology and Research
48 Governing Authority beginning in fiscal year 2007.

49 **Other Special Clauses:**

50 This bill takes effect on July 1, 2006.

51 **Utah Code Sections Affected:**

52 AMENDS:

53 **63A-5-204**, as last amended by Chapter 34, Laws of Utah 2004

54 **67-22-2 (Effective 07/01/06)**, as last amended by Chapter 8, Laws of Utah 2005, First
55 Special Session

56 ENACTS:

57 **63-38g-101**, Utah Code Annotated 1953

- 58 **63-38g-102**, Utah Code Annotated 1953
- 59 **63-38g-201**, Utah Code Annotated 1953
- 60 **63-38g-202**, Utah Code Annotated 1953
- 61 **63-38g-203**, Utah Code Annotated 1953
- 62 **63-38g-204**, Utah Code Annotated 1953
- 63 **63-38g-301**, Utah Code Annotated 1953
- 64 **63-38g-302**, Utah Code Annotated 1953
- 65 **63-38g-303**, Utah Code Annotated 1953
- 66 **63B-15-101**, Utah Code Annotated 1953



68 *Be it enacted by the Legislature of the state of Utah:*

69 Section 1. Section **63-38g-101** is enacted to read:

70 **CHAPTER 38g. UTAH SCIENCE TECHNOLOGY AND RESEARCH**

71 **GOVERNING AUTHORITY ACT**

72 **Part 1. General Provisions**

73 **63-38g-101. Title.**

74 This chapter is known as the "Utah Science Technology and Research Governing
75 Authority Act."

76 Section 2. Section **63-38g-102** is enacted to read:

77 **63-38g-102. Definitions.**

78 As used in this chapter:

79 (1) "Executive director" means the person appointed by the governing authority under
80 Section 63-38g-301.

81 (2) "Commercialization revenues " means dividends, realized capital gains, license
82 fees, royalty fees, and other revenues received by a university as a result of commercial
83 applications developed from the project, less:

84 (a) the portion of those revenues allocated to the inventor; and

85 (b) expenditures incurred by the university to legally protect the intellectual property.

86 (3) "Governing authority" means the Utah Science Technology and Research
87 Governing Authority created in Section 63-38g-301.

88 (4) "Project" means the Utah Science Technology and Research Project.

89 (5) "Research buildings" means any of the buildings listed in Section 63-38g-201.

90 (6) "Research universities" means the University of Utah and Utah State University.

91 (7) "Technology outreach program" means the program required by Section
92 63-38g-202.

93 (8) "Utah Science Technology and Research Project" means the buildings and activities
94 described in Part 2, Utah Science Technology and Research Project.

95 Section 3. Section **63-38g-201** is enacted to read:

96 **Part 2. Utah Science Technology and Research Project**

97 **63-38g-201. Science technology research buildings.**

98 (1) As funding becomes available from the Legislature or other sources, the Utah
99 Science Technology and Research Governing Authority created in Part 3 shall:

100 (a) construct at Utah State University:

101 (i) a Bio Innovations Research Institute;

102 (ii) an Infectious Disease Research Center; and

103 (iii) an Informatics/Computing Research Center; and

104 (b) construct at the University of Utah:

105 (i) a Neuroscience and Biomedical Technology Research Building; and

106 (ii) an Information Technology and Bioinformatics Research Center.

107 (2) The governing authority shall, subject to any restrictions or directions established
108 by the Legislature, plan, design, and construct the buildings.

109 (3) (a) Utah State University shall provide the land for the construction of science
110 technology and research buildings on its campus.

111 (b) The University of Utah shall provide the land for the construction of science
112 technology and research buildings on its campus.

113 (4) The governing authority shall hold title to the research buildings.

- 114 (5) The governing authority may:
- 115 (a) lease the buildings to Utah State University and the University of Utah;
- 116 (b) require research teams to generate a certain amount of revenue from grants or other
- 117 sources to contribute to the project; and
- 118 (c) unless prohibited by law, deposit lease payments and other monies received from
- 119 the universities and research teams with the state treasurer for deposit into the sinking funds
- 120 created under Section 63B-1a-301 for debt service on the bonds issued to fund planning,
- 121 design, and construction of the research buildings.

122 Section 4. Section **63-38g-202** is enacted to read:

123 **63-38g-202. Technology outreach program.**

124 (1) As funding becomes available from the Legislature or other sources, the Utah

125 Science Technology and Research Governing Authority created in Part 3 shall establish a

126 technology outreach program at up to five locations distributed strategically throughout Utah.

127 (2) (a) The governing authority shall ensure that the technology outreach program acts

128 as a resource to:

129 (i) broker ideas, new technologies, and services to entrepreneurs and businesses

130 throughout a defined service area;

131 (ii) engage local entrepreneurs and professors at applied technology centers, colleges,

132 and universities by connecting them to Utah's research universities;

133 (iii) screen business ideas and new technologies to ensure that the ones with the highest

134 growth potential receive the most targeted services and attention;

135 (iv) connect market ideas and technologies in new or existing businesses or industries

136 or in regional colleges and universities with the expertise of Utah's research universities;

137 (v) assist businesses, applied technology centers, colleges, and universities in

138 developing commercial applications for their research; and

139 (vi) disseminate and share discoveries and technologies emanating from Utah's

140 research universities to local entrepreneurs, businesses, applied technology centers, colleges,

141 and universities.

142 (b) In designing and operating the technology outreach program, the governing
143 authority shall work cooperatively with the Technology Commercialization Offices at Utah
144 State University and the University of Utah.

145 Section 5. Section **63-38g-203** is enacted to read:

146 **63-38g-203. Research teams.**

147 As funding becomes available from the Legislature or other sources, and subject to any
148 restrictions or directions established by the Legislature, the governing authority shall allocate
149 monies to Utah State University and the University of Utah to provide funding for research
150 teams to conduct science and technology research.

151 Section 6. Section **63-38g-204** is enacted to read:

152 **63-38g-204. Financial participation agreement.**

153 (1) In consideration of the monies and services provided or agreed to be provided, the
154 state of Utah, Utah State University, and the University of Utah covenant and agree that they
155 will allocate commercialization revenues as follows:

156 (a) for the first \$15,000,000 received:

157 (i) \$10,000,000 to Utah State University and the University of Utah, with the monies
158 distributed proportionately based upon which university conducted the research that generated
159 the commercialization revenues; and

160 (ii) \$5,000,000 to the Governor's Office of Economic Development for the Centers of
161 Excellence program created by Chapter 38f, Part 7, Centers of Excellence Act; and

162 (b) for all subsequent monies received:

163 (i) 50% to Utah State University and the University of Utah, with the monies
164 distributed proportionately based upon which university conducted the research that generated
165 the commercialization revenues; and

166 (ii) 50% to the governing authority or other entity designated by the state to be used
167 for:

168 (A) the Centers of Excellence program created by Chapter 38f, Part 7, Centers of
169 Excellence Act;

- 170 (B) replacement of equipment in the research buildings;
- 171 (C) recruiting and paying additional research teams; and
- 172 (D) construction of additional research buildings.
- 173 (2) The Governor's Office of Economic Development shall:
- 174 (a) distribute that portion of the \$5,000,000 allocated to the Centers of Excellence
- 175 program by Subsection (1)(a)(ii) to Utah State University and the University of Utah based
- 176 upon which institution performed the research that generated the commercialization revenues;
- 177 and
- 178 (b) credit those amounts to the universities as matching funds under Subsection
- 179 63-38f-701(2).

180 Section 7. Section **63-38g-301** is enacted to read:

181 **Part 3. Utah Science Technology and Research Governing Authority**

182 **63-38g-301. The Utah Science Technology and Research Governing Authority --**
183 **Creation -- Membership -- Meetings -- Staff.**

184 (1) There is created the Utah Science Technology and Research Governing Authority
185 consisting of the state treasurer and the following eight members appointed as follows with the
186 consent of the Senate:

- 187 (a) three appointed by the governor;
- 188 (b) two appointed by the president of the Senate;
- 189 (c) two appointed by the speaker of the House of Representatives; and
- 190 (d) one appointed by the commissioner of higher education.

- 191 (2) (a) (i) The eight appointed members shall serve four-year staggered terms.
- 192 (ii) The appointed members may not serve more than two full consecutive terms.

193 (b) Notwithstanding Subsection (2)(a)(i), the terms of the first members of the
194 governing authority shall be staggered by lot so that half of the initial members serve two-year
195 terms and half serve four-year terms.

196 (3) Vacancies in the appointed positions on the governing authority shall be filled by
197 the appointing authority with consent of the Senate for the unexpired term.

198 (4) (a) The governor shall select the chair of the governing authority to serve a one-year
199 term.

200 (b) The president of the Senate and the speaker of the House of Representatives shall
201 jointly select the vice chair of the governing authority to serve a one-year term.

202 (5) The governing authority shall meet at least monthly and may meet more frequently
203 at the request of a majority of the members of the governing authority.

204 (6) Five members of the governing authority are a quorum.

205 (7) (a) Members who are not government employees shall receive no compensation or
206 benefits for their services, but may receive per diem and expenses incurred in the performance
207 of the member's official duties at the rates established by the Division of Finance under
208 Sections 63A-3-106 and 63A-3-107.

209 (b) Members may decline to receive per diem and expenses for their service.

210 (8) (a) (i) The governing authority shall hire a full-time executive director to provide
211 staff support for the governing authority.

212 (ii) The executive director is an at-will employee who may be terminated without cause
213 by the governor or by majority vote of the governing authority.

214 (b) The Governor's Office of Economic Development shall provide office space and
215 administrative support for the executive director.

216 Section 8. Section **63-38g-302** is enacted to read:

217 **63-38g-302. Governing authority powers.**

218 (1) The governing authority shall:

219 (a) ensure that funds appropriated and received for research and development at the
220 research universities and for the technology outreach program are used appropriately,
221 effectively, and efficiently in accordance with the intent of the Legislature;

222 (b) in cooperation with the universities' administrations, expand key research at the two
223 research universities;

224 (c) enhance technology transfer and commercialization of research and technologies
225 developed at the research universities to create high-quality jobs and new industries in the

226 private sector in Utah;

227 (d) review state and local economic development plans and appropriations to ensure
228 that the project and appropriations do not duplicate existing or planned programs;

229 (e) establish economic development objectives for the project;

230 (f) by following the procedures and requirements of Title 63, Chapter 46a, Utah
231 Administrative Rulemaking Act, make rules for allocating monies appropriated to it for
232 research teams and for the commercialization of new technology between Utah State
233 University and the University of Utah;

234 (g) verify that the project is being enhanced by research grants and that it is meeting the
235 governing authority's economic development objectives;

236 (h) monitor all research plans that are part of the project at the research universities to
237 determine that appropriations are being spent in accordance with legislative intent and to
238 maximize the benefit and return to the state;

239 (i) develop methods and incentives to encourage investment in and contributions to the
240 project from the private sector; and

241 (j) annually report and make recommendations to:

242 (i) the governor;

243 (ii) the Executive Appropriations Committee; and

244 (iii) the Economic Development Appropriations Subcommittee.

245 (2) The governing authority may:

246 (a) in addition to monies received by it from the Legislature, receive contributions from
247 any source in the form of money, property, labor, or other things of value for the project;

248 (b) subject to any restrictions imposed by the donation, appropriations, or bond
249 authorizations, allocate monies received by it among the research universities, technology
250 outreach program, and technology transfer offices to support commercialization and technology
251 transfer to the private sector; or

252 (c) enter into agreements necessary to obtain private equity investment in the project.

253 Section 9. Section **63-38g-303** is enacted to read:

- 254 **63-38g-303. Utah Science Technology and Research Governing Authority**
255 **Advisory Council -- Chair -- Meetings.**
- 256 (1) There is created the Utah Science Technology and Research Governing Authority
257 Advisory Council consisting of 12 members appointed as follows:
- 258 (a) one member appointed by the director of the Governor's Office of Economic
259 Development;
- 260 (b) one member appointed by the Utah Information Technology Association;
261 (c) one member appointed by the Utah Nanotechnology Initiative;
262 (d) one member appointed by the Economic Development Corporation of Utah;
263 (e) one member appointed by the Utah Life Science Association;
264 (f) one member appointed by the Salt Lake Area Chamber of Commerce;
265 (g) one member appointed by the Provo-Orem Chamber of Commerce;
266 (h) one member appointed by the Davis Area Chamber of Commerce;
267 (i) one member appointed by the Ogden-Weber Chamber of Commerce;
268 (j) one member appointed by the Cache Chamber of Commerce;
269 (k) one member appointed by the St. George Area Chamber of Commerce; and
270 (l) one member appointed by the Vernal Chamber of Commerce.
- 271 (2) The governing authority shall consult with the advisory council about the project.
272 (3) The advisory council shall select a chair from among its members to serve a
273 two-year term.
- 274 (4) The advisory council shall convene whenever the governing authority requests a
275 meeting for consultation.
- 276 (5) (a) (i) Members who are not government employees shall receive no compensation
277 or benefits for their services, but may receive per diem and expenses incurred in the
278 performance of the member's official duties at the rates established by the Division of Finance
279 under Sections 63A-3-106 and 63A-3-107.
- 280 (ii) Members may decline to receive per diem and expenses for their service.
281 (b) (i) State government officer and employee members who do not receive salary, per

282 diem, or expenses from their agency for their service may receive per diem and expenses
283 incurred in the performance of their official duties from the committee at the rates established
284 by the Division of Finance under Sections 63A-3-106 and 63A-3-107.

285 (ii) State government officer and employee members may decline to receive per diem
286 and expenses for their service.

287 Section 10. Section **63A-5-204** is amended to read:

288 **63A-5-204. Specific powers and duties of director.**

289 (1) As used in this section, "capitol hill facilities" and "capitol hill grounds" have the
290 same meaning as provided in Section 63C-9-102.

291 (2) (a) The director shall:

292 (i) recommend rules to the executive director for the use and management of facilities
293 and grounds owned or occupied by the state for the use of its departments and agencies;

294 (ii) supervise and control the allocation of space, in accordance with legislative
295 directive through annual appropriations acts or other specific legislation, to the various
296 departments, commissions, institutions, and agencies in all buildings or space owned, leased, or
297 rented by or to the state, except capitol hill facilities and capitol hill grounds and except as
298 otherwise provided by law;

299 (iii) comply with the procedures and requirements of Title 63A, Chapter 5, Part 3,
300 Division of Facilities Construction and Management Leasing;

301 (iv) except as provided in Subsection (2)(b), acquire, as authorized by the Legislature
302 through the appropriations act or other specific legislation, and hold title to, in the name of the
303 division, all real property, buildings, fixtures, or appurtenances owned by the state or any of its
304 agencies;

305 (v) adopt and use a common seal, of a form and design determined by the director, and
306 of which courts shall take judicial notice;

307 (vi) file a description and impression of the seal with the Division of Archives;

308 (vii) collect and maintain all deeds, abstracts of title, and all other documents
309 evidencing title to or interest in property belonging to the state or any of its departments, except

310 institutions of higher education and the School and Institutional Trust Lands Administration;

311 (viii) report all properties acquired by the state, except those acquired by institutions of
312 higher education, to the director of the Division of Finance for inclusion in the state's financial
313 records;

314 (ix) before charging a rate, fee, or other amount for services provided by the division's
315 internal service fund to an executive branch agency, or to a subscriber of services other than an
316 executive branch agency:

317 (A) submit the proposed rates, fees, and cost analysis to the Rate Committee
318 established in Section 63A-1-114; and

319 (B) obtain the approval of the Legislature as required by Section 63-38-3.5;

320 (x) conduct a market analysis by July 1, 2005, and periodically thereafter, of proposed
321 rates and fees, which analysis shall include a comparison of the division's rates and fees with
322 the fees of other public or private sector providers where comparable services and rates are
323 reasonably available; and

324 (xi) take all other action necessary for carrying out the purposes of this chapter.

325 (b) Legislative approval is not required for acquisitions by the division that cost less
326 than \$250,000.

327 (3) (a) The director shall direct or delegate maintenance and operations, preventive
328 maintenance, and facilities inspection programs and activities for any department, commission,
329 institution, or agency, except:

330 (i) the State Capitol Preservation Board; and

331 (ii) state institutions of higher education.

332 (b) The director may choose to delegate responsibility for these functions only when
333 the director determines that:

334 (i) the department or agency has requested the responsibility;

335 (ii) the department or agency has the necessary resources and skills to comply with
336 facility maintenance standards approved by the State Building Board; and

337 (iii) the delegation would result in net cost savings to the state as a whole.

338 (c) The State Capitol Preservation Board and state institutions of higher education are
339 exempt from Division of Facilities Construction and Management oversight.

340 (d) Each state institution of higher education shall comply with the facility
341 maintenance standards approved by the State Building Board.

342 (e) Except for the State Capitol Preservation Board, agencies and institutions that are
343 exempt from division oversight shall annually report their compliance with the facility
344 maintenance standards to the division in the format required by the division.

345 (f) The division shall:

346 (i) prescribe a standard format for reporting compliance with the facility maintenance
347 standards;

348 (ii) report agency and institution compliance or noncompliance with the standards to
349 the Legislature; and

350 (iii) conduct periodic audits of exempt agencies and institutions to ensure that they are
351 complying with the standards.

352 (4) (a) In making any allocations of space under Subsection (2), the director shall:

353 (i) conduct studies to determine the actual needs of each department, commission,
354 institution, or agency; and

355 (ii) comply with the restrictions contained in this Subsection (4).

356 (b) The supervision and control of the legislative area is reserved to the Legislature.

357 (c) The supervision and control of the judicial area is reserved to the judiciary for trial
358 courts only.

359 (d) The director may not supervise or control the allocation of space for entities in the
360 public and higher education systems.

361 (e) The supervision and control of capitol hill facilities and capitol hill grounds is
362 reserved to the State Capitol Preservation Board.

363 (5) The director may:

364 (a) hire or otherwise procure assistance and services, professional, skilled, or
365 otherwise, that are necessary to carry out the director's responsibilities, and may expend funds

366 provided for that purpose either through annual operating budget appropriations or from
367 nonlapsing project funds;

368 (b) sue and be sued in the name of the division; and

369 (c) hold, buy, lease, and acquire by exchange or otherwise, as authorized by the
370 Legislature, whatever real or personal property that is necessary for the discharge of the
371 director's duties.

372 (6) Notwithstanding the provisions of Subsection (2)(a)(iv), the following entities may
373 hold title to any real property, buildings, fixtures, and appurtenances held by them for purposes
374 other than administration that are under their control and management:

375 (a) the Office of Trust Administrator;

376 (b) the Department of Transportation;

377 (c) the Division of Forestry, Fire and State Lands;

378 (d) the Department of Natural Resources;

379 (e) the Utah National Guard;

380 (f) any area vocational center or other institution administered by the State Board of
381 Education; ~~and~~

382 (g) any institution of higher education[-]; and

383 (h) the Utah Science Technology and Research Governing Authority.

384 (7) The director shall ensure that any firm performing testing and inspection work
385 governed by the American Society for Testing Materials Standard E-329 on public buildings
386 under the director's supervision shall:

387 (a) fully comply with the American Society for Testing Materials standard
388 specifications for agencies engaged in the testing and inspection of materials known as ASTM
389 E-329; and

390 (b) carry a minimum of \$1,000,000 of errors and omissions insurance.

391 (8) Notwithstanding Subsections (2)(a)(iii) and (iv), the School and Institutional Trust
392 Lands Administration may hold title to any real property, buildings, fixtures, and appurtenances
393 held by it that are under its control.

394 Section 11. Section **63B-15-101** is enacted to read:

395 **CHAPTER 15. 2006 FINANCING AUTHORIZATIONS**

396 **Part 1. 2006 General Obligation Bonds**

397 **63B-15-101. Capital facilities bonds -- Utah Science Technology and Research**

398 **Governing Authority -- Maximum amount -- Projects authorized.**

399 (1) (a) The total amount of bonds issued under this section may not exceed
400 \$111,100,000.

401 (b) When Utah State University certifies to the commission that the university has
402 obtained reliable commitments, convertible to cash, of \$10,000,000 or more in nonstate funds
403 to construct the Bio Innovations Research Institute, and when the chairs of the Legislature's
404 Executive Appropriations Committee have certified that the committee has heard a
405 presentation by the chair of the bonding commission and the Utah Science Technology and
406 Research Governing Authority on the project, the commission may issue and sell general
407 obligation bonds in a total amount not to exceed \$40,400,000.

408 (c) When the University of Utah certifies to the commission that the university has
409 obtained reliable commitments, convertible to cash, of \$30,000,000 or more in nonstate funds
410 to construct the Neuroscience and Biomedical Technology Research Building, and when the
411 chairs of the Legislature's Executive Appropriations Committee have certified that the
412 committee has heard a presentation by the chair of the bonding commission and the Utah
413 Science Technology and Research Governing Authority on the project, the commission may
414 issue and sell general obligation bonds in a total amount not to exceed \$70,700,000.

415 (2) (a) Proceeds from the issuance of bonds shall be provided to the Utah Science
416 Technology and Research Governing Authority to provide funds to pay all or part of the cost of
417 acquiring and constructing the projects listed in this Subsection (2).

418 (b) These costs may include the cost of acquiring easements and rights-of-way,
419 improving sites, and acquiring, constructing, equipping, and furnishing facilities and all
420 structures, roads, parking facilities, utilities, and improvements necessary, incidental, or
421 convenient to the facilities, interest estimated to accrue on these bonds during the period to be

422 covered by construction of the projects plus a period of six months after the end of the
423 construction period, and all related engineering, architectural, and legal fees.

424 (c) For the Utah Science Technology and Research Governing Authority, proceeds
425 shall be provided for the following:

426 -----

427 CAPITAL DEVELOPMENT PROJECTS

	<u>Estimated Operations</u>	<u>Amount</u>
<u>Project Description</u>	<u>and Maintenance</u>	<u>Funded</u>

431 Bio Innovations Research Institute --

<u>Utah State University</u>	<u>\$0</u>	<u>\$40,000,000</u>
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433 Neuroscience and Biomedical Technology

<u>Research Building -- University of Utah</u>	<u>\$0</u>	<u>\$70,000,000</u>
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<u>TOTAL CAPITAL DEVELOPMENT PROJECTS</u>	<u>\$110,000,000</u>
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437 TOTAL GENERAL OBLIGATION BOND AUTHORIZATION

<u>FOR CAPITAL DEVELOPMENT PROJECTS</u>	<u>\$110,000,000</u>
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440 (d) The Legislature intends that the Utah Science Technology and Research Governing
441 Authority pay the operations and maintenance costs on the research buildings authorized by
442 this section.

443 (3) (a) The amounts funded as listed in Subsection (2) are estimates only and do not
444 constitute a limitation on the amount that may be expended for the projects.

445 (b) The commission, by resolution and in consultation with the Utah Science
446 Technology and Research Governing Authority, may delete the project if the inclusion of that
447 project could be construed to violate state law or federal law or regulation.

448 (4) The Utah Science Technology and Research Governing Authority may enter into
449 agreements related to the project before the receipt of proceeds of bonds issued under this

450 chapter.

451 (5) The commission or the state treasurer may make any statement of intent relating to
 452 that reimbursement that is necessary or desirable to comply with federal tax law.

453 (6) The commission may not issue or execute bonds authorized by this section that
 454 have a maturity date or dates of more than 20 years after the date of delivery of the bonds.

455 (7) The Utah Science Technology and Research Governing Authority shall contract
 456 with the Division of Facilities Construction and Management to oversee construction of the
 457 buildings.

458 (8) The Utah Science Technology and Research Governing Authority may not delegate
 459 authority over construction of the capitol development projects identified in this section to any
 460 entity other than the Division of Facilities Construction and Management.

461 Section 12. Section **67-22-2 (Effective 07/01/06)** is amended to read:

462 **67-22-2 (Effective 07/01/06). Compensation -- Other state officers.**

463 (1) The governor shall establish salaries for the following state officers within the
 464 following salary ranges fixed by the Legislature:

State Officer	Salary Range
Commissioner of Agriculture and Food	\$66,800 - \$90,600
Commissioner of Insurance	\$66,800 - \$90,600
Commissioner of the Labor Commission	\$66,800 - \$90,600
Director, Alcoholic Beverage Control Commission	\$66,800 - \$90,600
Commissioner, Department of Financial Institutions	\$66,800 - \$90,600
Members, Board of Pardons and Parole	\$66,800 - \$90,600
Executive Director, Department of Commerce	\$66,800 - \$90,600
Executive Director, Commission on Criminal and Juvenile Justice	\$66,800 - \$90,600

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478	Adjutant General	\$66,800 - \$90,600
479	Chair, Tax Commission	\$72,400 - \$97,600
480	Commissioners, Tax Commission	\$72,400 - \$97,600
481	Executive Director, Department of	
482	Community and Culture	\$72,400 - \$97,600
483	Executive Director, Tax Commission	\$72,400 - \$97,600
484	Chair, Public Service Commission	\$72,400 - \$97,600
485	Commissioners, Public Service	
486	Commission	\$72,400 - \$97,600
487	Executive Director, Department	
488	of Corrections	\$78,700 - \$106,200
489	Commissioner, Department of Public Safety	\$78,700 - \$106,200
490	Executive Director, Department of	
491	Natural Resources	\$78,700 - \$106,200
492	Director, Governor's Office of Planning	
493	and Budget	\$78,700 - \$106,200
494	Executive Director, Department of	
495	Administrative Services	\$78,700 - \$106,200
496	Executive Director, Department of	
497	Environmental Quality	\$78,700 - \$106,200
498	Director, Governor's Office	
499	of Economic Development	\$78,700 - \$106,200
500	<u>Executive Director, Utah Science</u>	
501	<u> Technology and Research</u>	
502	<u> Governing Authority</u>	<u>\$78,700 - \$106,200</u>
503	Executive Director, Department of	
504	Workforce Services	\$85,700 - \$115,700
505	Executive Director, Department of	

506	Health	\$85,700 - \$115,700
507	Executive Director, Department	
508	of Human Services	\$85,700 - \$115,700
509	Executive Director, Department	
510	of Transportation	\$85,700 - \$115,700
511	Executive Director, Department	
512	of Information Technology	
513	Services	\$85,700 - \$115,700

514 (2) (a) The Legislature fixes benefits for the state offices outlined in Subsection (1) as
515 follows:

516 (i) the option of participating in a state retirement system established by Title 49, Utah
517 State Retirement and Insurance Benefit Act, or in a deferred compensation plan administered
518 by the State Retirement Office in accordance with the Internal Revenue Code and its
519 accompanying rules and regulations;

520 (ii) health insurance;

521 (iii) dental insurance;

522 (iv) basic life insurance;

523 (v) unemployment compensation;

524 (vi) workers' compensation;

525 (vii) required employer contribution to Social Security;

526 (viii) long-term disability income insurance;

527 (ix) the same additional state-paid life insurance available to other noncareer service
528 employees;

529 (x) the same severance pay available to other noncareer service employees;

530 (xi) the same sick leave, converted sick leave, educational allowances, and holidays
531 granted to Schedule B state employees, and the same annual leave granted to Schedule B state
532 employees with more than ten years of state service;

533 (xii) the option to convert accumulated sick leave to cash or insurance benefits as

534 provided by law or rule upon resignation or retirement according to the same criteria and
535 procedures applied to Schedule B state employees;

536 (xiii) the option to purchase additional life insurance at group insurance rates according
537 to the same criteria and procedures applied to Schedule B state employees; and

538 (xiv) professional memberships if being a member of the professional organization is a
539 requirement of the position.

540 (b) Each department shall pay the cost of additional state-paid life insurance for its
541 executive director from its existing budget.

542 (3) The Legislature fixes the following additional benefits:

543 (a) for the executive director of the State Tax Commission a vehicle for official and
544 personal use;

545 (b) for the executive director of the Department of Transportation a vehicle for official
546 and personal use;

547 (c) for the executive director of the Department of Natural Resources a vehicle for
548 commute and official use;

549 (d) for the Commissioner of Public Safety:

550 (i) an accidental death insurance policy if POST certified; and

551 (ii) a public safety vehicle for official and personal use;

552 (e) for the executive director of the Department of Corrections:

553 (i) an accidental death insurance policy if POST certified; and

554 (ii) a public safety vehicle for official and personal use;

555 (f) for the Adjutant General a vehicle for official and personal use; and

556 (g) for each member of the Board of Pardons and Parole a vehicle for commute and
557 official use.

558 (4) (a) The governor has the discretion to establish a specific salary for each office
559 listed in Subsection (1), and, within that discretion, may provide salary increases within the
560 range fixed by the Legislature.

561 (b) The governor shall apply the same overtime regulations applicable to other FLSA

562 exempt positions.

563 (c) The governor may develop standards and criteria for reviewing the performance of
564 the state officers listed in Subsection (1).

565 (5) Salaries for other Schedule A employees, as defined in Section 67-19-15, which are
566 not provided for in this chapter, or in Title 67, Chapter 8, Utah Executive and Judicial Salary
567 Act, shall be established as provided in Section 67-19-15.

568 Section 13. **Appropriation.**

569 (1) (a) There is appropriated \$50,000,000 from the General Fund, for fiscal year 2007
570 only, to the Utah Science Technology and Research Governing Authority to construct a Bio
571 Innovations Research Institute at Utah State University and a Neuroscience and Biomedical
572 Technology Research Building at the University of Utah.

573 (b) The Legislature intends that:

574 (i) notwithstanding Subsections (1)(b)(ii) and (1)(b)(iii), the Utah Science Technology
575 and Research Governing Authority may expend monies to plan and design the Bio Innovations
576 Research Institute and the Neuroscience and Biomedical Technology Research Building before
577 the universities certify that they have obtained the required matching funds;

578 (ii) when Utah State University certifies to the Utah Science Technology and Research
579 Governing Authority that the university has obtained reliable commitments, convertible to
580 cash, of \$10,000,000 or more in nonstate funds to construct the Bio Innovations Research
581 Institute, the authority may expend up to \$20,000,000 for the construction of the Bio
582 Innovations Research Institute;

583 (iii) when the University of Utah certifies to the Utah Science Technology and
584 Research Governing Authority that the university has obtained reliable commitments,
585 convertible to cash, of \$30,000,000 or more in nonstate funds to construct the Neuroscience
586 and Biomedical Technology Research Building, the authority may expend up to \$30,000,000
587 for the construction of the Neuroscience and Biomedical Technology Research Building;

588 (iv) the match required by the universities under this Subsection(1)(b) is not in addition
589 to the match required by Section 63B-15-101;

590 (v) the Utah Science Technology and Research Governing Authority comply with the
591 requirements of Subsection 63B-15-101(8) in the planning, design, and construction of the
592 capital development projects identified in this section; and

593 (vi) this appropriation is nonlapsing.

594 (2) (a) As an ongoing appropriation subject to future budget constraints, there is
595 appropriated from the General Fund for fiscal year 2006-07, \$15,250,000 to the Utah Science
596 Technology and Research Governing Authority to provide funding for the Utah Science
597 Technology and Research Project.

598 (b) The Legislature intends that the authority:

599 (i) use up to \$250,000 to fund the authority's administrative costs;

600 (ii) when Utah State University or the University of Utah certify to the authority that
601 one or more research teams have committed to transfer to their institution, allocate up to
602 \$11,000,000 to Utah State University and the University of Utah to fund research teams and the
603 commercialization of new technology developed from the work of the research teams
604 according to criteria established by the board under Subsection 63-38g-302(1)(g); and

605 (iii) use up to \$4,000,000 to provide funding for the technology outreach program.

606 (c) The Legislature intends that this appropriation is nonlapsing.

607 (3) (a) As an ongoing appropriation subject to future budget constraints, there is
608 appropriated from the General Fund for fiscal year 2006-07, \$4,000,000 to the Utah Science
609 Technology and Research Authority to provide funding for the Utah Science Technology and
610 Research Project.

611 (b) There is appropriated (\$1,600,000) from the ongoing General Fund appropriation to
612 Utah State University for fiscal year 2007.

613 (c) There is appropriated (\$2,400,000) from the ongoing General Fund appropriation to
614 the University of Utah for fiscal year 2007.

615 (d) The Legislature intends that this appropriation is nonlapsing.

616 **Section 14. Effective date.**

617 This bill takes effect on July 1, 2006.

