

AGENDA

MEETING OF THE UTAH STATE BOARD OF REGENTS

June 9, 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
SNOW COLLEGE, EPHRAIM, UTAH
(ALL MEETINGS WILL BE HELD IN THE NOYES BUILDING, UNLESS OTHERWISE INDICATED)
JUNE 9, 2006

AGENDA

9:00 a.m. - COMMITTEE OF THE WHOLE
9:30 a.m. Founders Hall

1. Welcome and Overview
2. Acknowledgment of New Presidents/Regent
3. Recognition of Outgoing Presidents/Regent

9:30 a.m. - EXECUTIVE SESSION MEETING – STATE BOARD OF REGENTS
10:30 a.m. Academy Room

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

PROGRAMS COMMITTEE
Room 101

ACTION:

- | | |
|--|-------|
| 1. Utah State University – Master of Science Degree in Applied Environmental Geoscience | Tab A |
| 2. Utah State University – Bachelor of Arts/Bachelor of Science Degrees in International Business | Tab B |
| 3. Utah State University – Bachelor of Science Degree in Agricultural Communication and Journalism | Tab C |
| 4. Utah State University – Bachelor of Science Degree in Environmental Geoscience | Tab D |
| 5. Weber State University – Master of Health Administration Degree | Tab E |
| 6. New Century Scholarship Curriculum | Tab F |
| 7. UCAT – Regional Planning for Career and Technology Education | Tab G |

CONSENT:

- | | |
|--|-------|
| 8. Consent Calendar, Programs Committee | Tab H |
| A. University of Utah – Master of Public Administration/Master of Social Work Joint Degree | |
| B. Utah State University | |
| i. Eliminate Bachelor of Arts Degree from Animal Science Major | |
| ii. Eliminate Bachelor of Arts Degree from Bioveterinary Science Major | |
| iii. Eliminate Bachelor of Arts Degree from the Dairy Science Major | |
| C. Utah College of Applied Technology | |
| i. DATC and MATC – Certificate of Completion in Cosmetology | |
| ii. Changes to HVAC Certificate of Completion | |
| iii. Certificates of Completion for Fast-track Approval | |
| a. OWATC – Biomedical Equipment Technician | |
| b. BATC/DATC/MATC – Medical Billing and Coding | |

INFORMATION:

- | | |
|---|-------|
| 9. Information Calendar, Programs Committee | Tab I |
|---|-------|

Program Name Changes:
University of Utah (2)
Utah State University (4)
Southern Utah University (3)
Utah Valley State College (8)

FINANCE COMMITTEE

Founders Hall

ACTION:

- | | |
|--|-------|
| 1. USHE – Proposed Revisions to Policy R513, <i>Tuition Waivers and Reductions</i> | Tab J |
| 2. USHE – Proposed Revisions to Policy R851, <i>Guidelines for Retirement Programs</i> | Tab K |
| 3. USHE – Proposed Presidential Salaries for 2006-2007 | Tab L |
| 4. UHEAA – Approving Resolution, SBR Student Loan Revenue Bonds, Series 2006DD | Tab M |
| 5. Weber State University – Property Purchase | Tab N |
| 6. Snow College – Campus Master Plan Update | Tab O |

CONSENT:

- | | |
|--|-------|
| 7. Consent Calendar, Finance Committee | Tab P |
| A. UofU and USU – Capital Facilities Delegation Reports | |
| B. University of Utah – Pre-purchase Option for Property Near Moab | |
| C. Snow College – Sale of Property | |

INFORMATION/DISCUSSION:

- | | |
|--|-------|
| 8. USHE – Update on Post-Retirement Obligations | Tab Q |
| 9. USHE – Update on Employee Health Plans, 2006-2007 | Tab R |
| 10. USHE – Preliminary Review of Proposed Changes to Q&P Process | Tab S |
| 11. USHE – Update on Possible Consolidation of Administrative Data Processing | Tab T |
| 12. University of Utah – Follow-up Report on Proposed Hospital Construction Bond Financing | Tab U |
| 13. Dixie State College – Multi-department Building Concept | Tab V |

12:30 p.m. -
2:00 p.m.

LUNCHEON MEETINGS

REGENTS (Executive Session) – Academy Room
Chief Academic Officers – Lorenzo and Erastus Snow Room
Business Officers – Room 120
Others – Outside by Fountain

2:00 p.m. - COMMITTEE OF THE WHOLE AND REGULAR BUSINESS MEETING
 3:30 p.m. OF THE STATE BOARD OF REGENTS
 Founders Hall

1. Election of Board Chair and Vice Chair
2. Resolution in Memory of Former Regent Roy W. Simmons
3. Reports of Board Committees
 - Programs Committee – Tabs A - I
 - Finance Committee – Tabs J - V
4. General Consent Calendar Tab W
5. Report of the Commissioner
 - A. Communications Tab X
 - B. Forecasting Study: Enrollments, Budgets, Tuition, Facilities Tab Y
6. Report of the Chair

3:45 p.m. - MEETING OF THE STATE BOARD OF REGENTS AND
 4:45 p.m. SNOW COLLEGE BOARD OF TRUSTEES
 Heritage Room

5:00 p.m. DINNER – REGENTS, PRESIDENTS, SNOW TRUSTEES
 Founders Hall
 (By invitation)

7:00 p.m. CONCERT BY TEMPLE SQUARE ORCHESTRA AND CHORUS
 Eccles Center for the Performing Arts
 (Everyone is invited)

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

May 31, 2006

**MEMORANDUM**

TO: State Board of Regents

From: Richard E. Kendell

Subject: Utah State University – Master of Science in Applied Environmental Geoscience, Effective Fall Semester, 2006 – Action Item

Issue

Utah State University requests approval to offer a Master of Science Degree in Applied Environmental Geoscience in the Department of Geology effective Fall Semester 2006. This program was approved by the institutional Board of Trustees in February 2003.

Background

The primary goal of this program is to produce highly trained terminal Master's graduates who understand the fundamentals of Environmental Geoscience and are employable within both the public and private sector as consultants, managers, or teachers.

Environmental Geoscience is the fastest growing specialization within the broad spectrum of earth systems science. During the last ten years, well over half of the graduates in Geology have become employed in positions that would be classified as Environmental Geoscience. The Master of Science Degree in Applied Environmental Geoscience (Plan B) is a terminal degree program that requires a combination of advanced courses selected from Geology offerings, as well as additional courses from other units on campus, such as Civil and Environmental Engineering, Plants, Soils & Biometeorology, Biology, Chemistry and Biochemistry, Mathematics and Statistics, and the College of Natural Resources.

Geology undergraduate enrollments have nearly tripled over the last 10 years. This growth has occurred largely in response to new career opportunities in Environmental Geoscience and geotechnical areas, with significant recent growth linked to high energy prices and renewed growth in the petroleum and other energy-supply industries.

The Department of Geology at Utah State University has had an advanced degree program in Geology at the Master's level for over 75 years, making it one of the older graduate degree programs on campus. This program is an expansion of existing degree programs in Geology at both the BS and MS levels. Most of the courses needed to support this program are already being

taught either in the Geology Department or in related units on campus. The Geology Department provides program support for its course offerings in other departments as well.

#### Policy Issues

USHE institutions were supportive of the program and raised no policy issues.

#### Commissioner's Recommendation

The Commissioner recommends that the Regents approve the request to offer a Master of Science Degree in Applied Environmental Geoscience at Utah State University effective Fall 2006.

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Richard E. Kendell, Commissioner

REK/PCS  
Attachment

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

**Action Item**

**Request to Offer the Master of Science Degree in Applied Environmental Geoscience  
Effective Fall 2006**

Utah State University

Prepared for  
Richard E. Kendell  
by  
Phyllis C. Safman

May 31, 2006

## **SECTION I: The Request**

Utah State University requests approval to offer a Master of Science Degree in Applied Environmental Geoscience in the Department of Geology effective Fall Semester 2006. This program was approved by the institutional Board of Trustees in February 2003.

## **SECTION II: Program Description**

### **Complete Program Description**

Master's of Science Degree in Applied Environmental Geoscience - AEG (Plan B). The Department offers advanced study leading to the MS Degree in Applied Environmental Geoscience. This terminal degree program requires a combination of advanced courses selected from Geology offerings, as well as additional courses from other units on campus, such as Civil and Environmental Engineering, Plants, Soils and Biometeorology, Biology, Chemistry and Biochemistry, Mathematics and Statistics, and the College of Natural Resources. Plan B only; see graduate requirements in USU graduate catalog for description of Plan B reports.

**Program Prerequisite:** Bachelor's Degree in Geology, Earth Science, or related science discipline.

**Grade Requirements:** Only two grades of less than B (C to B-) will be accepted as part of the required degree program as listed on the "Program of Study for Master's Degree." A 3.0 grade point average must be obtained in required coursework as listed on the Program of Study. Thesis (Plan B report) credits will be graded P-F only (no letter grade will be given).

**Degree Requirements:** A total of 32 credit hours is required for graduation with the MS in Applied Environmental Geoscience. The recommended distribution is 29 credits of coursework and 3 credits of thesis to obtain the required 32 credits for the MS Degree. A minimum of 12 credit hours must be in support courses outside of Geology (e.g., watershed science, soils, geography, chemistry, biochemistry). At least 16 credit hours, but no more than 20 credit hours, must be in geology, including 3 credits of thesis. All coursework must be approved by the student's supervisory committee. Graduate students using Department or University facilities and/or under Geology faculty supervision must register for a minimum of 3 credits every semester, up to and including the semester in which the thesis is cleared by the School of Graduate Studies. Registration may not be required during the summer.

**Advisement:** All graduate students in the AEG program must have a supervisory committee consisting of their primary faculty advisor and at least two other faculty from Geology or related units on campus; at least one must be from outside the area of specialization. Students are required to meet with their faculty advisor and graduate committee at least twice annually for course and program advisement.



## Course Requirements for M.S. Degree in Applied Environmental Geoscience (Plan B)

### *Recommended Geology Courses (16 to 20 credit hours)*

|                                                                                             |   |
|---------------------------------------------------------------------------------------------|---|
| Geol 5510 Groundwater Geology                                                               | 3 |
| Geol 5630 Photogeology                                                                      | 2 |
| Geol 6150 Fluvial Geomorphology                                                             | 4 |
| Geol 6160 Hillslope and Landscape Geomorphology                                             | 3 |
| Geol 6520 (CI) Hydrogeologic Field Methods                                                  | 3 |
| Geol 6410 Introduction to Clay Mineralogy                                                   | 2 |
| Geol 5530 (OI) Exploration Geophysics and Petroleum Exploration                             | 4 |
| Geol 6540 (OI) Quantitative Methods in Geology                                              | 3 |
| Geol 6550 Geochemical Application of Electron Microprobe<br>and X-Ray Fluorescence Analysis | 4 |
| Geol 6680 Paleoclimatology                                                                  | 3 |
| Geol 6970 Thesis (required)                                                                 | 3 |

### *Support Courses Recommended (minimum 12 credit hours)*

|                                                                               |   |
|-------------------------------------------------------------------------------|---|
| Awer 5660. Restoration of Wildland Watersheds                                 | 3 |
| Awer 5670. Restoration of Wildland Watersheds Practicum                       | 1 |
| Awer 6330 (d5330). Large River Basin Management                               | 3 |
| Awer 6520 Applied Hydraulics                                                  | 3 |
| Awer 6760 (d5760). Remote Sensing: Modeling and Analysis                      | 3 |
| Awer 6930 (5930). Geographic Information Analysis                             | 4 |
| Envs 5320. Water Law and Policy in the United States                          | 3 |
| Envs 6100 (d5100). Methods of Environmental and Ecological Mapping            | 3 |
| Frws 6250 (d5250). Remote Sensing of Land Surfaces                            | 4 |
| Envs 6540 (d5540). Land Use and Resource Assessment                           | 3 |
| Envs 6550 (d5550). Environment, Resources, and Development Policy             | 3 |
| Frws 6740. Physical Processes in Remote Sensing                               | 3 |
| Frws 6750 (d5750). Applied Remote Sensing                                     | 3 |
| Soil 6130 (d5130). Soil Genesis, Morphology, and Classification               | 4 |
| Soil 6140. Unsaturated Flow and Transport                                     | 3 |
| Soil 6190. Salt-affected Soils                                                | 2 |
| Soil 6200. Biogeochemistry of Terrestrial Ecosystems                          | 3 |
| Soil 6350 (d5350). Wildland Soils                                             | 3 |
| Soil 6400. Spatial and Temporal Estimation Methods for Environmental Sciences | 2 |
| Soil 6550 (d5550). Soils and Plant Nutrient Bioavailability                   | 3 |
| Soil 6560 (d5560). Analytical Techniques for the Soil Environment             | 2 |
| Soil 6650 (d5650). Applied Soil Physics                                       | 3 |
| Soil 6720. Chemistry of Arid Land Soils                                       | 3 |

## **Purpose of Degree**

Environmental Geoscience is the fastest growing specialization within the broad spectrum of earth systems science. During the last ten years, well over half of USU's graduates in Geology have become employed in positions that would be classified as "Environmental Geoscience." The Master of Science Degree in Applied Environmental Geoscience (Plan B) is a terminal degree program that requires a combination of advanced courses selected from Geology offerings, as well as additional courses from other units on campus, such as Civil and Environmental Engineering, Plants, Soils and Biometeorology, Biology, Chemistry and Biochemistry, Mathematics and Statistics, and the College of Natural Resources. Because of the range of required expertise and the diversity of requirements, the number of courses required is greater than a typical (Plan A) MS Degree. Applied Environmental Geoscience prepares graduates for careers with the environmental industry, Federal and State regulatory agencies, and policy organizations.

## **Institutional Readiness**

The Department of Geology at Utah State University has had an advanced degree program in Geology at the Masters level for over 75 years, making it one of the older graduate degree programs on campus. The Department has had a graduate program director for several years to coordinate graduate studies and work with the graduate dean and graduate students.

The program proposed here represents an expansion of the existing Master's program, which has been successful in producing graduates that are in demand by employers in government, industry, and education, many of whom continue their education at the doctoral level elsewhere. Since the proposed MS in Applied Environmental Geoscience builds on an existing MS in Geology, the curricular infrastructure needed to sustain and support this degree is already in place. No new administrative or organizational structures are required to deliver this program.

## **Faculty**

The Department of Geology at Utah State University comprises 11 headcount faculty (10 FTE, including one FTE in the dean's office), of whom all but one (0.5 FTE) are tenured or hold tenure-track appointments. The Department also houses two adjunct research faculty, plus five associated faculty from other earth science units on campus (see Appendix C). The faculty are productive in terms of graduate student degrees, publications, and external funding. There is strength in several important areas that are central to nationally-recognized research goals and which are in great demand by employers of geoscience graduates (see Appendix C for a listing of current faculty, along with their areas of specialization). Faculty in the Department of Geology were recognized in 2003 with USU's first annual Department Teaching Excellence Award.

No additional faculty are required for this major.

## **Staff**

An additional 0.5 FTE clerical support staff position will be needed. This person will help with the increased administrative load of up to 20 new graduate students, in addition to the existing graduate and undergraduate programs. The Department will fund the clerical support through reallocations.

## Library

The faculty in Geology have identified 39 journals that are essential to research in Geology at the PhD level, 29 journals that are very useful and should be available, and 11 journals that are useful but do not need to be available on campus. These journals, which are listed in three tables attached to this proposal, also apply to library resources needed to support the proposed Master's program.

The faculty in Geology have identified 21 journals that are needed to support the MS in Applied Environmental Geoscience (see table 4 below). All but one of these journals are available on campus in the USU Library. These journals cover topics in quaternary geology, geochemistry, remote sensing, climate studies, mining, water resources, and general studies in geology.

Table 4. Journals Needed to Support BS & MS degrees in Applied Environmental Geoscience

| Journal                                             | USU Library  |
|-----------------------------------------------------|--------------|
| Applied Geochemistry                                | complete     |
| Computers & Geosciences                             | 1978-present |
| Northeastern Geology and Environmental Sciences     | 1995-present |
| Stochastic Environmental Research & Risk Assessment | 2001         |
| Geochemical Journal                                 | 1980-present |
| Economic Geology and the Bulletin of the Society    | 1930-present |
| Earth-Science Reviews                               | 1966-present |
| <i>Environmental Geology</i>                        | 1979-1984    |
| Geological Society of America Bulletin              | 1961-present |
| Geology                                             | 1973-present |
| Geotimes                                            | 1956-present |
| Geology Studies                                     | 1961-present |
| Global & Planetary Change                           | 1989-present |
| GSA Today                                           | 1993-present |
| Journal of Geology                                  | 1893-present |
| Journal of Quaternary Science: JQS                  | 1997-present |
| Mountain Geologist                                  | 1964-present |
| Palaeogeography, Palaeoclimatology, Palaeoecology   | 1965-present |
| Quaternary Research                                 | 1970-present |
| Quaternary Science Reviews                          | 1997-present |
| Remote Sensing of Environment                       | 1969-present |

In addition to library resources in Merrill Science Library, the Department of Geology also has two internal libraries housed within the Department. The Geology reference library contains several important journals, as well as important publications from the US Geological Survey. These include complete sets of the *Bulletin of the US Geological Survey* (1886 to present), *USGS Professional Papers* (1900 to present), and *USGS Water Supply Papers* (1901 to present). The internal library also contains a complete set of *Initial Results of the Deep Sea Drilling Project* and the *Decade of North American Geology* volumes, from the Geologic Society America. The *Bulletin of the US Geological Survey*, *USGS Professional Papers*, and *USGS Water Supply Papers* are especially pertinent to undergraduate and graduate work in Applied Environmental Geoscience.

USU is an official Federal Map Repository for the US Geological Survey, and many of these maps are housed in the Claypool Map Library (Geol 204). It contains all of the maps published by the US Geological Survey, including special map products, along with a large selection of Utah state maps, air photos, and satellite images. These maps are especially important for research in Geology and constitute a unique resource for our students.

## Information and Learning Resources

Ten more computers will be needed for the student computing center to support the MS in Applied Environmental Geosciences, at a cost of about \$10,000, which is expected to be raised through development. Other program needs can be covered with existing facilities or with funds from research grants. Funding for \$40,000 was received from the Browning Foundation for a new X-ray diffraction spectrometer. Current information and learning resources within the Department of Geology include:

1. Landmark 3D Seismic Modeling Workstation (Sun workstation with Landmark processing software, valued at \$650,000, donated by Chevron Petroleum and Landmark Systems);
2. Sun workstation (\$11,000) with structural modeling software valued at \$55,000 (2D Move and 3D Move, donated by Midland Valley Software), plus 5 other Sun workstations;
3. Fully automated Panalytical 2400 X-ray fluorescence spectrometer with Windows NT workstation for data processing, purchased in 1999 for \$180,000 (NSF equipment grant), for chemical analysis of rocks and soils;
4. GIS Computer Laboratory, comprising five PC workstations with Arc Info and other GIS software, a digitizing table, and scanners, and two large format plotters (HP Designjet 750, HP Designjet 800PS);
5. New, fully automated X-ray diffraction spectrometer with computer automated control and data processing, including automated peak matching and identification, mineral identification and characterization (\$90,000; purchased Spring 2003 with grant from the Browning Foundation);
6. Optically Stimulated Luminescence lab for dating soils and surfaces < 100,000 years old.
7. Two Zeiss research petrographic microscopes (\$40,000 each) with analog and digital photography, plus four other research petrographic microscopes and twelve student petrographic microscopes.
8. Two Total Surveying workstations (\$7,000 each) for creating 3D digital maps of terrain and geology;
9. Giddings mobile drill rig with utility trailer, for drilling water test wells, soil sampling, and rock coring to depths of 800 feet (\$27,000);
10. Complete sample preparation facilities for rocks and soils, including thin section and probe mount facilities, hand-portable rock coring drill and bits, and drill press for coring rocks.
11. Extensive collection of rock and mineral samples from around the world. The teaching collection includes hundreds of donated mineral specimens which vary from museum quality display samples to mini-mounts of rare and exotic minerals.
12. Extensive collections of fossils, primary marine invertebrates and terrestrial vertebrates.

In addition to the equipment listed above, the students have access to other facilities on campus, including the Soils Lab.

## Admission Requirements

Bachelor's Degree in Geology, Earth Science, or related science discipline is required. Students with a degree other than Environmental Geoscience may be required to address deficiencies. In addition, applicants must have acceptable GRE scores and GPA. minimum scores of the 40th percentile on the Verbal section and 40th percentile on the Quantitative section and a combined minimum of 1,000 and a 3.0 GPA. A member of the Geology faculty must agree to serve as the major professor for the applicant prior to acceptance. Applicants must also meet requirements for admission to the School of Graduate Studies.

## Student Advisement

Graduate students in Applied Environmental Geoscience are required to meet with their faculty advisor during their first semester in residence to choose a supervisory committee and to select courses for their program of study. All graduate students in the AEG program must have a supervisory committee consisting of their primary faculty advisor and at least two other faculty from Geology or related units on campus; at least one must be from outside the area of specialization. Students are required to meet with their faculty advisor and graduate committee at least twice annually for course and program advisement. By the end of their first year, AEG students should have a Plan B report topic chosen so that program adjustments can be made as needed. Graduate student progress will be independently evaluated by the Geology graduate program director, who will provide the student and Department with a written evaluation on an annual basis.

## Justification for Number of Credits

The minimum number of credits for the proposed program is 32.

## External Review and Accreditation

The State of Utah has recently enacted licensure for Geoscience professionals. The proposed program is consistent with accreditation standards mandated for the state of Utah, which requires "an earned bachelor or post-graduate degree in the geosciences from an accredited institution including the completion of a minimum of 24 semester or 36 quarter hours in upper level or graduate geology courses" (from R156-77, Professional Geologist Licensing Act Rules). In general, most of the students in this program will fulfill the course requirement prior to admission; the 32 credit hours of advanced Geoscience coursework required for the MS will supplement their existing bachelor's degree.

## Projected Enrollment

Enrollment projections are based on a compact plan and on projection of past growth rates. Student/Faculty FTE ratios are based on total graduate student enrollments, which include the existing Geology Master's and the program proposed here. This ratio does not include undergraduate enrollments.

Table 1. Projected Enrollments

|                                 | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---------------------------------|--------|--------|--------|--------|--------|
| FTE enrollments                 | 4      | 8      | 12     | 14     | 16     |
| Student/Faculty FTE (All Grads) | 3.6    | 4.1    | 4.5    | 4.75   | 5.2    |

## Expansion of Existing Program

This program is an expansion of existing degree programs in Geology at both the BS and MS levels. Most of the courses needed to support this program are already being taught in the Geology Department and in related units on campus.

Geology undergraduate enrollments have nearly tripled over the last 10 years (see Table 2). This growth has occurred largely in response to new career opportunities in Environmental Geoscience and geotechnical areas, with significant recent growth linked to high energy prices and renewed growth in the petroleum and other energy-supply industries.

Geology graduate enrollments have remained relatively constant, largely because the present MS in Geology (Plan A only) requires close supervision of the students during their research projects, and because there are limitations on the amount of available financial support. Graduate students in the Plan B AEG program would not receive the same financial support commitment that Plan A students receive, thus enabling increased enrollments.

Table 2. Geology Enrollments Previous Decade

| Geology Majors | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 |
|----------------|------|------|------|------|------|------|------|------|------|------|------|
| Undergraduate  | 40   | 43   | 44   | 47   | 70   | 69   | 51   | 49   | 31   | 32   | 40   |
| Masters        | 24   | 21   | 23   | 21   | 16   | 21   | 25   | 21   | 15   | 22   | 20   |
| TOTAL          | 64   | 64   | 67   | 68   | 86   | 90   | 76   | 70   | 46   | 54   | 60   |

Enrollment growth at the graduate level has been limited by funding for graduate student support, whereas growth at the undergraduate level reflects true demand for the major. Student credit hour growth in Geology has also been significant, as shown by the semester-adjusted SCH in Table 3.

Table 3. Growth in Student Credit Hours Since 1990, Adjusted to Semester Equivalent Credits

| Year | 1991-<br>1992 | 1992-<br>1993 | 1993-<br>1994 | 1994-<br>1995 | 1995-<br>1996 | 1996-<br>1997 | 1997-<br>1998 | 1998-<br>1999 | 1999-<br>2000 | 2000-<br>2001 | 2001-<br>2002 | 2002-<br>2003 | 2003-<br>2004 |
|------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| SCH  | 3458          | 3677          | 4279          | 4269          | 4436          | 4126          | 4644          | 4835          | 5414          | 5727          | 6122          | 4812          | 5333          |

## SECTION III: Need

### Program Necessity

A large percentage of graduates in earth science programs nationwide accept positions in Applied Environmental Geoscience. The standard Geology curriculum addresses many of the knowledge areas required in these positions, but does not offer enough breadth in related areas such as natural resources, watershed science, soils, or biology.

The proposed program builds on existing courses in Geology, natural resources, soils and biometeorology, biology, and other science disciplines to offer an interdisciplinary program that addresses directly the needs of professionals working in Applied Environmental Geoscience.

## Labor Market Demand

It is expected that graduates from this program will find employment with state and Federal governments as resource managers. In addition, state initiatives to increase the number of science teachers with Master's degrees would benefit from this program.

A study by the *American Geological Institute* shows that employment opportunities for master's recipients in Earth and Environmental Geosciences are very good, with about 21% being employed by environmental consulting firms, 13% by Federal or state governments, and 15% by the petroleum industry (figure IV.1). As noted in the AGI report *"Environmental consulting firms are likely to increase their hiring, due to federal and state government outsourcing and in helping businesses meet environmental regulations or in siting new businesses."* And *"The federal government faces a general slowing... of its hiring activity, while at the same time it is being asked to do more in the way of greater environmental vigilance, mostly through stricter regulation. Those activities will result in greater outsourcing to environmental contractors."* (AGI's *Guide to Geoscience Careers and Employers*, 2002).

### Employment Trends of Recent Master's Recipients

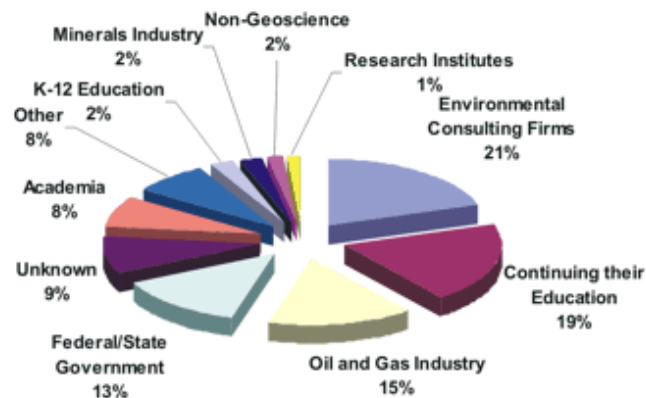


Figure IV.1. Employment trends of recent Master's recipients, from AGI's *Guide to Geoscience Careers and Employers*, 2002..

*"Environmental consulting firms hire more geoscience graduates than any other industrial sector. In 2000, about 35% of the geoscience undergraduates that did not continue their education accepted employment in environmental consulting firms. For those with higher degrees, the percentage accepting employment in environmental consulting firms was lower, about 28% of those completing MS degrees, and about 3% of those completing Ph.D. degrees. Environmental consulting is big business; in 2000 the total revenues of the top 200 environmental consulting firms was nearly \$29 billion. The annual growth rate in this sector was modest in 2000, about 4% increase over 1999. Employment in this sector is projected to continue to grow, but at a slower rate in the near term."* (Environmental Consulting Firms: A Profile, Charles A. Andrews, SSP&A, AGI's *Guide to Geoscience Careers and Employers*, 2002).

*"The long-term prospect for employment in the environmental consulting sector is excellent. Society's desire to improve environmental quality, to better understand and manage geologic hazards, and the need*

*to manage limited water resources will create a robust long-term demand for geoscientists in environmental consulting firms.” (Environmental Consulting Firms: A Profile, Charles A. Andrews, SSP&A, AGI's Guide to Geoscience Careers and Employers, 2002).*

From the National Park Service:

*“...the National Park Service is going through a period of re-adjustment due to retirements and a significant number of positions are opening up in our field offices for natural resource specialists. Rather than advertise these positions as biologist, hydrologists, geologists, the Park Service chooses to advertise these via a broader category, such as, environmental protection specialists, natural resource specialists, physical scientists, etc. All of these types of positions are open to those who have degrees in geology and in some instances geography. So I would like you to help me encourage geologists to apply for these types of jobs that are becoming available. At present, there is a striking imbalance in the backgrounds of our professionals in resource management, approximately 900 with biology backgrounds and 100 with physical science backgrounds. It is the practice of the Park Service to staff its field offices with professionals at the Masters or Bachelors degree levels.”*

Placement surveys show that since 1997, USU has placed 100% of its Master's graduates in jobs or continuing advanced education programs, excluding those who are not seeking work.

### **Student Demand**

Applied Environmental Geoscience is the largest growth area in earth science today. Many of the students interested in environmental science transfer into Geology because it is one of the few degrees that they can find that addresses professional and technical careers in environmental science. Geoscience departments at many Utah colleges and universities (including earth science departments) have expressed an interest in this program and estimate that, of the students graduating with bachelor degrees from their programs, 7-10 students per year could be expected to enter the MS in Applied Environmental Geoscience program at USU (UVSC: 2-3 students per year; SUU: 3-4 students per year; BYU: 2-3 per year). This does not include students from USU's Bachelor's program in Applied Environmental Geoscience who may choose to continue in the MS program.

Idaho State University (ISU) has initiated a new undergraduate bachelor's program in Earth and Environmental Science (BA/BS). The department head in geosciences at ISU expects that this program will produce at least 3-4 students each year who are interested in pursuing a Master's in Applied Environmental Geosciences. In addition, the department head at BYU-Idaho has indicated that its geoscience students are very interested in a Plan B terminal Master's Degree program that would allow them to compete more effectively for jobs, and he expects to send 5-6 students per year to this program when it is in place. This will compensate in part for the loss of undergraduate transfer students experienced when BYU-Idaho (formerly Ricks College) changed its Geoscience program from two-year to four-year. Thus, the overall outlook for student demand, based solely on departments in Utah or the immediate region, is 15-20 students per year.

USU officials anticipate that the proposed program will be of great interest to non-traditional students who work in the environmental field and wish to improve their credentials. There is no way to gauge this demand in advance, but similar programs at other universities often gain significant enrollments of non-traditional



students. Plans will be made to explore using advanced technologies to deliver this program to remote locations in order to serve the non-traditional population.

## Similar Programs

There are no MS Degree programs similar to the one proposed here in the state of Utah or within the immediate region surrounding Utah. Similar programs are offered at some schools, such as Southern Illinois University, but these are too far away to support Utah students.

Regional programs that offer Master's Degrees in Environmental Science, broadly interpreted, are listed in the table below. None of the programs listed below is comparable to the MS in AEG proposed here.

| School                 | Degree                                                  | Description                                                                                                          |
|------------------------|---------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| Univ. Idaho            | MS Environmental Science                                | Several plans, most in ecology and waste management; the Earth Science/Hydro option is watershed management program. |
| Boise State Univ.      | MS Geology                                              | No graduate programs in Environmental Geoscience.                                                                    |
| Idaho State University | MS in Geology with emphasis in Environmental Geoscience | 9 credit add-on to standard Plan A Thesis degree.                                                                    |
| Univ Nevada Reno       | MS Environmental Science                                | Public Health degree.                                                                                                |
| Univ Nevada Las Vegas  | MS Environmental Science                                | Concentrations in Environmental Policy and Environmental Chemistry are only options.                                 |
| Univ Wyoming           | BS Environmental Science                                | No graduate programs in environmental science.                                                                       |
|                        | MS Geology Geophysics                                   | No environmental earth science options.                                                                              |
| Univ Colorado          | BS Environmental Studies                                | Policy focused, through natural resources.                                                                           |
|                        | MS Geoscience                                           | Includes Plan B non-thesis option, but no environmental geoscience focus.                                            |
| Colorado State Univ    | MS Geology, MS Watershed                                | No graduate programs in environmental geoscience.                                                                    |

There are superficial similarities with MS programs in Natural Resources and Soils, but the differences are significant. First, the proposed MS is a terminal, Plan B degree so it in no way pre-empts any existing Plan A Thesis program like those in Soils and Natural Resources. The Master of Natural Resources (MNR) as a professional degree *"designed to prepare students to work in the interdisciplinary context of 21st century natural resource management and decision-making. It is a non-thesis, management-oriented program..."* (quoted from CNR website). The emphasis on management in the MNR program marks it as completely different from the proposed program, which is essentially a science degree that provides exposure to a broader range of disciplines within the context of earth science.

Finally, neither the MNR program in Natural Resources nor the MS in Soils would allow graduates to practice as Registered Professional Geologists – a requirement which is central to the proposed proposal. Professional registration is required for all earth science professionals practicing before the public in Utah (and many other states). As a result, any program that does not address the legislatively mandated requirements for this registration is simply not in competition with the proposed degree.

## Collaboration with and Impact on Other USHE Institutions

There are no programs in the state of Utah that address Applied Environmental Geoscience at the graduate level. Weber State University offers a BS Degree in Applied Environmental Geoscience and the University of Utah offers a BS Degree in Environmental Earth Science. Both of these programs are potential feeders

for USU's MS program, as are bachelor programs in Geology and Environmental Science from a number of colleges in the northern intermountain region. Thus, the proposed AEG MS program would provide an avenue for WSU AEG undergraduates and University of Utah Environmental Earth Science undergraduates to receive advanced training in their field. It does not compete with either BS program and would have no impact on them.

## **Benefits**

The proposed program will provide terminal Master's degrees to a large number of Utah citizens who wish to work professionally in fields related to Environmental Geoscience. It will also increase growth in graduate program enrollments at USU, which is crucial to enrollment management at USU, and a high priority for the institution as it moves into the future.

## **Consistency with Institutional Mission**

The program is consistent with Utah State University's land grant mission and will benefit the citizens of the state as population growth requires continued resource extraction and interaction with the landscape, and drives the demand for teachers with advanced degrees in science. The MS in Applied Environmental Geoscience is also consistent with the University's goals, as promulgated through the compact planning process. These goals include:

- enhancing the University's national reputation for discovery, learning, and engagement.
- enhancing the recruitment, retention, graduation and placement of graduate students.
- building a diverse and inclusive campus community, fostering demographic and intellectual diversity.
- infusing new energy into graduate education on campus, especially at the doctoral level.
- fostering new partnerships, both internally, through interdisciplinary, interdepartmental /college, and interdivisional collaboration, and externally, through connections with government and the private economy, in keeping with the new role of the engaged land grant university.

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

### **Program Assessment**

The primary goal of this program is to produce highly trained terminal Master's graduates who understand the fundamentals of environmental geoscience and are employable within both the public and private sector as consultants, managers, or teachers.

The graduate program director in Geology will conduct exit interview with all graduating AEG students to ascertain their perspectives on how the program and various faculty have contributed to their educational experience/needs. Follow-up questionnaires will be mailed to AEG graduates one year after they complete their programs to assess their success in finding employment and to obtain insights from the working world.

Also, there will be "market-based" program assessment. The Department will continue to solicit input from potential employers of the AEG students (e.g., consulting/environmental firms and state and Federal agencies responsible for land and resource management) regarding the knowledge base they require for

their employees. Program success will be assessed by monitoring the success rate of graduates in achieving professional accreditation, which was enacted by the state legislature in Spring 2002.

### **Expected Standards of Performance**

The students will be expected to meet all School of Graduate Studies requirements. In addition, they must successfully complete all courses chosen by their committee for their plan of study. Their individual plans will be designed to provide them with the tools needed to be successful in their chosen areas of specialization including geohazards, groundwater, land management, and education.

### **Student Assessment**

Plan B students will be required to pass a written competency exam before completing the program. The exam will be tailored to their area of specialization and designed by their committee. In addition, the students will be required to conduct a public defense of their Plan B report. The AEG program will be dynamic. Rather than having a set program of coursework that all students must take, it will consist of individually-tailored programs of coursework for each student. Thus, the program can easily adapt to changes in the job sector, needs of the state or issues revealed by student and program assessment.

## **SECTION V: Finance**

No additional funds are needed. This is a professional master's program with no research role for students. Neither is there a need for research equipment or travel. As discussed below, any new expenses that are incurred will be covered through development efforts.

### **Funding Sources**

USU is placing an increased emphasis on development as a source of external funds to finance programs. Received recently was \$40,000 from the Browning Foundation to replace the x-ray diffraction spectrometer and USU continues to receive generous support from the Jones Family Foundation for equipment purchases. In addition, USU receives \$10,000 each year from Anadarko Petroleum and \$5000 from ExxonMobil to support graduate student scholarships, student travel to meetings, and the seminar series. Continued success in this arena will allow the proposed program to offset both travel and current expenses if no new funds are allocated to the operating budget.

### **Reallocation**

No significant reallocation of existing financial resources is anticipated because reallocation within the budget for the clerical staff support has already been made.

### **Impact on Existing Budgets**

There is none. The basic courses needed are in place and taught on a regular rotation. All of the other programs would benefit from the increased enrollments in 5000 and 6000 level courses.

## Appendix A: Program Curriculum

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

Only one new course is needed to support this program: Geol 6900 Internship/Co-Op Experience (2-6 credits). This course requires no new faculty resources or reallocation. If new faculty are added in the area of environment geochemistry, the program scope can be broadened.

### All Program Courses

*General Education courses: None.*

#### *Geology Core courses; 16 to 20 credits.*

| Course Number  | Course Title                                                                   | Credits |
|----------------|--------------------------------------------------------------------------------|---------|
| Geol 5510      | Groundwater Geology                                                            | 3       |
| Geol 5630      | Photogeology                                                                   | 2       |
| Geol 6150      | Fluvial Geomorphology                                                          | 4       |
| Geol 6160      | Hillslope and Landscape Geomorphology                                          | 3       |
| Geol 6520 (CI) | Hydrogeologic Field Methods                                                    | 3       |
| Geol 6410      | Introduction to Clay Mineralogy                                                | 2       |
| Geol 5530 (QI) | Exploration Geophysics and Petroleum Exploration                               | 4       |
| Geol 6540 (QI) | Quantitative Methods in Geology                                                | 3       |
| Geol 6550      | Geochemical Application of Electron Microprobe and X-Ray Fluorescence Analysis | 4       |
| Geol 6680      | Paleoclimatology                                                               | 3       |
| Geol 6900      | Geol 6900 Internship/Co-Op Experience                                          | 2-6     |
| Geol 6970      | Thesis (required)                                                              | 3       |

#### *Support Courses Recommended (minimum 12 credit hours)*

| Course Number | Course Title                                                       | Credits |
|---------------|--------------------------------------------------------------------|---------|
| Awer 5490     | Small Watershed Hydrology                                          | 4       |
| Awer 5660     | Watersheds and Stream Restoration                                  | 3       |
| Awer 5670     | Watersheds and Stream Restoration Practicum                        | 1       |
| Awer 6330     | Large River Management                                             | 3       |
| Awer 6520     | Applied Hydraulics                                                 | 3       |
| Awer 6530     | Water Quality and Pollution                                        | 3       |
| Awer 6600     | Principals of Surface Hydrology                                    | 3       |
| Awer 6760     | Remote Sensing: Modeling and Analysis                              | 3       |
| Awer 6930     | Geographic Information Analysis                                    | 4       |
| Envs 5320     | Water Law and Policy in the United States                          | 3       |
| Envs 6100     | Methods of Environmental and Ecological Mapping                    | 3       |
| Envs 6540     | Land Use and Resource Assessment                                   | 3       |
| Envs 6550     | Environment, Resources, and Development Policy                     | 3       |
| Frws 6250     | Remote Sensing of Land Surfaces                                    | 4       |
| Frws 6740     | Physical Processes in Remote Sensing                               | 3       |
| Frws 6750     | Applied Remote Sensing                                             | 3       |
| Soil 6130     | Soil Genesis, Morphology, and Classification                       | 4       |
| Soil 6140     | Unsaturated Flow and Transport                                     | 3       |
| Soil 6190     | Salt-affected Soils                                                | 2       |
| Soil 6200     | Biogeochemistry of Terrestrial Ecosystems                          | 3       |
| Soil 6350     | Wildland Soils                                                     | 3       |
| Soil 6400     | Spatial and Temporal Estimation Methods for Environmental Sciences | 2       |
| Soil 6550     | Soils and Plant Nutrient Bioavailability                           | 3       |
| Soil 6560     | Analytical Techniques for the Soil Environment                     | 2       |
| Soil 6650     | Applied Soil Physics                                               | 3       |
| Soil 6720     | Chemistry of Arid Land Soils                                       | 3       |

**Total Number of Credits**

**32**

## Appendix B

### Program Schedule

Course schedules will be individually tailored to meet student needs. A potential schedule might look like this:

| <i>Semester</i> | <i>Course Number</i> | <i>Title</i>                                 | <i>Credit Hours</i> |
|-----------------|----------------------|----------------------------------------------|---------------------|
| <i>Year One</i> |                      |                                              |                     |
| Fall            | Geol 5510 (3)        | Groundwater Geology                          | 3                   |
| Fall            | Geol 6150 (4)        | Fluvial Geomorphology                        | 4                   |
| Fall            | Envs 5320 (3)        | Water law and policy in the United States    | 3                   |
| Spring          | Geol 6160 (3)        | Hillslope and Landscape Geomorphology        | 3                   |
| Spring          | Frws 6250 (4)        | Remote Sensing of Land Surfaces              | 4                   |
| <i>Year Two</i> |                      |                                              |                     |
| Fall            | Geol 6540 (3)        | Quantitative Methods in Geology              | 3                   |
| Fall            | Soil 6130 (4)        | Soil Genesis, Morphology, and Classification | 4                   |
| Spring          | Awer 6930 (3)        | Geographic Information Analysis              | 3                   |
| Spring          | Geol 6970 (3)        | Thesis                                       | 3                   |
| Spring          | Geol 6900 (2-6)      | Internship/Co-Op Experience                  | 3                   |
| Total Credits   |                      |                                              | 33                  |

### Appendix C Faculty

List of faculty within the institution, with their qualifications, to be used in support of the program.

| Table C.1 Listing of Current Geology Faculty                                                          |                                                                                                                                                                                          |
|-------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Carol M. Dehler, PhD, 2001<br>University of New Mexico<br><i>Assistant Professor</i>               | Sedimentology, low temperature geochemistry, tectonics of the Neoproterozoic.                                                                                                            |
| 2. James P. Evans, PhD, 1987<br>Texas A&M University<br><i>Professor</i>                              | Structural geology: structural analyses of deformed rocks; deformation and rock mechanics, field mapping; fault zone process and the hydrology of fractures and fault systems.           |
| 3. Donald W. Fiesinger, PhD, 1976<br>University of Calgary<br><i>Associate Professor and Dean</i>     | Igneous petrology; mafic and felsic magma systems in NW Utah. Dean, College of Science.                                                                                                  |
| 4. Susanne U. Janecke, PhD, 1991<br>University of Utah<br><i>Associate Professor</i>                  | Regional tectonics, structure, regional tectonic analyses, and extensional deformation; basin analysis, geologic evolution of North American Cordillera.                                 |
| 5. Peter T. Kolesar, PhD, 1973<br>University of California, Riverside<br><i>Associate Professor</i>   | Low-T geochemistry & carbonate petrology: origin of Tertiary/Quaternary calcite veins and their use in paleoclimatology and groundwater hydrology of the southern Great Basin.           |
| 6. Thomas E. Lachmar, PhD, 1989<br>University of Idaho<br><i>Associate Professor</i>                  | Groundwater hydrology: confined aquifers, stream losses and water table depths, groundwater recharge to surface streams and the transport of chemical and radioactive contaminants.      |
| 7. W. David Liddell, PhD, 1980<br>University of Michigan<br><i>Professor</i>                          | Paleoecology & sedimentology: coral-reef ecology, sedimentary facies of modern carbonate environments, sequence stratigraphy and cyclicity of Paleozoic rocks.                           |
| 8. Susan K. Morgan, MS, 1988<br>Utah State University, <i>Lecturer</i>                                | Geoscience education, earth history, carbonate petrology, stratigraphy.                                                                                                                  |
| 9. Joel L. Pederson, PhD, 1999<br>University of New Mexico<br><i>Assistant Professor</i>              | Geomorphology, sedimentology, paleoclimatology, and geoarchaeology; hillslope processes, climatic controls on landscape evolution (Colorado Plateau, Grand Canyon).                      |
| 10. Anthony Lowry, PhD, 1991<br>University of Utah<br><i>Assistant Professor</i>                      | Geophysics, GPS measurement of active tectonics, seismology, tectonics, geologic hazards assesment.                                                                                      |
| 11. John W. Shervais, PhD, 1979<br>University of California, Santa Barbara, <i>Professor and Head</i> | Igneous petrology, geochemistry, tectonics: major and trace element geochemistry of igneous rocks, volcanism, ophiolites and island arcs, mantle metasomatism, formation of lunar crust. |

| <b>Table C.2 Listing of Research and Emeritus Faculty</b>                                      |                                                                                                         |
|------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| 1. Robert Q. Oaks, PhD, 1969<br>Yale University; Professor Emeritus                            | Sedimentology and clastic sedimentation, geology and tectonics of northern Utah; retired but active.    |
| 2. James P. McCalpin, PhD, 1981<br>Colorado School of Mines<br>Adjunct Research Professor      | Paleoseismicity, neotectonics, geologic hazard mitigation; GEO-HAZ Consulting, Inc.                     |
| 3. Craig B. Forster, PhD, 1987<br>University of British Columbia<br>Adjunct Research Professor | Hydrogeology, geotechnical applications in engineering geology; Research Faculty at University of Utah. |

| <b>Table C.3 Additional Earth Science Faculty at Utah State University<br/>with Adjunct Appointments in Geology</b> |                                                                                                                            |
|---------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| 1. Jack C. Schmidt, PhD, 1987<br>Johns Hopkins University<br>Associate Professor                                    | Fluvial Geomorphology: Department of Aquatic, Watershed, and Earth Resources, College of Natural Resources.                |
| 2. Lynn M. Dudley, PhD, 1983<br>Washington State University<br>Professor                                            | Soil Geochemistry: Department of Plants, Soils and Biometeorolgy, College of Agriculture.                                  |
| 3. Janis L. Boettinger, PhD, 1992<br>University of California, Davis<br>Associate Professor                         | Soil Mineralogy: Department of Plants, Soils and Biometeorolgy, College of Agriculture.                                    |
| 4. David G. Chandler, PhD, 1998<br>Cornell University<br>Assistant Professor                                        | Surface Hydrology: Department of Plants, Soils and Biometeorolgy, College of Agriculture.                                  |
| 5. David G. Tarboton, Sc.D., 1989<br>Massachusetts Institute Technology<br>Professor                                | Water Resources and Hydrology, Utah Water Research Laboratory and Department of Civil and Environmental Civil Engineering. |

**Appendix D**  
**Complete Course Descriptions**  
**(6000 or above only)**

Geol 6150 (d5150). Fluvial Geomorphology. Focuses on physical processes in streams that control their shape, plan form, slope, bed material, and distribution of channel bars. Emphasizes field analysis of these topics, and application of geomorphology to aquatic ecology and environmental restoration. Prerequisite: Geol/Geog 3600. (4 cr) (F)

\*Geol 6160 (d5160). Hillslope and Landscape Geomorphology. Includes basics of hillslope weathering, transport, and hydrologic processes. Surveys classic and recent literature on hillslope-scale and landscape-scale geomorphic research. Three lectures and several Saturday field trips. Prerequisite: Geol/Geog 3600. (3 cr) (Sp)

\*Geol 6250. Mechanics and Processes in Earth Sciences. Fundamentals of solid and fluid mechanics with applications to the earth sciences. Applications to rock de-formation, fluid flow, glacier movement, and slope stability. Designed for graduate students in earth sciences and engineering. Two lectures, one lab per week. Prerequisite-sites: Geol 3700, Math 1210; or permission of instructor. (3 cr) (F)

\*Geol 6410 (d5410). Introduction to Clay Mineralogy. Introduction to and application of techniques, such as x-ray diffraction, differential thermal analysis, and chemical analysis, to study of clay minerals. Examination of the effects of clay mineral structures on physical and chemical properties. Three lectures and one lab per week; half semester. Prerequisite: Geol 3500. (2 cr) (Sp)

\*Geol 6440 (d5440). Paleocology. Interrelationships between various organisms and between organisms and their environment. Provides field, laboratory, and quantitative techniques for the interpretation of ancient environments and the analysis of past biotic interrelationships. Three lectures and one lab per week. Half semester, late fall; may be paired with Geol 5430. Prerequisite: Geol 5430. (2 cr) (F)

\*Geol 6460 (d5460). Interpretation of Sedimentary Rocks I. Detailed interpretation of sedimentary rocks, based on petrography and sedimentary characteristics. Source terranes, tectonic settings, depositional environments, and diagenetic changes during burial. Three lectures and two labs per week. Half semester, early spring; may be paired with Geol 6470. Prerequisites: Geol 3500 and 3550. (3 cr) (Sp)

\*Geol 6470 (d5470). Interpretation of Sedimentary Rocks II. Application of field observations, hand-sample, thin-section, and x-ray diffraction analyses to the interpretation of chemical sedimentary rocks. Emphasizes determination of depositional environment and evaluation of diagenetic changes. Three lectures and one lab per week. Half semester, late spring; may be paired with Geol 6460. Prerequisites: Geol 3500 and 3550. (2 cr) (Sp)

Geol 6480 (d5480). Sedimentary Basin Analysis. Detailed coverage of techniques of sedimentary basin analysis, including depositional systems, provenance, basin modeling, and fluid and heat flow history. Survey of types of sedimentary basins worldwide. Prerequisites: Geol 3500 and 3550. (3 cr) (F)

\*Geol 6500 (d5500). Advanced Igneous Petrology. Advanced concepts in the origin and evolution of magmatic systems, effects of different tectono-thermal regimes on magma genesis, magma dynamics, and phase equilibria in magmatic systems. Concepts illustrated by rock suites from classic locations. Three lectures and three laboratory hours each week. Prerequisite: Geol 4500 or equivalent. (4 cr) (F)



Geol 6520 (d5520). Hydrogeologic Field Methods. Methods of collection and analysis of field data for groundwater studies. Three lectures per week. Prerequisite: Geol 5510 or permission of instructor. (3 cr) (Sp)

\*Geol 6540 (d5540). Quantitative Methods in Geology. Application of various quantitative methodologies to geologic problems. Two lectures and one lab per week. (3 cr)

\*Geol 6550 (d5550). Geochemical Application of Electron Microprobe and X-Ray Fluorescence Analysis. Theory and application of X-ray fluorescence spectrometry and the electron microprobe to problems in geochemistry and materials analysis. Two hours lecture and six hours laboratory per week. Prerequisite: Chem 1210 or equivalent, or permission of instructor. (4 cr) (Sp)

\*Geol 6610 (d5610). Tectonic Evolution of North America. Survey of tectonic styles and processes along plate margins, using the tectonic evolution of western North America as the prime example. Two lectures and one lab per week. Prerequisite: Geol 3700. (3 cr) (Sp)

\*Geol 6620 (d5620). Global Geophysics. Application of physics to understanding geologic processes, the earth's interior, and the theory of plate tectonics. Two lectures and one two-hour lab per week. Prerequisites: Geol 3700 and Phyx 2220. (3 cr) (Sp)

\*Geol 6680 (d5680). Paleoclimatology. Covers climate through the past four billion years of geologic time. Explores driving forces behind climate changes. Examines data and methods used in paleoclimate research. Includes discussion of literature and stresses local paleoclimate records. Three lectures per week, along with field trips. Prerequisite: Geol/Geog 3600 or permission of instructor. (3 cr) (Sp)

Geol 6900. Graduate Internship/Co-op Experience. (2-6 cr) (F,Sp,Su) ®

Geol 6970. Thesis. (3) (F,Sp,Su) ®

Geol 6990. Continuing Advisement. (1-6)

## Memorandum

May 31, 2006

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Utah State University - Bachelor of Science/Bachelor of Arts Degree in International Business, Effective Fall Semester 2006– Action Item

### Issue

Officials at Utah State University request approval to offer a Bachelor of Science/Bachelor of Arts Degree in International Business, effective Fall Semester 2006.

### Background

The proposed degree in international business will enable students to develop not only a sound foundation of business knowledge, but also an awareness of the broader social science and cultural context within which business is practiced internationally. Students that graduate from the program will have both a rich academic experience and language/practical/cultural experience that will prepare them to serve as leaders in the international community, whether in the private or public sectors.

The proposed degree program will be offered under the guidelines for existing Bachelors degree programs in the College of Business. These require that students complete 34-37 credits of University General Education requirements and 36 credits of business degree requirements.

Program specific coursework will be completed during the student's junior and senior years on completion of the business degree requirements. In addition to coursework requirements, students will be required to demonstrate competence in a second language, and complete an international experience, the latter through either work experience or a study abroad experience.

### Policy Issues

The institutional Board of Trustees approved this proposal on November 4, 2005. The Program and Review Committee approved the Letter of Intent on March 3, 2006. No questions or concerns were raised by other USHE institutions.

### Commissioner's Recommendation

The Commissioner recommends that the Regents approve the Request to Offer a Bachelor of Science/Bachelor of Arts in International Business at Utah State University, 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/Bachelor of Arts in International Business, effective Fall 2006.**

Utah State University

Prepared for  
Richard E. Kendell  
By  
Gary Wixom

May 31, 2006

## **SECTION I: The Request**

Utah State University requests approval to offer a Bachelor of Science/Bachelor of Arts degree in International Business effective Fall Semester 2006. The proposed degree will be housed in the Department of Business Administration. This program was approved by the Utah State University Board of Trustees on November 4, 2005. The Program Review Committee approved the Letter Of Intent on March 3, 2006.

## **SECTION II: Program Description**

The proposed degree program will be offered under the guidelines for existing bachelors degree programs in the College of Business. These programs require that students complete 34-37 credits of University General Education requirements and 36 credits of business degree requirements. To fulfill program specific requirements, students will complete the following coursework requirements:

- fifteen credits of required business coursework in areas pertinent to the practice of international business (Appendix 1)
- six credits (2 courses) of coursework, from one of five supporting areas, to develop an understanding of broader historical, political, and/or economic contexts of business in an international context.
- three credits (one course) of elective coursework with an international dimension.

Program specific coursework will be completed during the student's junior and senior years on completion of the business degree requirements. In addition to coursework requirements, students will be required to demonstrate competence in a second language, and complete an international experience, the latter through either work experience or a study abroad experience.

### **Purpose of Degree**

The program of study will enable students to develop not only a sound foundation of business knowledge, but also an awareness of the broader social science and cultural context within which business is practiced internationally. Moreover, it will graduate students with both rich academic experience and language/practical/cultural experience that will prepare them to serve as leaders in the international domain, whether in the private or public sectors.

### **Institutional Readiness**

The proposed program will be housed within the Business Administration (BA) Department in the College of Business. The BA Department offers undergraduate programs in the core areas of business (Finance, Marketing, Operations) as well as a program in general business (Business Administration). The proposed program will round out program offerings in core business areas and is consistent with the department and college's commitment to promoting the international dimension of College of Business activities and programs. The department has made a commitment to supporting the program within its existing budget. The College of Business is committed to expanding its international agenda and views the proposed program as integral to this agenda. As such, the College is committed to

providing the necessary support for the program. International initiatives are central to the College's development efforts. It is expected that not only will the proposed program not impose additional financial burdens, but by providing a cornerstone of the College's international agenda, it will provide the foundation to leverage development opportunities from constituents of the College and University with a commitment to international engagement. It should be noted that international engagement and positioning USU as a leader in international education, is one of four themes laid out by Utah State University President Stan Albrecht, in 'Transformation: A Celebration of Utah State University', in which he outlines his strategic agenda for the institution.

All courses contained within the program of study are already taught on a regular basis at Utah State University. The courses will take advantage of existing expertise and faculty resources (Appendix 2). Existing course offerings can absorb the anticipated numbers of additional students. As such, no additional resources will be needed to support program instruction.

As the proposed program will be offered under the guidelines for existing Bachelors degree programs in the College of Business, it will be consistent with programmatic requirements for accreditation by AACSB International, the external accreditation body for Colleges of Business to which the college subscribes. Given the existing enrolment management protocols within the college, the proposed program is anticipated to result in a re-distribution of students within college majors rather than increasing student numbers. As such, implementation of the proposed program will not place additional burden on the advising infrastructure.

### **Faculty**

All courses required in the proposed program of study are taught on a regular basis at Utah State University. These courses take advantage of existing expertise and faculty resources (Appendix 2). The existing course offerings can absorb the anticipated numbers of additional students. As such, no additional faculty resources will be needed to support program instruction. Courses were selected based not only on the academic integrity of the curriculum, but also on the ability of departments to support the courses from existing resources. The realities of current financial constraints were paramount in designing the program. However, the program has been developed with the close support of departments elsewhere within the College of Business and the College of Humanities, Arts, and Social Science. The result has been to ensure that not only can supporting departments provide the required course coverage but doing so will cause no additional burden on existing courses or faculty.

### **Staff**

No additional staff will be required to support the program. The program will be supported using existing staff resources within the Business Administration department.

### **Library and Information Resources**

No new demands will be placed on library or technology resources. The proposed program uses existing courses, which are supported by existing library and technology resources. The current

collection available in the Library will support the proposed program. No additional resources will be needed.

### **Admission Requirements**

The proposed program will be offered under the guidelines for existing BA/BS degree programs in the College of Business. It will thus be consistent with programmatic requirements for accreditation by AACSB International, the external accreditation body for Colleges of Business to which the college subscribes. Students will be subject to the same admission requirements as for existing programs, as stipulated in the University General Catalog.

### **Student Advisement**

Academic advising will be carried out through the existing College advising center in consultation with the College's Director of International Programs and other related departments and offices already in place on campus. As noted above, the proposed program is anticipated to result in a re-distribution of students within college majors rather than increasing student numbers. As such, it will not place additional burden on the existing advising infrastructure.

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

As noted in the program description, the number of credits required by the proposed program is consistent with that of existing BA/BS degrees in the College of Business, and meets the requirements of Regents policy. It is also consistent with requirements for the accreditation of business degree programs as established by AACSB International.

### **External Review and Accreditation**

As noted above, the proposed program will be offered under the guidelines for existing BA/BS degree programs in the College of Business. As such, it will be consistent with programmatic requirements for accreditation by AACSB International.

## Projected Enrollment

Five-year enrolment projections are as follows:

|                      | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|----------------------|--------|--------|--------|--------|--------|
| FTE enrollments*     | 15     | 30     | 30     | 30     | 30     |
| Student/Faculty FTE# | 28     | 28     | 28     | 28     | 28     |

\* Based on enrolment patterns for the BA/BS degree program in Business Administration offered by the Business Administration department. This is a pertinent benchmark since the program also has a broad, inter-disciplinary curriculum.

# Based on College student/faculty ratio. The proposed program will result in re-distribution of students within college majors and individual courses rather than net growth in college enrolments.

## Expansion of Existing Program

The proposed program is a new program that takes advantage of existing courses and faculty within the School of Business.

## SECTION III: Need

### Program Need

Many students attending undergraduate programs in business in the state of Utah have international experience. The Business Administration Department proposes offering a Bachelor of Science/Bachelor of Arts degree in International Business that will provide students the opportunity to leverage synergies between their international experience and interest in business.

### Labor Market Demand

The business world is becoming increasingly global in nature. U.S. companies have a significant presence overseas, both from a sales and a production perspective. For example

- In 2003, exports by U.S. companies totaled over \$700 billion<sup>1</sup>, a figure expected to rise to \$1,840 billion by the year 2012.
- U.S. direct foreign investment overseas in 2003 amounted to almost \$152 billion<sup>2</sup>.
- Total employment of U.S. non bank multinational companies and their foreign affiliates in 2002 was over 32 million people<sup>2</sup>

The U.S. is also a key venue for both sales and production activity of foreign firms. For example

- In 2003, imports to the U.S. totaled over \$1,250 billion<sup>1</sup>, a figure expected to rise to \$2,600 billion by the year 2012.
- Overseas direct foreign investment in the U.S. totaled almost \$ 30 billion in 2003<sup>2</sup>.

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<sup>1</sup> U.S. Department of Commerce

<sup>2</sup> Bureau of Economic Analysis



- In 2002, 5 million people worked for U.S. affiliates of majority foreign owned non bank companies. This amounted to almost 5% of U.S. private industry employment.

Another indication of the extent of U.S. involvement in international business activity is that the U.S. Chamber of Commerce, which has responsibility for furthering the interests of U.S. firms, has offices in 82 countries worldwide<sup>3</sup>. Firms involved in international business activity rely upon the skills and expertise of individuals with not only a business background and/or training, but a desire to work in the international arena. In addition to business organizations, there are also large numbers of not for profit organizations, governmental and non-governmental organizations, trade and economic development agencies, and other organizations, who similarly rely on individuals with both a business and global orientation.

A diverse set of professional opportunities is available to individuals with training in international business. For example, opportunities exist in international banking, global purchasing, international logistics, international sales and marketing, economic and trade analysis, financial planning, import/export management, and political risk management to name a few. A degree in International Business will provide students with career aspirations in international business, trade, government, and not for profit work with the business background and cultural experience that will prepare them for careers in a global community. Moreover, it offers students pursuing degrees in traditional business disciplines such as finance and marketing with the opportunity to develop a secondary area expertise that will serve them should professional opportunities require them to serve away from their home country. Overseas assignments are in fact a significant element in career development for many in both the corporate and government sectors.

### **Student Demand**

A survey of 657 declared business majors or undeclared majors currently taking required 1000, 2000, and 3000 level business courses yielded the following information on interest in the proposed major:

- 47% of students surveyed would give serious consideration to selecting International Business as their major if the proposed program were available. Of those that would not, 28% would have given it serious consideration had the program been available earlier in their academic career
- 65% of the students surveyed have interest in working overseas or for an organization with significant international interests
- 42% of the students surveyed have spent at least 3 months living in another country
- 66% of the students surveyed have language skills in a language other than English

It should be noted that of the 222 non business majors to take the survey, 30% indicated that they would give serious consideration to International Business as a major if the proposed program were available, and of those that would not, 19% would have given it serious consideration had the proposed program been available earlier in their academic careers. Both the Business Administration Department and the Career and Educational Opportunities Center that serves as the advising center for College of Business students, routinely receive enquiries from students about academic opportunities that would leverage their overseas and language experience. While other business degree programs at USU

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<sup>3</sup> U.S. Chamber of Commerce

provide students with programs of study in particular areas of business or a more general business education, none is designed to focus explicitly on business in an international environment, to leverage language and cultural experience and expertise, and to promote a broader economic, political, or historical view of the world. While the college offers an undergraduate minor in International Business, it is limited in its ability to provide students with the depth and richness the proposed program will offer, and that students seek.

### **Similar Programs**

Currently, no institution in the state of Utah that grants four-year degrees offers an undergraduate degree in International Business (Appendix 3). The most comprehensive 'formal' programs offered at this time are a 'Specialization' offered in the business degree program at Utah Valley State College, and the minor at Utah State University. The business program at the University of Utah enables a student to develop a program of study, via elective classes, that is rich in international business content, but does not offer a major or minor in International Business. Utah State University does offer a major and minor in International Studies. While a student selecting the 'World Economy and Development' area option within the major can take as many as six business classes included in the curriculum for the proposed program, the major does not provide the breadth and depth of business knowledge offered by the proposed program (Appendix 4). Moreover, pre-requisite courses can limit the choice of business courses actually selected by students electing this area option. The minor in International Studies enables students to take at most three classes included in the proposed program.

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

Utah State University does not anticipate any impact on programs at other USHE institutions.

### **Benefits**

Many students attending undergraduate programs in the state of Utah have international experience and/or language skills because of volunteer service. Moreover, large numbers of these students enter programs in business. The proposed program will provide students the opportunity to leverage synergies between their international experience and interest in business, and facilitate the development of a workforce equipped to provide leadership in a global economy.

### **Consistency with Institutional Mission**

The mission of Utah State University is to be "one of the nation's premier student-centered land-grant and space-grant universities by fostering the principle that academics come first, by cultivating diversity of thought and culture, and by serving the public through learning, discovery, and engagement." As a land-grant university, it has delivered on the mission to provide education in "commerce," and its College of Business is the oldest west of the Mississippi. Additionally, it has a notable record in international arenas, particularly in research and outreach. The proposed program will support the mission of the university by developing students' ability to contribute in a global economy. As the state and nation become ever more connected to the broader international community, Utah's college students will, in increasing numbers, not only have the opportunity but be called upon to both work in

and lead enterprises, both for profit and not for profit, with international interests. The proposed program will prepare students so that they have the business, cultural, and geo-political awareness to enable them to do so effectively. This will allow them to contribute to the economic development and growth of the state. At a time in which awareness of and sensitivity to the role of organizations in a culturally diverse world is at a premium, the proposed program will also help prepare graduates to be ambassadors for the institution and the state in the international business community.

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

As part of stringent assessment requirements for accreditation by AACSB International, all College of Business programs are subject to comprehensive assessment. This includes but is not limited to:

- All required business courses have learning goals and objectives that were established in conjunction with the College's Advancement Board. Both graduating seniors and employers are asked to evaluate the extent to which these goals and objectives have been met by students.
- The College participates in the Major Field Test in Business developed by Education Testing Services. A random sample of graduating seniors takes this test each spring, enabling the College to benchmark student business knowledge with that of institutions nationwide.
- The College conducts a comprehensive graduating senior survey that seeks input on the strengths and weaknesses of each program as well areas for improvement

As part of and in addition to this effort, the Business Administration department conducts several assessment activities of its programs. This includes but is not limited to

- Each program has well defined learning objectives, and competencies expected of graduates. Each competency is cross-referenced against each class to denote whether it represents a primary or secondary focus of the course. Graduating seniors are asked to evaluate the extent to which these competencies have been fulfilled.
- Graduating seniors are asked to identify their career aspirations and to assess the extent to which their program has prepared them to help achieve their career objectives.
- Graduating seniors are asked to assess overall satisfaction with their program, the degree to which coursework within their program challenged them, access to faculty as well as instructional quality and faculty interest in students, and quality of advising.

Both the College and department are in the process of further expanding assessment activities. The proposed program will be subject to all existing and new assessment activities. In addition, the department is committed to working with the university assessment office to develop assessment protocols that specific to the program.

## **SECTION V: Finance**

### **Budget**

The proposed program will be fully supported from existing financial resources and will not require any additional funds. The program has been developed with the close support of departments elsewhere within the College of Business and the College of Humanities, Arts, and Social Science. Both the Business Administration department and supporting departments have ascertained that they can provide the necessary course and faculty support from within existing budgets. This was a key principle in the development of the program. If the college is successful in acquiring additional resources, from either state funding or external development, additional funds may be applied to the program as dictated by the long-term strategic goals of the college and the interests of ongoing program enhancement and development.

### **Impact on Existing Budgets**

The proposed program will utilize existing resources. While the program may result in a re-distribution of students in degree programs within the College of Business, it will not increase total enrolments because of enrolment management protocols already in place. These were implemented consistent with requirements imposed by the external accreditation process and current funding levels. The re-distribution is projected to help some undersubscribed programs and reduce pressure on over subscribed programs.

### **Appendix 1: Program of Study**

The proposed degree program will be offered under the guidelines for existing Bachelors degree programs in the College of Business. Students will thus be subject to existing degree requirements in Business<sup>4</sup>. In addition to University General Education Requirements and business degree requirements, students will take fifteen credits of required business coursework in areas pertinent to the practice of international business:

BA 4300 – International Finance  
BA 4590 – Global Marketing Strategy  
BA 4790 – Operations and Supply Chain Strategy  
ECON 5150 – Comparative Economic Systems  
MHR 3820 – International Management

In addition, students will take six credits of coursework from one of five supporting areas<sup>5</sup>

#### Eastern Europe<sup>6</sup>

ECON 5120 – Economics of Russia and Eastern Europe

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<sup>4</sup> One requirement of all Bachelors degrees in business is that students complete either MHR 4880, Business Strategy in an Entrepreneurial Context, or MHR 4890, Business Strategy in a Global Context. Students in the proposed degree program will be required to take MHR 4890.

<sup>5</sup> Supporting areas were established in cooperation with the departments of History and Political Science in the College of Humanities, Arts, and Social Science.

<sup>6</sup> In the event a course required for a supporting area is not offered or available, it may be substituted with an approved alternative class.

or HIST 3280 – East Central Europe since 1520  
or HIST 3310 – Balkans since 1389  
or HIST 3330 – The Soviet Union and its Heirs  
POLS 3220 - Russian and Eastern European Government and Politics

Western Europe<sup>6</sup>

HIST 3240 – Modern Europe  
POLS 3210 – Western European Government and Politics  
or POLS 4210 - European Union Politics

Latin America<sup>6</sup>

HIST 3630 - History of Modern Latin America  
POLS 3270 – Latin American Government and Politics

Asia<sup>6</sup>

HIST 3460 – Comparative Asian History  
POLS 4260 – Southeast Asian Government and Politics  
or POLS 3250 – Chinese Government and Politics

International Trade<sup>6</sup>

ECON 5400 - International and Development Economics  
POLS 4480 – International Trade Policy  
and one elective<sup>7</sup> selected from

BIS 4550 – Principles of International Business Communication  
CHIN 3100 – Readings in Contemporary Chinese Culture  
FREN 3550 – French Civilization  
FREN 3570 – France Today  
GERM 3300 – Contemporary German Speaking Cultures  
GERM 3550 – Cultural History of German Speaking Peoples  
HIST 3410 – The Modern Middle East  
HIST 3510 – Africa and the World  
JAPN 3100 – Readings in Contemporary Japanese Culture  
POLS 3100 – Global Issues  
RUSS 3300 – Contemporary Russian Language and Culture  
RUSS 3540 – Russian Translation for Science, Business, and Culture  
SPAN 3550 – Spanish Culture and Civilization  
SPAN 3570 – Latin American Culture and Civilization  
Any class from one of the supporting areas not already taken

In addition to coursework requirements, students will be required to demonstrate competence in a second language, and complete an international experience. Competence in a second language can be demonstrated by either

- Successful completion of a minor or major in a second language, *or*
- Passing sixteen semester credits of a second language at an accredited school, *or*
- Passing a language challenge competency exam and successful completion of the next higher class, *or*

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<sup>7</sup> Non business electives were established in cooperation with the departments of History, Languages, Philosophy and Speech Communication, and Political Science in the College of Humanities, Arts, and Social Science.

- Successful completion of the BYU Language Test (minimum of sixteen credits), *or*
- Sixteen credits from the Intensive English Language Institute or a TOEFL score of 500

The international experience can be fulfilled by meeting one of the following requirements:

Demonstration of international work experience or completion of an internship. The work experience/internship is either to be completed overseas or to provide substantial and approved international experience. It is to be of no less than 9 weeks in duration.

OR

Completion of a minimum of one semester studying at an approved overseas institute of higher education or participate in an approved overseas study tour.

**Appendix 2**  
**Core College of Business Program Faculty**

Ronda R. Callister, Associate Professor of Management and Human Resources, Ph.D. University of Missouri, 1996

Drew Dahl, Professor of Finance, Ph.D. University of Tennessee, 1987

Dwight L. Israelsen, Professor of Economics, Ph.D. Massachusetts Institute of Technology, 1973

Vijay R. Kannan, Professor of Operations Management, Ph.D. Michigan State University, 1993

Edwin Stafford, Associate Professor Marketing, Ph.D. Arizona State University, 1994

**Appendix 3**  
**International Business Programs at Four Year Colleges and Universities in Utah**

| <i>University</i>         | <i>Major</i> | <i>Minor</i> | <i>Other</i>                                | <i>Notes</i>                                                                                                                                                                                                                                                            |
|---------------------------|--------------|--------------|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Utah State University     | No           | Yes          |                                             | All business degree students take a course in International Economics. Minor requires 12 credits of business coursework plus either significant 2 <sup>nd</sup> language competency or 6 credits of regional studies coursework.                                        |
| University of Utah        | No           | No           |                                             | All business degree students required to take five elective courses in business which can include international finance, international marketing, international management, and international law, and two 'international' electives, one of which must be in business. |
| Brigham Young University  | No           | No           |                                             |                                                                                                                                                                                                                                                                         |
| Weber State University    | No           | No           | Certificate of Competency in Int'l Business | All business degree students required to take one 'international' elective. Certificate requires 12 credits of approved coursework.                                                                                                                                     |
| Utah Valley State College | No           | No           | Specialization                              | Specialization requires 12 credits of required course work plus 15 credits of approved electives                                                                                                                                                                        |
| Southern Utah University  | No           | No           |                                             |                                                                                                                                                                                                                                                                         |



**Appendix 4**  
**Inclusion of Required (Major and Business Core) Coursework in International Studies Major**

| <i>Required Business Courses in International Business Curriculum</i>     |                                                     | <i>Inclusion in International Studies Major</i>                                                                                       |
|---------------------------------------------------------------------------|-----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| ECON 1500: Introduction to Economic Institutions, History, and Principles | ECON 2010: Introduction to Microeconomics           | One of ECON 1500, ECON 3400 <sup>1</sup> required, ECON 5150 available within World Economy and Development area option               |
| ECON 3400: International Economics for Business                           | ECON 5150: Comparative Economic Systems             |                                                                                                                                       |
| ACCT 2010: Survey of Accounting I                                         | ACCT 2020: Survey of Accounting II                  |                                                                                                                                       |
| BA 3400: Corporate Finance                                                | BA 3500: Fundamentals of Marketing                  |                                                                                                                                       |
| BA 3700: Operations Management                                            | BA 4300: International Finance                      | available within World Economy and Development area option<br>available within World Economy and Development area option <sup>2</sup> |
| BA 4590: Global Marketing Strategy                                        | BA 4790: Supply Chain Management                    |                                                                                                                                       |
| BIS 2450: Spreadsheets and Databases for Business                         | BIS 2550: Business Communication                    |                                                                                                                                       |
| BUS 3250: Discussions with Business Leaders                               | MHR 2990: Legal and Ethical Environment of Business | available within World Economy and Development area option<br>available within World Economy and Development area option <sup>3</sup> |
| MHR 3110: Managing Organizations and People                               | MHR 3820: International Management                  |                                                                                                                                       |
| MHR 4890: Business Strategy in a Global Context                           |                                                     |                                                                                                                                       |
|                                                                           |                                                     |                                                                                                                                       |

<sup>1</sup> ECON 2010 pre-requisite

<sup>2</sup> BA 4540 (Marketing Institutions), BA 4550 (Promotion Management) pre-requisites

<sup>3</sup> BA 3400, BA 3500, BA 370, MHR 3110 pre-requisites

May 31, 2006

MEMORANDUM

To: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Utah State University – Bachelor of Science in Agricultural Communication and Journalism, Beginning Fall Semester 2006 – Action Item

Issue

Utah State University requests approval to offer a Bachelor of Science Degree in Agricultural Communication and Journalism through the Department of Agricultural Systems Technology and Education effective Fall 2006. This program has been approved by the Board of Trustees on November 4, 2005.

Background

The Departments of Agricultural Systems Technology and Education (ASTE) and Journalism and Communication (JCOM) intend to offer the proposed program based on three premises. First, this program would provide a great opportunity for students in both agriculture and JCOM to pursue careers in Agricultural Communication. Second, the program would enhance the College of Agriculture offerings in social science and would create a valuable partnership with the College of Humanities, Arts and Social Sciences. And third, the program would build upon existing programs (Agricultural Education and JCOM) and collaboratively provide a competitive undergraduate program not currently offered in the state. The proposed program is expected to develop well-rounded professionals able to compete for journalism and communication positions in agribusinesses.

Students would have the option to enroll in a program not offered anywhere else in the state and be competitive with other students nationally in the field of Agricultural Communication and Journalism. It is expected that students from natural resources and environmental education may spill over to the Agricultural Communication and Journalism major as issues of production agriculture and the environmental movement become blended in the partnering of stewardship and sustainability

### Policy Issues

No policy issues were raised by other USHE institutions.

### Commissioner's Recommendation

The Commissioner recommends that the Regents approve the request to offer the Bachelor of Science Degree in Agricultural Communication and Journalism at Utah State University effective Fall 2006.

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Richard E. Kendell, Commissioner

REK/PCS  
Attachment

Academic, Applied Technology and Student Success Committee

Action Item

Request to Offer the Bachelor of Science Degree in Agricultural Communication and  
Journalism effective Fall 2006

Utah State University

Prepared for  
Richard E. Kendell  
by  
Phyllis C. Safman

May 31, 2006

## **SECTION I: The Request**

Utah State University requests approval to offer a Bachelor of Science Degree in Agricultural Communication and Journalism through the Department of Agricultural Systems Technology and Education effective Fall 2006. This program was approved by the Board of Trustees on November 4, 2005.

## **SECTION II: Complete Program Description**

### **Program Description**

This program combines courses in journalism and agriculture to develop a well-rounded Agricultural Communication professional. Graduates of the proposed program will have taken coursework in a variety of technical agricultural disciplines including animal science, plant science, agricultural economics, textiles, and biotechnology. This training will provide students with foundational knowledge as they communicate the importance of the food and fiber industry. The courses are taught by leading agriculturists with national reputations from across the USU College of Agriculture. Graduates will have completed the comprehensive program offered by USU's Journalism and Communication Department. Instruction in technical areas of agriculture combined with communication skills and knowledge will produce effective agricultural communicators. Competency and general education breadth courses will introduce Agricultural Communication pre-professionals to different disciplines. These competency and breadth courses strengthen the program by further preparing agricultural communicators for roles in national and global agricultural cultures and socioeconomic systems.

Finally, the proposed program will require the students to complete specific Agricultural Communication courses designed to emphasize their responsibilities in the Agricultural Communication profession. This segment of the program includes an introductory class, which will provide an overview of the history, importance to society, and role of mass communication in agriculture. Students will also study agricultural literacy, sales, marketing, leadership, and the environmental impacts of the agricultural industry. The entire program will be completed with capstone experiences designed to move the graduates from the campus setting to their place in the profession.

In order to implement the program, one new course has been proposed (ASTE 1700). A course description for ASTE 1710 – Introduction to Agricultural Communication – is included in Appendix A. Some Utah State University students have already inquired about a professional campus organization. At the appropriate time, the proposed program will add this component by applying for a charter in Agricultural Communicators of Tomorrow, the professional development organization of Agricultural Communication majors.

### **Purpose of Degree**

The Departments of Agricultural Systems Technology and Education (ASTE) and Journalism and Communication (JCOM) intend to offer this degree based on three premises. First, this degree would provide a great opportunity for students in both agriculture and JCOM to pursue careers in

agricultural communication. Second, the degree would enhance the College of Agriculture offerings in social science and would create a valuable partnership with the College of Humanities, Arts and Social Sciences. And third, the program would build upon existing strong programs (Agricultural Education and JCOM) and collaboratively provide a competitive undergraduate program not currently offered in the state. The program will develop well-rounded professionals able to compete for journalism and communication positions in agribusinesses.

### **Institutional Readiness**

The proposed program should have no significant impact upon existing administrative structures due to its placement in established programs. Funding for the development of the program will be departmentally reallocated within the ASTE Department whose faculty members have expertise to deliver the program. Within JCOM, existing structures, curriculum and faculty resources are adequate to support the program. When the major enrolls 50 students, a new faculty line will be requested. This faculty member will be hired specifically for Agricultural Communication and Journalism (ACJ), would hold a joint appointment in the JCOM Department and be expected to contribute to the needs of JCOM as well. No significant additional library holdings are anticipated due to the existing resources associated with JCOM and Agriculture.

### **Faculty**

New faculty will not be needed until the departmental majors associated with this program exceed 50. Reallocated role assignments will allow for the development of the program. Agricultural Communication and Journalism have long been associated with Agricultural Education, a logical outgrowth of the education process. The ASTE Department already hired a faculty member with experience in Agricultural Communication programs which will ultimately expand student opportunities in agriculture. The proposed program will be built with the existing four tenured/tenure-track faculty in the ASTE Department, drawing as well on the existing seven tenured/tenure-track faculty in JCOM.

High standards will be expected of faculty in the program. These standards will begin with quality teaching to be exhibited by all who enter the program's classrooms. Faculty members will be expected to produce scholarly work individually and with colleagues. Student involvement in research efforts will be encouraged. Moreover, there will be an expectation of service to the agricultural industry and related agricultural communication professions. These standards are expected to produce premier agricultural communicators to meet the needs of this important profession.

### **Staff**

No additional staff will be needed. Existing clerical and advising staff is accessible in the ASTE/JCOM Departments. Role assignments will be internally shifted in support of the new program.

## Library and Information Resources

The existing resources in agriculture and JCOM can support a successful undergraduate program. Agricultural Communications literature is published within the Agricultural Education disciplinary publications.

## Admission Requirements

The ASTE Department will not impose any special restrictions upon students entering Agricultural Communication and Journalism. Students may apply for major status in the JCOM Department upon completion of a minimum of 60 credits, including the Premajor Core requirements, while maintaining a 2.5 cumulative GPA.

## Student Advisement

Students will have three levels of advisement. Both departments use peer advisors to assist students with routine questions. The ASTE Department also has a professional advisor to assist with technical issues related to student success, and all students in both departments are assigned a faculty advisor to assist with professional development and to serve as a mentor in their academic career. ACJ majors will be required to meet with an advisor in both departments every semester to ensure their progress through the proposed ACJ program. Advisors in JCOM will publicize the opportunities in Agricultural Communication and Journalism.

## Justification for Number of Credits

Required credits do not exceed 120 hours.

## External Review

Site visits were conducted at six universities to assess the role of Agricultural Communication and Journalism majors within agricultural education programs. The level of emphasis on agricultural communications ranged from extensive to minimal; however, all comments supported incorporation of a program into the agricultural education discipline.

## Projected Enrollment

A conservative projection yields 50 agricultural communication majors within five years.

|                                                    | Year 1    | Year 2    | Year 3    | Year 4    | Year 5    |
|----------------------------------------------------|-----------|-----------|-----------|-----------|-----------|
| Initial Cohort<br>(All levels First Year – Senior) | 10        | 8         | 5         | 2         | 0         |
| First-Year                                         |           | 10        | 11        | 12        | 13        |
| Sophomores                                         |           |           | 9         | 10        | 11        |
| Juniors                                            |           | 3         | 4         | 13        | 14        |
| Seniors                                            |           |           | 2         | 3         | 12        |
| <b>Total Students in Program</b>                   | <b>10</b> | <b>21</b> | <b>31</b> | <b>40</b> | <b>50</b> |

Based on the number of students who have already sought advisement, the proposed program will likely start with 10 majors. After considering attrition and graduation, the initial cohort will drop in subsequent years. By year 2, the program will have begun recruiting and expects to add 10 freshmen and 3 transfer students from the community colleges. The goal of the ASTE Department is to increase its numbers until 15 freshmen enter the program annually. The Department expects the number of transfer students to increase as well. Once the projected plan is fully implemented, the conservative estimate of 15 incoming freshmen and 5 transfers will yield over 60 students in the program (considering attrition and graduation.) This projection roughly approximates the number of students interested in the program per year as indicated by the ACT data outlined in the "Student Demand" section.

### **Expansion of Existing Program**

The Agricultural Communication and Journalism program will extend the Agricultural Education program. Student interest has grown in recent years and the need to provide other academic avenues other than secondary education has become apparent. Interest in agricultural education is increasing as shown in the table below displaying the number of majors in agricultural education for the past 5 years.

Number of majors in Agricultural Education

| Year      | Number of Majors |
|-----------|------------------|
| Fall 2004 | 55               |
| Fall 2003 | 47               |
| Fall 2002 | 38               |
| Fall 2001 | 27               |
| Fall 2000 | 30               |

## **Section III: Need**

### **Program Need**

Students could enroll in a program not offered anywhere else in the state and be competitive with other students nationally in the field of Agricultural Communication and Journalism. It is expected that students from natural resources and environmental education may spill over to the Agricultural Communication and Journalism major as issues of production agriculture and the environmental movement become blended in the partnering of stewardship and sustainability. The Agricultural Communication and Journalism major will also provide a content area for JCOM students seeking a content focus.

### **Market and Student Demand**

Agricultural Communication and Journalism is a field of study designed to transfer technological ideas and change people's behaviors. The agricultural production and processing industry is faced with issues of image, ethics and survival. Production systems have increased capacities that



enable farmers and ranchers to produce the commodities to feed this nation and much of the world's population. Processors, marketers and distributors have demonstrated a high level of efficiency. Yet, American agriculture comes under fire from consumers, government agencies, and environmental interest groups within this country and internationally. The greatest deficiency of agricultural production and processing is the lack of effective communication of ideals and standards to wide and varied audiences. A significant demand exists in agribusiness and related fields for skilled communicators.

The American Association for Agricultural Education has recognized that "Agricultural communications courses continue to be in popular demand both in secondary and postsecondary education" (AAAE Online, 2004). Further, the organization noted that agricultural communications courses are valuable in helping students develop important workplace skills. Some studies noted a logical link between agricultural education and agricultural communication programs (Barrick, 1993; National Project in Agricultural Communications, 1955). The authors noted that jobs in agricultural communications offer the opportunity to stay up-to-date in every field of agriculture (National Project in Agricultural Communications, 1955). As of 2002, there were approximately 30 programs in agricultural communications nationwide (Irani & Scherler, 2002). However, there was a large variation in course descriptions and course offerings (Irani & Scherler, 2002). Several studies concluded that there were many opportunities nationwide in the area of agricultural communications and that a shortage of qualified agricultural communications professionals existed (Barrick, 1993; Irani & Scherler, 2002; Reisner, 1990). Also, graduates were generally employed in agricultural communications positions and were satisfied with their work responsibilities.

There have been several requests for an Agricultural Communication program at Utah State University coming from some students and secondary agriculture teachers. There also have been inquiries from students currently majoring in USU JCOM programs. Further, requests for the proposed program have come from members of the agricultural education staff of the Utah State Office of Education (USOE). In fact, the USOE is preparing a set of standards and objectives for an Agricultural Communication class to be offered to Utah secondary students. The plan is to prepare students in high school to enter the degree program at USU and then go on to a profession in agricultural communication.

Utah students who took the 2002 ACT Assessment were asked to indicate their future major in college. Of the choices, 17 were agriculturally related and nine were related to fields in communications. After grouping the majors, the analysis indicated that 465 students intended to major in agriculture and 498 students intended to major in communications. Please note that "agricultural communication" was not a choice of major in the ACT registration booklet. However, the students were asked to indicate their first and second vocational choices. From this information, the number of agriculture and communications were cross-tabulated with their first and second vocational choices. The results are presented in Table 1.

Table 1

Vocational Choice by Major Choice – 2002 Utah ACT Assessment

| <u>1<sup>st</sup> Vocational Choice</u> | <u>Choice of Major</u>                               |                                                      |
|-----------------------------------------|------------------------------------------------------|------------------------------------------------------|
|                                         | <u>Agriculture Majors</u>                            | <u>Communications Majors</u>                         |
| Agriculture                             | 357                                                  | 0                                                    |
| Communications                          | 4                                                    | 391                                                  |
| <hr/>                                   |                                                      |                                                      |
| <u>2<sup>nd</sup> Vocational Choice</u> |                                                      |                                                      |
| Agriculture                             | 130                                                  | 9                                                    |
| Communications                          | 4                                                    | 183                                                  |
| <hr/>                                   |                                                      |                                                      |
| Totals                                  | 8 Agriculture Majors with<br>Communications Vocation | 9 Communications Majors<br>with Agriculture Vocation |

As expected, students who planned to major in agriculture chose agricultural vocations, and communications majors chose communications vocations. However, some of the students had interests in agriculture and communications. The cross-tabulation indicated that a total of 8 Utah students who took the ACT Assessment chose agriculture as a major and communications as a 1<sup>st</sup> or 2<sup>nd</sup> vocational choice. Additionally, nine students chose communications as a major and agriculture as a 1<sup>st</sup> or 2<sup>nd</sup> vocational choice. This results in a total of 17 students potentially interested in an agricultural communications program. Extrapolated over 4 years (4 X 17), a program of 68 students majoring in Agricultural Communications can be envisioned with Utah students alone. This does not include the possibility of students from surrounding states who would be interested in the program. Table 2 indicates the presence of undergraduate agricultural communications programs in the land-grant institutions of all states bordering Utah. Based on the information presented in Table 2, there exists the potential to recruit students from surrounding states to the proposed program.

There is a market for graduates of Agricultural Communication programs nationwide. There is also an interest in such a program at Utah State University based on inquiries from students, state department staff, and secondary agriculture teachers. Finally, there is only one agricultural communication program found at a Land-Grant-agriculture institution in states bordering Utah.

Table 2

Undergraduate Agricultural Communications Programs at Land-Grant Institutions in States Bordering Utah

| <u>Land-Grant Institution</u> | <u>Agricultural Communications Available?</u> |           |
|-------------------------------|-----------------------------------------------|-----------|
|                               | <u>YES</u>                                    | <u>NO</u> |
| • Colorado State University   |                                               | X         |
| • New Mexico State University |                                               | X         |

|                         |   |
|-------------------------|---|
| • University of Arizona | X |
| • University of Idaho   | X |
| • University of Nevada  | X |
| • University of Wyoming | X |

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### **Similar Programs**

This is a unique program within the USHE. Expert faculty from within the institutions assisted in the development of this program.

### **Impact on Other USHE Institutions**

This program is not offered at other institutions within the USHE and, therefore, should have no impact. However, it may offer an option for community college students who want to transfer to receive training in the proposed program.

### **Benefits**

Utah State University and USHE will be offering a unique program to Utah students. The program will leverage existing resources in the Agricultural Education and Journalism Departments to offer training which meets existing student and industry demand.

### **Consistency with Institutional Mission**

The mission of Utah State University is to be one of the nation's premier student-centered land-grant and space-grant universities by fostering the principle that academics come first, by cultivating diversity of thought and culture and by serving the public through learning, discovery, and engagement.

The proposed program meets the long-standing mission of a land grant university and will incorporate learning, discovery, and service. The program is vital in its role in helping the general population understand fundamental issues related to agriculture. In an era where fewer and fewer members of the population actually come from an agricultural background, there will be an ever increasing need for those with communication skills to connect the general population with agriculture in its wide variety of forms and functions.

## SECTION IV: Program and Student Assessment

### Program Assessment

The Agricultural Communication and Journalism program at Utah State University shares the mission statement of the Department of Journalism and Communication, which is dedicated to fostering mutual understanding among individuals, peoples, and ethnic groups within communities and across societies. Communication skills and an understanding of the roles and responsibilities of both the mass media and individuals, whether as producers or consumers of information, are equally essential. Therefore, USU seeks to foster the development of agriculturally literate communication professionals.

To meet the mission of the program, the Agricultural Communication and Journalism degree will offer a varied program of study with the following goals:

1. Develop in students a high degree of agricultural literacy with a wide variety of agricultural experiences which will provide an adequate reservoir of skills and knowledge in agricultural subjects to meet the need of the agricultural communication profession;
2. Provide students with theoretical and practical understanding of the workings of mass communication principles and practice;
3. Provide students with abilities and practical skills required to work in communications professions;
4. Provide students with a grounding in the philosophical, ethical, and legal frameworks of mass communication, as well as an understanding of the roles and responsibilities of mass communication in a democratic society; and
5. Develop student's critical thinking and analytical abilities, facility in social science research methods, and strong written and oral communication skills within the context of the agricultural industry.

Measures of program assessment will include the completion of a rigorous plan of study with a varied list of required and elective courses, entrance and graduation requirements, student academic career portfolios, capstone course requirements with the option of an internship, and exit interviews with an emphasis on program development. In addition, other measurements will be developed as the program grows. Specific measurements and assessments follow.

### Expected Standards of Performance

The Utah State University Agricultural Communication and Journalism program will adopt the performance standards listed on the JCOM Department's web site, with an additional standard concerning agricultural literacy. To further the program goals, graduates should demonstrate the following abilities:

1. **Agricultural literacy:** Background and competency in the food, fiber, and natural resource industries.

2. **Communication skills:** Writing and verbal skills, information-gathering, fact-checking, the synthesis of ideas, deductive logic.
3. **Technological skills:** Both the ability to use effectively as well as the knowledge of current delivery systems for information and their impacts.
4. **Philosophical grounding:** Understanding of the philosophical, historical, ethical antecedents of modern mass communication practice in the context of the First Amendment and a free and open society, and how those lessons apply in day-to-day mass media practice for media producers and consumers.
5. **Critical thinking and analysis:** The ability to evaluate mass media messages and campaigns, to understand how media and society interact and implications of that interaction.
6. **Professional and personal responsibility:** Affirmation of the individual's responsibilities as either a producer or consumer of information in a democratic mass media age.
7. **Market savvy:** Exposure to real-world situations that instruct and demonstrate application of classroom learning.

#### How or why the standards and competencies were chosen -

Competencies were adopted from those already developed and utilized by the Utah State University Department of Journalism & Communication. To meet the needs of the agricultural industry, the first competency "agricultural literacy" was added.

#### Formative and Summative Assessment Measures –

Coursework – The Agricultural Communication and Journalism major is designed to develop the needed background knowledge of the agricultural industry as students matriculate through the coursework in the Department of Journalism and Communication. Coursework covers topics in the following fields: animal science, biotechnology, plant science, agricultural business, textiles agricultural sales, agricultural leadership, communication and journalism, and public relations with an emphasis in corporate communication.

Entrance/graduation requirements – All graduates from the department must satisfy requirements for the basic core curriculum and meet the following minimum requirements: (1) Grade point average must be a cumulative 2.50 gpa. (2) Courses required for the major may be repeated only once to improve a grade. (3) Courses required for the major may not be taken for *pass-fail* credit.

Portfolios – Student portfolios are to be developed by all Agricultural Communication and Journalism majors. Portfolios will be introduced in the introductory courses (ASTE 1710 and JCOM 1000) and assignments will be made to be appended to the portfolio during the career of the student within the context of ASTE Agricultural Communication and Journalism courses. Portfolios will be completed and presented in the capstone course – ASTE 4900. Faculty members in Agricultural Communication and Journalism will be expected to work closely with JCOM 4000 faculty members to coordinate capstone activities required of ACJ students.

Exit interviews – All graduates in Agricultural Communication and Journalism will complete an exit interview in connection with ASTE 4900 – Senior Project/Agricultural Publications. This strategy will be useful for program and student assessment.

- Agricultural Communication and Journalism faculty should meet before the seminar and prepare specific items of inquiry for all students as they complete their capstone projects/internships.
- University-wide questions should be gathered from the appropriate USU assessment program(s).
- Agricultural Communication and Journalism faculty members should meet soon after the conclusion of the seminar to plan and update the Agricultural Communication and Journalism program accordingly.

Further program and student assessment – Agricultural Communication and Journalism faculty members should develop additional measurement methods for determining the satisfaction of employers, placement success, and student satisfaction of the program post-graduate. These instruments are to be developed as part of the ASTE and JCOM assessment plans, which are currently in place.

## Section V: Finance

### Budget

The budget projections show departmental contribution with the University providing additional support for enrollment growth when 50 majors are enrolled. The new faculty position will be assigned as a joint appointment in JCOM.

| Financial Plan   | 2005-06          | 2006-07          | 2007-08          | 2008-09           | 2009-10           |
|------------------|------------------|------------------|------------------|-------------------|-------------------|
| Salary           | \$ 30,000        | \$ 45,000        | \$ 60,000        | \$ 75,000         | \$ 90,000         |
| Benefits         | \$ 12,650        | \$ 18,900        | \$ 25,200        | \$ 31,500         | \$ 37,800         |
| Current Expenses | \$ 10,000        | \$ 8,000         | \$ 6,000         | \$ 6,000          | \$ 6,000          |
| Library          | \$ -             | \$ -             | \$ -             | \$ -              | \$ -              |
| Equipment        | \$ 2,500         | \$ 1,500         | \$ 1,000         | \$ 1,000          | \$ 1,000          |
| Travel           | \$ 1,000         | \$ 750           | \$ 750           | \$ 1,000          | \$ 1,000          |
| <b>Total</b>     | <b>\$ 56,150</b> | <b>\$ 74,150</b> | <b>\$ 92,950</b> | <b>\$ 114,500</b> | <b>\$ 135,800</b> |

### Funding Sources

The initial formulation of this program will be done through reallocation in the ASTE Department and using existing courses in the JCOM major. As presented in the justification, the alignment of the program is consistent with the existing Agricultural Education program, and expertise exists within the faculty to initiate this program. The degree program has been developed to retool existing underutilized courses for use in the ASTE Department. Only one new course will be developed (Introduction to Ag. Communication) and the balance will be retooled to fit the demands of the ACJ major. The ACJ program effectively permits ASTE and JCOM majors to complete a dual major. ACJ students will complete the existing required JCOM core curriculum (15 cr.) and declare a JCOM concentration in broadcasting /electronic media, print journalism, public

relations/corporate communications, or some combination (selected in close consultation with a JCOM faculty advisor). (Note: The Agricultural Communication and Journalism major requirement template in the Appendix uses the Public Relations/Corporate Communications emphasis as an example of one of the ACJ major program options. Other options in the other JCOM concentrations, as noted, also would be available.) The proposal is endorsed by Mike Sweeney, Department Head in JCOM and Ted Pease (former Department Head of Journalism and Communication) as a 'good fit' in that it formalizes an agricultural tie for the JCOM students. Also, JCOM students are already required to earn a minor, at minimum, and some earn dual majors as well.

***Specific reallocation:*** Role responsibilities in agricultural education will be shifted among three other teacher educators in the Department. The Department supports streamlining teacher education support courses to enable departmental growth and service to students. One-time start-up funds will be requested from the Dean of Agriculture.

### **Impact on Existing Budgets**

Operating budgets at the departmental level are fairly static. The two departments will support the new program and will allocate resources prudently.

## Appendix A: Program Curriculum

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

One new course associated with this program will be developed in the next five years.

| Course Number | Title                               | Credit Hours |
|---------------|-------------------------------------|--------------|
| *ASTE 1710    | Introduction to Agr'l Communication | 3            |

\*Description: An overview of the history, importance to society, and role of mass communication in agriculture. The course will introduce students to the use of mass media in the agricultural industry.

### All Program Courses:

#### Agricultural Communication and Journalism Major

##### *University Studies - Competency*

|                                            |      |                      |
|--------------------------------------------|------|----------------------|
| English 1010 Introduction to Writing ..... | 3 cr |                      |
| English 2010 Intermediate Writing .....    | 3 cr |                      |
| Math 1050 College Algebra .....            | 4 cr | subtotal credits: 10 |

##### *University Studies – Breadth (Two must be USU courses)*

|                                                |      |                      |
|------------------------------------------------|------|----------------------|
| BPS – Chem 1010 – Intro to Chemistry .....     | 3 cr |                      |
| BHU Elective .....                             | 3 cr |                      |
| BSS – JCom 1000 – Intro to Mass Comm .....     | 3 cr |                      |
| BCA Elective .....                             | 3 cr |                      |
| BAI – Econ 1500 – Intro to Economic Inst ..... | 3 cr |                      |
| BLS – USU 1350 – Integrated Life Science ..... | 3 cr | subtotal credits: 18 |

##### *University Studies – Depth (3000+)*

|                                              |      |                     |
|----------------------------------------------|------|---------------------|
| DHA Elective .....                           | 3 cr |                     |
| DSS met by ECON 3030 requirement below ..... |      |                     |
| QI Elective .....                            | 3 cr | subtotal credits: 6 |

##### *Technical Agriculture*

|                                                        |      |                      |
|--------------------------------------------------------|------|----------------------|
| ADVS 1110 – Intro to Animal Science .....              | 4 cr |                      |
| NFS 2040 – Introduction to Biotechnology .....         | 3 cr |                      |
| PLSC 4300 – World Food Crops .....                     | 3 cr |                      |
| ECON 3030 – Intro to Ag Business Marketing (DSS) ..... | 3 cr |                      |
| FCSE 3030 – Textile Science (DSC) .....                | 3 cr |                      |
| Upper Div College of Agriculture Elective .....        | 3 cr | subtotal credits: 19 |

##### ***Agricultural Communication***

|                                                            |      |                                  |                      |
|------------------------------------------------------------|------|----------------------------------|----------------------|
| ASTE 2xxx – Intro to Ag Communication .....                | 3 cr | (new course)                     |                      |
| ASTE 2830 – Ag Sales and Marketing .....                   | 3 cr | (revised course)                 |                      |
| ASTE 2900 – Agricultural Literacy & the Public .....       | 3 cr | (revised course/change of title) |                      |
| ASTE 3050 – Comm Principles in Ag (CI) .....               | 3 cr |                                  |                      |
| ASTE 3100 – Leadership Applications in Ag .....            | 2 cr |                                  |                      |
| ASTE 4900 – Senior Project/Agricultural Publications ..... | 3 cr |                                  |                      |
| ASTE 5260 – Environmental Impacts in Ag Sys (CI) .....     | 3 cr |                                  | subtotal credits: 20 |

##### ***Journalism & Communication***

|                                                     |      |
|-----------------------------------------------------|------|
| JCom 1000 – Intro to Mass Comm (taken as BSS) ..... | 3 cr |
| JCom 1110 – Beg News writing .....                  | 3 cr |
| JCom 2000 – Media Smarts .....                      | 3 cr |
| JCom 2110 – Intro to On-Line Journalism .....       | 2 cr |

Total Credits Required:  
120

Total Agriculture  
Credits:  
39

Total JCOM Credits:  
30-36

General Education  
Credits:  
30

Electives:  
14-20



|                                                                                |      |                                    |
|--------------------------------------------------------------------------------|------|------------------------------------|
| JCom 4000 – Senior Seminar .....                                               | 1 cr |                                    |
| JCom 4030 – Mass Media Law.....                                                | 3 cr | subtotal credits: 15               |
| <i>Public Relations/Corporate Communication Emphasis (example<sup>1</sup>)</i> |      |                                    |
| JCom 2300 – Intro to Public Relations.....                                     | 3 cr |                                    |
| JCom 2310 – Writing for Public Relations.....                                  | 3 cr |                                    |
| JCom 3300 – Corporate Communications.....                                      | 3 cr |                                    |
| JCom 5300 (CI) – Case Studies in PR.....                                       | 3 cr |                                    |
| Electives (3 credits in skills course) .....                                   | 3 cr | subtotal credits: 15               |
| <i>Electives</i>                                                               |      |                                    |
| Non Agriculture/Communication Electives                                        |      | subtotal credits: 17               |
|                                                                                |      | <b>TOTAL NUMBER OF CREDITS 120</b> |

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<sup>1</sup> ACJ students may elect any one of the three concentrations within JCOM (broadcasting/electronic media, print journalism, public relations/corporate communications), or may construct an individually designed concentration with the approval of the JCOM faculty.

**Appendix B: Suggested Course Schedule by Semester**  
**Agricultural Communication and Journalism Major – Program Schedule**

**Fall Semester – Year 1**

| <u>Prefix</u>                          | <u>Number</u> | <u>Title</u>                     | <u>Semester Hours</u> |
|----------------------------------------|---------------|----------------------------------|-----------------------|
| ASTE                                   | 1710          | Introduction to Ag Communication | 3                     |
| ADVS                                   | 1110          | Introduction to Animal Science   | 4                     |
| ENGL                                   | 1010          | Introduction to Writing          | 3                     |
| MATH                                   | 1050          | College Algebra                  | 4                     |
| Non Agriculture/Communication Elective |               |                                  | 3                     |
| <b>Semester Total</b>                  |               |                                  | <b>17</b>             |

**Spring Semester – Year 1**

| <u>Prefix</u>                                         | <u>Number</u> | <u>Title</u>                       | <u>Semester Hours</u> |
|-------------------------------------------------------|---------------|------------------------------------|-----------------------|
| CHEM                                                  | 1010          | Introduction to Chemistry          | 3                     |
| JCOM                                                  | 1000          | Introduction to Mass Communication | 3                     |
| JCOM                                                  | 1110          | Beginning News Writing             | 3                     |
| Breadth Creative Arts (2 USU prefix courses required) |               |                                    | 3                     |
| Non Agriculture/Communication Elective                |               |                                    | 3                     |
| <b>Semester Total</b>                                 |               |                                    | <b>15</b>             |

**Fall Semester – Year 2**

| <u>Prefix</u>                                      | <u>Number</u> | <u>Title</u>                   | <u>Semester Hours</u> |
|----------------------------------------------------|---------------|--------------------------------|-----------------------|
| ASTE                                               | 2830          | Agribusiness Sales / Marketing | 3                     |
| ENGL                                               | 2010          | Intermediate Writing           | 3                     |
| JCOM                                               | 2000          | Media Smarts                   | 3                     |
| USU                                                | 1350          | Integrated Life Science        | 3                     |
| Breadth Humanities (2 USU prefix courses required) |               |                                | 3                     |
| <b>Semester Total</b>                              |               |                                | <b>15</b>             |

**Spring Semester – Year 2**

| <u>Prefix</u>         | <u>Number</u> | <u>Title</u>                           | <u>Semester Hours</u> |
|-----------------------|---------------|----------------------------------------|-----------------------|
| ASTE                  | 3100          | Leadership Applications in Agriculture | 2                     |
| ECON                  | 1500          | Economic Institutions                  | 3                     |
| JCOM                  | 2110          | Introduction to On-Line Journalism     | 2                     |
| NFS                   | 2040          | Introduction to Biotechnology          | 3                     |
| QI Elective           |               |                                        | 3                     |
| <b>Semester Total</b> |               |                                        | <b>13</b>             |

**Fall Semester – Year 3**

| <u>Prefix</u>                       | <u>Number</u> | <u>Title</u>                           | <u>Semester Hours</u> |
|-------------------------------------|---------------|----------------------------------------|-----------------------|
| ASTE                                | 2900          | Humanity in the Food Web               | 3                     |
| ECON                                | 3030          | Introduction to Agricultural Marketing | 3                     |
| JCOM                                | 2300          | Introduction to Public Relations       | 3                     |
| Upper-Division Agriculture Elective |               |                                        | 3                     |
| Depth Humanities                    |               |                                        | 3                     |
| <b>Semester Total</b>               |               |                                        | <b>15</b>             |

**Spring Semester – Year 3**

| <u>Prefix</u>                          | <u>Number</u> | <u>Title</u>                                | <u>Semester Hours</u> |
|----------------------------------------|---------------|---------------------------------------------|-----------------------|
| ASTE                                   | 3050          | Tech and Prof Communications in Agriculture | 3                     |
| FCSE                                   | 3030          | Textile Science                             | 4                     |
| JCOM                                   | 4030          | Mass Media Law                              | 3                     |
| PLSC                                   | 4300          | World Food Crops                            | 3                     |
| Non Agriculture/Communication Elective |               |                                             | 3                     |
| Semester Total                         |               |                                             | 16                    |

**Fall Semester – Year 4**

| <u>Prefix</u>                          | <u>Number</u> | <u>Title</u>                                  | <u>Semester Hours</u> |
|----------------------------------------|---------------|-----------------------------------------------|-----------------------|
| ASTE                                   | 5260          | Environmental Impacts of Agricultural Systems | 3                     |
| JCOM                                   | 2310          | Writing for Public Relations                  | 3                     |
| JCOM                                   | 3300          | Corporate Communications                      | 3                     |
| JCOM Elective                          |               |                                               | 3                     |
| Non Agriculture/Communication Elective |               |                                               | 3                     |
| Semester Total                         |               |                                               | 15                    |

**Spring Semester – Year 4**

| <u>Prefix</u>                          | <u>Number</u> | <u>Title</u>                               | <u>Semester Hours</u> |
|----------------------------------------|---------------|--------------------------------------------|-----------------------|
| ASTE                                   | 4900          | Senior Project / Agricultural Publications | 3-6                   |
| JCOM                                   | 4000          | Senior Seminar in Mass Communication       | 1                     |
| JCOM                                   | 5300          | Public Relations Agency I                  | 3                     |
| Non Agriculture/Communication Elective |               |                                            | 3                     |
| Semester Total                         |               |                                            | 13                    |

## Appendix C: List of Current Faculty

Four ASTE faculty members with roles in agricultural education include:

- Bruce Miller, Professor. Ph.D. in Agricultural Education from Iowa State University
- Gary Straquadine, Professor. Ph.D. in Agricultural Education from The Ohio State University
- Rudy Tarpley, Associate Professor. Ph.D. in Agricultural Education from Mississippi State University
- Brian Warnick, Assistant Professor. Ph.D. in Education/Agricultural Education from Oregon State University

Ten JCOM faculty members with professional backgrounds in journalism/mass communication include:

- Dean Byrne, Lecturer.
- Cathy Ferrand Bullock, Assistant Professor. Ph.D. from University of Washington.
- Penny Byrne, Associate Professor. M.A. in English from University of Texas-El Paso.
- Brenda Cooper, Associate Professor. Ph.D. in Communication from Ohio University.
- R. Troy Oldham, Lecturer. M.S. in International Management from Thunderbird.
- Edward C. Pease, Professor. Ph.D. in Journalism & Communication from Ohio University.
- Les Roka, Assistant Professor. Ph.D. in Journalism from Ohio University.
- Michael S. Sweeney, Associate Professor and Head. Ph.D. in Mass Communication from Ohio University.
- Nancy M. Williams, Assistant Professor. M.S. in Communication from Utah State University

## Appendix D: References

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May 31, 2006

**MEMORANDUM**

TO: State Board of Regents

From: Richard E. Kendell

Subject: Utah State University - Bachelor of Science in Applied Environmental Geoscience,  
Effective Fall Semester, 2006 – Action Item

Issue

Utah State University requests approval to offer Bachelor of Science Degree in Applied Environmental Geoscience in the Department of Geology effective Fall Semester 2005. This program was approved by the institutional Board of Trustees in February 2003.

Background

The BS in Applied Environmental Geoscience is an interdisciplinary program that combines parts of the traditional Geology curriculum with a variety of courses in related subject areas, such as watershed science, soils, biology, statistics and GIS/remote sensing. The proposed program prepares graduates for careers with the environmental industry, government regulatory agencies, and policy organizations.

Environmental Geoscience, one of the fastest growing specializations within the broad spectrum of earth systems science, is applied in a range of diverse situations, such as urban development, waste disposal, water quality management, engineering, soils and agriculture, and assessment of natural and artificial hazards. As such, it encompasses much that is covered in a traditional Geology degree, but also requires expertise in a wide range of related fields, such as watershed science, soils, biology, statistics and GIS/remote sensing. The demand for environmental geoscientists is large enough that, during the past 10 years, over half of the Geology graduates were hired into positions that would logically classify as "Environmental Geoscience," even though they had not had all of the interdisciplinary training those positions normally require. The goal is to provide our students with the appropriate interdisciplinary knowledge and training so they are qualified to readily fill those positions.

Students who complete the BS in Applied Environmental Geoscience will be competent to fill positions requiring a diverse scientific background. They will be able to address problems relating not only to geological issues, but also to those that involve surface and groundwaters and ecological studies.

#### Policy Issues

USHE institutions were supportive of the program and raised no policy issues.

#### Commissioner's Recommendation

The Commissioner recommends that the Regents approve the Request to Offer a Bachelor of Science Degree in Applied Environmental Geoscience at Utah State University effective Fall 2006.

---

Richard E. Kendell, Commissioner

REK/PCS  
Attachment

Academic, Applied Technology and Student Success Committee

Action Item

Request to Offer the Bachelor of Science Degree in Applied Environmental Geoscience Effective  
Fall 2006

Utah State University

Prepared for  
Richard E. Kendell  
by  
Phyllis C. Safman

May 26, 2006



## SECTION I: The Request

Utah State University requests approval to offer the Bachelor of Science Degree in Applied Environmental Geoscience in the Department of Geology effective Fall Semester 2005. This program was approved by the institutional Board of Trustees in February 2003.

## SECTION II Program Description

### Complete Program Description

#### **Applied Environmental Geoscience**

**Bachelor Degree (B.S.).** The BS in Applied Environmental Geoscience is an interdisciplinary program that combines parts of the traditional Geology curriculum with a variety of courses in related subject areas, such as watershed science, soils, biology, statistics and GIS/remote sensing. The proposed program prepares graduates for careers with the environmental industry, government regulatory agencies, and policy organizations. Environmental Geoscience is applied in a range of diverse situations, such as urban development, waste disposal, resource management, engineering, soils and agriculture, and assessment of natural and artificial hazards.

**Program Prerequisite:** None.

**Minor:** Not required.

**Grade Requirements:** A grade of "C-" or better in each courses required by this major in addition to a minimum cumulative GPA for all courses of 2.0.

**Credit Hour Requirements:** A total of 120 credit hours is required for graduation -- 84 - 87 of these are required within the major. A total of 40 upper-division credit hours is required (courses numbered 3000 and above) -- 33-36 of these are required within the major.

**Advisement:** All Geoscience students are required to meet with a faculty advisor at least annually for course and program advisement.

**Admission Requirements:** Students must declare their program of study. There are no special admission or application requirements for this program. Students should meet with an advisor (see above) to plan and declare their program of study.

**General Education:** General Education Requirements (24-28 credits). Refer to the University catalog for General Education, Bachelor of Science, and Bachelor of Arts requirements. Competency Requirements (9-13 credits).

*Communications Literacy (CL)* (6 credits)

Engl 1010 (3 credits) or satisfactory AP, CLEP, or ACT score AND Engl 2010 (3 credits).

*Quantitative Literacy (QL)* (3-4 credits)

Math 1030 or 1050 or Stat 1040 (3-4 credits) OR One Math or Stat course requiring Math 1050 as a prerequisite OR

AP Math score of 3 or higher.

*Computer and Information Literacy* (0-3 credits)

Passing grade on six computer and information literacy related examinations. Although no specific course

is required, USU 1000, BIS 1400, CS 1010, 1020, Engr 1010, and InsT 1000 teach the required skills.

**Breadth Requirements (15 credits)**

Select at least one approved course from each of the following six categories: American Institutions (BAI), Creative Arts (BCA), Humanities (BHU), Life Sciences (BLS or BSC), Physical Sciences (BPS or BSC), and Social Sciences (BSS). At least two of the six breadth courses must be University Studies courses with a USU prefix (excluding USU 1000). (CLEP or AP credit may be used.) Geol 1150 will fulfill the Physical Sciences requirement.

**Course Requirements for B.S. or B.A. Degree**

***Required Courses, Geology (29 credit hours)***

|                                                          |   |
|----------------------------------------------------------|---|
| Geol 1200 (BPS) Introduction to Environmental Geoscience | 3 |
| Geol 3500 Mineralogy                                     | 4 |
| Geol 3550 (CI) Sedimentation and Stratigraphy            | 4 |
| Geol 3600 Geomorphology                                  | 4 |
| Geol 3700 Structural Geology                             | 4 |
| Geol 4700 (CI) Geologic Field Methods                    | 2 |
| Geol 5600 Geochemistry                                   | 3 |
| Geol 5200 Geology Field Camp                             | 5 |

***Geology Electives Required (12 credit hours)***

|                                                                                              |     |
|----------------------------------------------------------------------------------------------|-----|
| Geol 5150 Fluvial Geomorphology                                                              | 4   |
| Geol 5160 Hillslope and Landscape Geomorphology                                              | 3   |
| Geol 5410 Introduction to Clay Mineralogy                                                    | 2   |
| Geol 5510 Groundwater Geology.                                                               | 3   |
| Geol 5520 (CI) Hydrogeologic Field Methods.                                                  | 3   |
| Geol 5530 (QI) Exploration Geophysics and Petroleum Exploration                              | 4   |
| Geol 5540 (QI) Quantitative Methods in Geology                                               | 3   |
| Geol 5550 Geochemical Application of Electron Microprobe<br>and X-Ray Fluorescence Analysis. | 4   |
| Geol 5630 Photogeology.                                                                      | 2   |
| Geol 5650 Senior Thesis.                                                                     | 3-4 |
| Geol 5680 Paleoclimatology .                                                                 | 3   |

***Support Courses Required (39-40 credit hours)***

**Chemistry Group (10 credits)**

|                                             |   |
|---------------------------------------------|---|
| Chem 1210 Principles of Chemistry I         | 4 |
| Chem 1220 (BPS) Principles of Chemistry II  | 4 |
| Chem 1230 Chemical Principles Laboratory I  | 1 |
| Chem 1240 Chemical Principles Laboratory II | 1 |

**Math/Stat Group (7 credits)**

|                                          |   |
|------------------------------------------|---|
| Stat 3000 (QI) Statistics for Scientists | 3 |
| Math 1210 (QL)1 Calculus I               | 4 |

**Physics Group (4 credits)**

|                                             |   |
|---------------------------------------------|---|
| Phyx 2110. The Physics of Living Systems I. | 4 |
|---------------------------------------------|---|

OR

Phyx 2210 (QI) General Physics—Science and Engineering I 4

**Environmental Group (18-19 credits)**

Biol 1210 Biology I. 4

Biol 1220 (BLS). Biology II. 4

Awer 3700. Fundamentals of Watershed Science. 3

Soil 3000. Fundamentals of Soil Science. 4

CEE 5190 Geographic Information Systems for Civil Engineers (3 cr) OR

Awer 4930 Geographic Information Systems (4 cr) . . . . . 3-4

***Support Electives Required (12 credit hours)***

Choose up to 8 credits in any one group.

**Group A Hydrologic Science**

Awer 4490 (d5490). Small Watershed Hydrology. 4

Soil 4600 (d6600) Principles of Surface Hydrology 3

Envs 5320. Water Law and Policy in the United States. 3

Awer 5660. Restoration of Wildland Watersheds. 3

Awer 5670. Restoration of Wildland Watersheds Practicum. 1

**Group B Ecology, Soils and Environmental Chemistry**

Soil 5050 (d6050). Principles of Environmental Soil Chemistry. 3

Soil 5130 (d6130). Soil Genesis, Morphology, and Classification. 4

Soil 5560 (d6560). Analytical Techniques for the Soil Environment. 2

Soil 5620 Aquatic Chemistry 2

Biol 2220 General Ecology. 3

Biol 3220 Field Ecology. 2

Chem 3650 (DSC). Environmental Chemistry. 3

**Group C GIS/Remote Sensing**

Frws 3750. Geographic Applications in Remote Sensing. 3

Awer 4750. Fundamentals of Remote Sensing. 3

Envs 5100 (d6100). Methods of Environmental and Ecological Mapping. 3

Frws 5250 (d6250). Remote Sensing of Land Surfaces. 4

Totals:

Geology required 29

Geology elective 12

Support required 39-40

Support electives 12

Total 92-93

Other GE and electives 27-28

Grand Total 120

## Purpose of Degree

Environmental Geoscience, one of the fastest growing specializations within the broad spectrum of earth systems science, is applied in a range of diverse situations, such as urban development, waste disposal, water quality management, engineering, soils and agriculture, and assessment of natural and artificial hazards. As such, it encompasses much that is covered in a traditional Geology degree, but also requires expertise in a wide range of related fields, such as watershed science, soils, biology, statistics and GIS/remote sensing. The demand for Environmental Geoscientists is large enough that, during the past 10 years, over half of the Geology graduates were hired into positions that would logically classify as "environmental geoscience," even though they had not had all of the interdisciplinary training those positions normally require. The goal is to provide students with the appropriate interdisciplinary knowledge and training so they are qualified to readily fill those positions.

Students who complete the Applied Environmental Geoscience program will be competent to fill positions requiring a diverse scientific background. They will be able to address problems relating not only to geological issues, but also to problems that involve surface and groundwaters and ecological studies. USU officials expect that approximately half of the current Geology undergraduates would choose this program and that the program will attract approximately the same number of new undergraduate majors.

## Faculty

No additional faculty are required for this major, which is built upon the existing major in Geology.

## Staff

No additional support staff members are required for this program.

## Library

Current library holdings in Geology and environmental science are adequate. No new library resources are required.

The BS in Applied Environmental Geosciences is an extension of the existing Bachelor's program in Geology. The analysis of library resources discussed below shows that this program will require no library resources beyond those already available in Geology, soil science, remote sensing, water resources, and geography.

The faculty in Geology have identified 20 journals that are needed to support this proposed program. All but one of these journals are available on campus in the Merrill or Sci-Tech Library. These journals cover topics in quaternary geology, geochemistry, remote sensing, climate studies, mining, water resources, and general studies in Geology.

In addition to library resources in Merrill Science Library, the Department of Geology also has two internal libraries. The Geology reference library contains several important journals, as well as important publications from the US Geological Survey. These include complete sets of the *Bulletin of the US Geological Survey* (1886 to present), *USGS Professional Papers* (1900 to present), and *USGS Water Supply Papers* (1901 to present). The internal library also contains a complete set of *Initial Results of the*

*Deep Sea Drilling Project* and the *Decade of North American Geology* volumes, from the Geologic Society America. The *Bulletin of the US Geological Survey*, *USGS Professional Papers*, and *USGS Water Supply Papers* are especially pertinent to undergraduate and graduate work in Applied Environmental Geoscience.

USU is an official Federal Map Repository for the US Geological Survey, and many of these maps are housed in the Claypool Map Library (Geol 204). It contains all of the maps published by the US Geological Survey, including special map products, along with a large selection of Utah state maps, air photos, and satellite images. These maps are especially important for research in Geology and constitute a unique resource for students.

Table 1. Journals Needed to Support BS & MS degrees in Applied Environmental Geoscience

| Journal                                             | USU Library  |
|-----------------------------------------------------|--------------|
| Computers & Geosciences                             | 1978-present |
| Northeastern Geology and Environmental Sciences     | 1995-present |
| Stochastic Environmental Research & Risk Assessment | 2001         |
| Geochemical Journal                                 | 1980-present |
| Economic Geology and the Bulletin of the Society    | 1930-present |
| Earth-Science Reviews                               | 1966-present |
| <i>Environmental Geology</i>                        | 1979-1984    |
| Geological Society of America Bulletin              | 1961-present |
| Geology                                             | 1973-present |
| Geotimes                                            | 1956-present |
| Geology Studies                                     | 1961-present |
| Global & Planetary Change                           | 1989-present |
| GSA Today                                           | 1993-present |
| Journal of Geology                                  | 1893-present |
| Journal of Quaternary Science:Jqs                   | 1997-present |
| Mountain Geologist                                  | 1964-present |
| Palaeogeography, Palaeoclimatology, Palaeoecology   | 1965-present |
| Quaternary Research                                 | 1970-present |
| Quaternary Science Reviews                          | 1997-present |
| Remote Sensing of Environment                       | 1969-present |

## Learning Resources

Ten more computers will be needed for the student computing center to support the BS in Applied Environmental Geosciences, at a cost of about \$10,000. Development efforts are expected to meet this need. Other program needs can be covered with existing facilities or with funds from research grants. USU officials plan to submit equipment proposals to NSF requesting support for a new analytical SEM with digital energy dispersive spectrometer and a new ICP-MS/LA (inductively coupled argon plasma optical emission spectrometer with mass spectrometer and laser ablation, for complete trace element analyses of water, soils, rocks, and other materials, with sub-ppb level detection). This proposal will also request funds for technical support personnel.

Current resources for research and learning within the Department of Geology include:

1. Landmark 3D Seismic Modeling Workstation (Sun workstation with Landmark processing software, valued at \$650,000, donated by Chevron Petroleum and Landmark Systems);
2. Sun workstation (\$11,000) with structural modeling software valued at \$55,000 (2D Move and 3D Move, donated by Midland Valley Software), plus 5 other Sun workstations;
3. Fully automated Panalytical 2400 X-ray fluorescence spectrometer with Windows NT workstation for data processing, purchased in 1999 for \$180,000 (NSF equipment grant), for chemical analysis of rocks and soils;
4. GIS Computer Laboratory, comprising five PC workstations with Arc Info and other GIS software, a digitizing table, and scanners, and two large format plotters (HP Designjet 750, HP Designjet 800PS);
5. New, fully automated X-ray diffraction spectrometer with computer automated control and data processing, including automated peak matching and identification, mineral identification and characterization (\$90,000; purchased Spring 2003 with grant from the Browning Foundation);
6. Optically Stimulated Luminescence lab for dating soils and surfaces < 100,000 years old.
7. Two Zeiss research petrographic microscopes (\$40,000 each) with analog and digital photography, plus four other research petrographic microscopes and twelve student petrographic microscopes.
8. Two Total Surveying workstations (\$7,000 each) for creating 3D digital maps of terrain and geology;
9. Giddings mobile drill rig with utility trailer, for drilling water test wells, soil sampling, and rock coring to depths of 800 feet (\$27,000);
10. Complete sample preparation facilities for rocks and soils, including thin section and probe mount facilities, hand-portable rock coring drill and bits, and drill press for coring rocks.
11. Extensive collection of rock and mineral samples from around the world. The teaching collection includes hundreds of donated mineral specimens which vary from museum quality display samples to mini-mounts of rare and exotic minerals.
12. Extensive collections of fossils, primary marine invertebrates and terrestrial vertebrates.

In addition to the equipment listed above in Geology, students have access to other facilities on campus, including the soils lab and the Scanning Electron Microscope Facility.

## **Admission Requirements**

There are no special admission or application requirements for the proposed program. Students should meet with an advisor (see below) to plan and declare their program of study.

## **Student Advisement**

All Geoscience students are required to meet with a faculty advisor at least annually for course and program advisement.

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

The number of credits required (120) is within that normally expected for a Bachelor's Degree in Science.

### **External Review and Accreditation**

The State of Utah has recently enacted licensure for Registered Professional Geologists. The program proposed here will satisfy the requirements for licensure as a Registered Professional Geologist in the State of Utah.

### **Projected Enrollment**

Enrollment projections are based on USU's compact plan estimates and on past growth trends.

|                      | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|----------------------|--------|--------|--------|--------|--------|
| FTE enrollments      | 10     | 20     | 25     | 25     | 30     |
| Student/Faculty FTE* | 10     | 11     | 12     | 14     | 15     |

\*Student/Faculty FTE ratio is calculated based on projected total undergraduate enrollment in Geology, including existing geology programs.

### **Expansion of Existing Program**

Geology undergraduate enrollments tripled between 1990 and 2000 (see table, figure below). This growth occurred largely in response to new career opportunities in Applied Environmental Geoscience and geotechnical areas. The enrollment drop after 2000 was driven in large part by transition of Ricks College to a 4-year institution (BYU-Idaho) with a Geology major. The recent growth in majors is linked to high energy prices and renewed growth in the petroleum and other energy supply industries. The new major is expected to assist the Geology Department to recapture former enrollment levels and potentially grow beyond them.

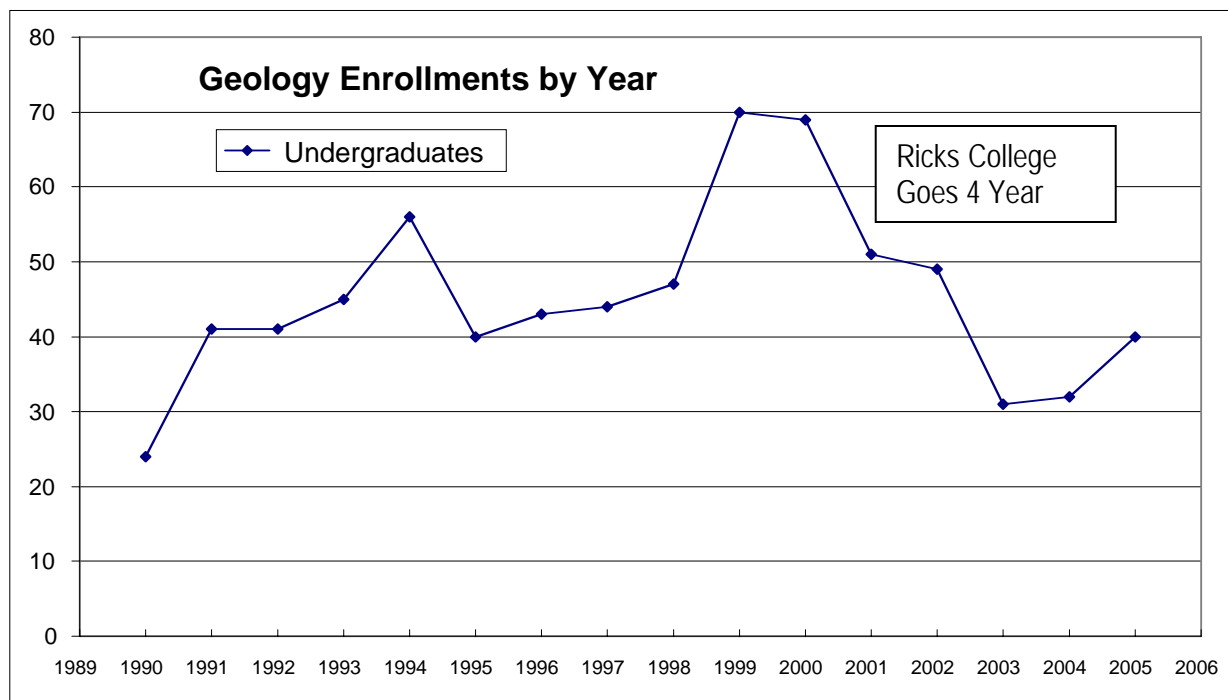


Figure II.1 Geology major enrollment by year since 1990.

Student credit hour growth in Geology has also been significant, as shown by the semester adjusted SCH plot in figure II.2 (below)

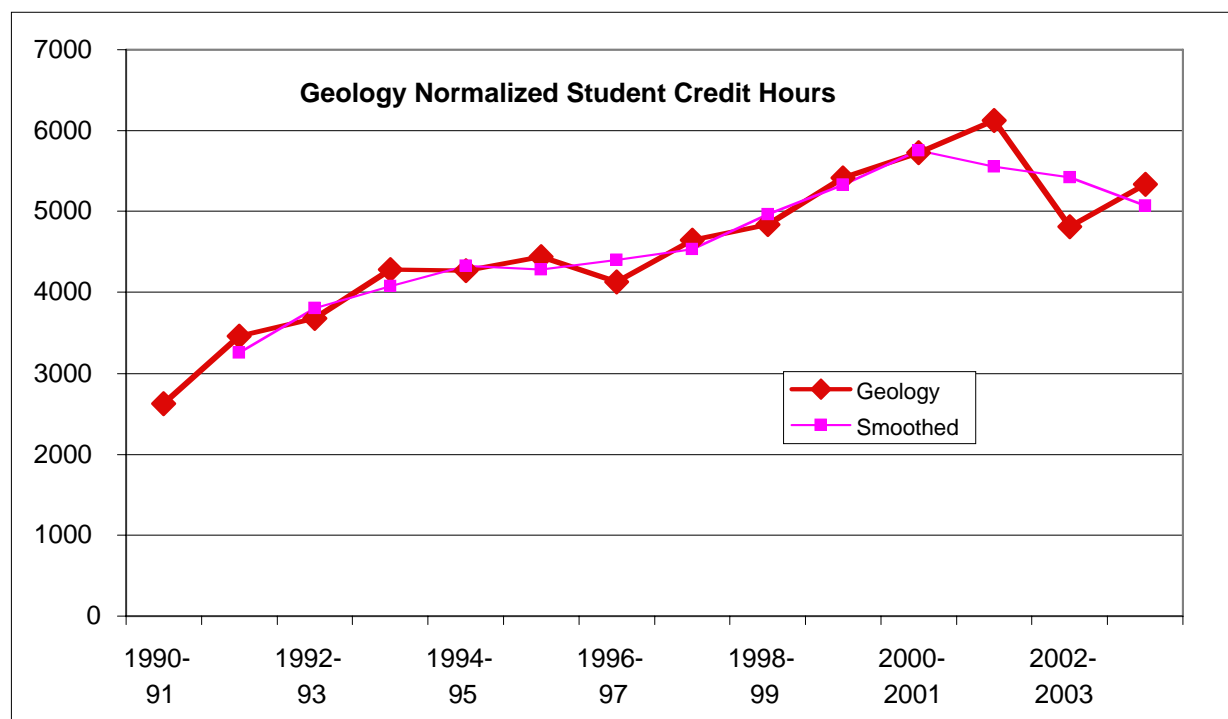


Figure II.2 Geology student credit hours by year since 1990, normalized to semester basis.



## SECTION III: Need

### Program Necessity

A large percentage of graduates in earth science programs nationwide accept positions in Applied Environmental Geoscience. The standard Geology curriculum addresses many of the knowledge areas required in these positions, but does not offer enough breadth in related areas such as natural resources, watershed science, soils, or biology.

The proposed program builds on existing courses in Geology, natural resources, soils, biology, and other science disciplines to offer an interdisciplinary program that addresses directly the needs of professionals working in Applied Environmental Geoscience.

### Labor Market Demand

It is expected that graduates from this program will find employment with state and Federal governments as resource managers.

A recent study by the *American Geological Institute* shows that employment opportunities for bachelor's recipients in Earth and Environmental Geosciences are very good, with 23% continuing their education, and about 20% being employed by environmental consulting firms, 6% by Federal or state governments, and 7% by the petroleum and minerals industries (figure IV.1). As noted in the AGI report *"Environmental consulting firms are likely to increase their hiring, due to federal and state government outsourcing and in helping businesses meet environmental regulations or in siting new businesses."* And *"The federal government faces a general slowing... of its hiring activity, while at the same time it is being asked to do more in the way of greater environmental vigilance, mostly through stricter regulation. Those activities will result in greater outsourcing to environmental contractors."* (AGI's *Guide to Geoscience Careers and Employers*, 2002).

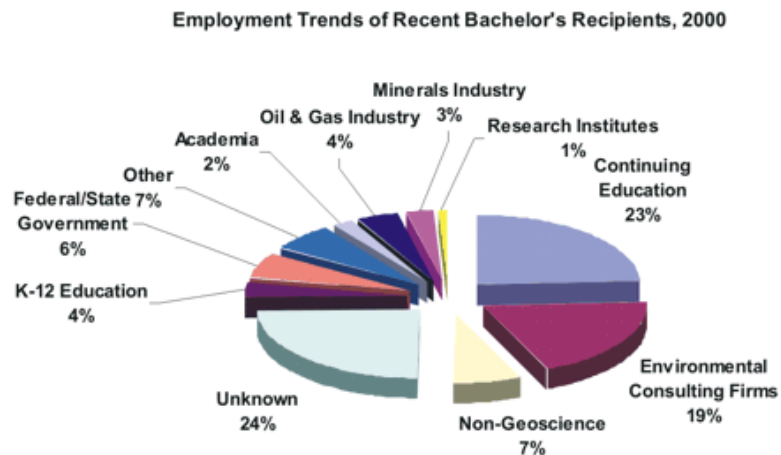


Figure IV.1. Employment trends of recent bachelor's recipients, from *AGI's Guide to Geoscience Careers and Employers*, 2002.

*"Environmental consulting firms hire more geoscience graduates than any other industrial sector. In 2000, about 35% of the geoscience undergraduates that did not continue their education accepted employment in environmental consulting firms. For those with higher degrees, the percentage accepting employment in environmental consulting firms was lower: about 28% of those completing MS degrees, and about 3% of those completing Ph.D. degrees. Environmental consulting is big business; in 2000 the total revenues of the top 200 environmental consulting firms was nearly \$29 billion. The annual growth rate in this sector was modest in 2000, about 4% increase over 1999. Employment in this sector is projected to continue to grow, but at a slower rate in the near term." (Environmental Consulting Firms: A Profile, Charles A. Andrews, SSP&A, AGI's Guide to Geoscience Careers and Employers, 2002).*

*"The long-term prospect for employment in the environmental consulting sector is excellent. Society's desire to improve environmental quality, to better understand and manage geologic hazards, and the need to manage limited water resources will create a robust long-term demand for geoscientists in environmental consulting firms." (Environmental Consulting Firms: A Profile, Charles A. Andrews, SSP&A, AGI's Guide to Geoscience Careers and Employers, 2002).*

From the National Park Service:

*"...the National Park Service is going through a period of re-adjustment due to retirements and a significant number of positions are opening up in our field offices for natural resource specialists. Rather than advertise these positions as biologist, hydrologists, geologists, the Park Service chooses to advertise these via a broader category, such as, environmental protection specialists, natural resource specialists, physical scientists, etc. All of these types of positions are open to those who have degrees in geology and in some instances geography. So I would like you to help me encourage geologists to apply for these types of jobs that are becoming available. At present, there is a striking imbalance in the backgrounds of our professionals in resource management, approximately 900 with biology backgrounds and 100 with physical science backgrounds. It is the practice of the Park Service to staff its field offices with professionals at the Masters or Bachelors degree levels."*

Placement surveys show that since 1997, 95% of the bachelor graduates were placed in jobs or entered graduate programs.

## **Student Demand**

Applied Environmental Geoscience is the largest growth area in earth science today. Many students interested in environmental science transfer into Geology because it is the only degree they can find that addresses professional and technical careers in environmental science. Frequent requests are received from students regarding environmental science options in the Geology program.

The introductory course for this major (Introduction to Applied Environmental Geosciences) has tripled in enrollments over three years. At Weber State University, over one-third of all earth science majors are in the Applied Environmental Geoscience degree program, with the other two-thirds enrolled in Geology and related degrees. This suggests that enrollments of 20-24 students may be expected in addition to students in the traditional Geology program. This may include transfer students from Snow, the College of Eastern Utah, and Salt Lake City College, all of whom have two-year programs in Geoscience. Discussions with

Geoscience coordinators at each of these colleges indicate that at least 4 to 6 students per year would transfer into the proposed program.

### **Similar Programs**

Weber State University (WSU) has a degree program that is similar to the one proposed here, but with less rigorous requirements in mathematics and other support sciences. In addition, WSU does not have the capacity to produce the number of students that are enrolled at USU.

The University of Utah also has a program similar to the one proposed here (BS Environmental Earth Science). Its program has core requirements similar to those proposed here, but with more advanced math courses required. USU's proposed program's strength lies in the breadth of courses with requirements in soil science, geographic information systems, remote sensing, ecology, or watershed science. This reflects a difference in philosophy. USU's faculty feel strongly that these skills are fundamental to the practice of applied Geology and that coursework in these areas is more important than additional coursework in math. Math requirements for the proposed BS in Applied Environmental Geoscience are thus the same as for the BS in Geology program. This is in contrast to the BS in AEG at Weber State University, which requires less Math than the BS in Geology.

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

USU currently collaborates with Weber State University in several aspects of the Geoscience programs, most notably a shared summer field camp (capstone course) experience that is offered jointly every other summer. A joint field camp program is being explored with the University of Utah that contains a special field experience dedicated to students in the AEG program. Such collaborations are expected to be strengthened by the commencement of the proposed program.

### **Benefits**

The proposed program will provide Bachelor degrees to a large number of Utah citizens who wish to work professionally in fields related to Applied Environmental Geoscience. It will also increase growth in graduate program enrollments at USU, as many of these students will remain to earn Master's degrees in this field.

### **Consistency with Institutional Mission**

As a Land Grant University, Utah State is committed to address issues related to land use and the environment. The BS in Applied Environmental Geoscience is consistent with the University's goals, as promulgated through the compact planning process. These goals include:

- enhancing the University's national reputation for discovery, learning, and engagement.
- building a diverse and inclusive campus community, fostering demographic and intellectual diversity.
- fostering new partnerships, both internally, through interdisciplinary, interdepartmental/college, and interdivisional collaboration, and externally, through connections with government and the private economy, in keeping with the new role of the engaged land grant university.

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

### **Program Assessment**

The primary goal of this program is to produce highly trained bachelor graduates who understand the fundamentals of Environmental Geoscience and are employable within both the public and private sector as consultants, managers, or teachers.

The director of undergraduate studies will conduct exit interview with all graduating AEG students to ascertain their perspectives on how the program and various faculty have contributed to their educational experience/needs. Follow-up questionnaires will be mailed to AEG graduates one year after they complete their programs to assess their success in finding employment and to obtain insights from the working world.

There will also be “market-based” program assessment. The Department will continue to solicit input from potential employers of our AEG students (e.g., consulting/environmental firms, and state and Federal agencies responsible for land and resource management) regarding the knowledge base they require for their employees.

Program success will be assessed by monitoring the success rate of graduates in achieving professional accreditation, which was enacted by the State legislature in Spring 2002.

### **Expected Standards of Performance**

Graduates of this program must meet performance standards for status as Registered Professional Geologists, as enacted by the State legislature in Spring 2002. Graduates also should be prepared to continue their education at the graduate level.

### **Student Assessment**

Student assessment is addressed primarily through capstone course experiences such as Geol 5200 Geology Field Camp, which requires the integration of skills learned throughout the program at all levels, and requires written reports that allow for evaluation of their ability to communicate effectively. Students can also be evaluated by monitoring the success rate of graduates in achieving professional accreditation as Registered Professional Geologists.

### **Continued Quality Improvement**

Continued quality improvement will be addressed incrementally by reviewing the results of student assessment programs, by polling graduates about workplace skills and companies who employ these graduates. The status of the undergraduate programs will be assessed to determine if there are problems that need to be fixed, or areas where the curriculum needs to be adjusted. Input is also solicited from various other constituencies on campus: the Watershed Science unit and the Department of Geography and Earth Resources in the College of Natural Resources, the Anthropology unit in the College of HASS, and the broader interdisciplinary campus-wide water research group. We consult with recruiters, alumni who frequently employ our graduates, and distinguished visitors to ensure that course offerings and degree requirements will adequately prepare our majors for professional employment.

## SECTION V: Finance

### Funding Sources

Current operating expenses are constrained by budgetary limitations. Recent losses in current expense are being made up through increased student fees and through development efforts. For example, the seminar series is currently supported entirely on development funds.

In view of the current budget climate, increased emphasis is being placed on development as a source of external funds to finance programs. Received from the Browning Foundation was \$40,000 to replace the x-ray diffraction spectrometer, and generous support was received from the Jones Family Foundation for equipment purchases in the past. A yearly allotment of \$10,000 is received from Anadarko Petroleum to support graduate student scholarships, student travel to meetings, and the seminar series. ExxonMobil began recruiting at USU a few years ago, and similar support from them is expected.

USU has raised over \$70,000 for equipment, travel, seminars, and scholarships. Continued success with development efforts will allow the Department to offset equipment, travel and current expenses if no new funds are allocated to the operating budget. The entire budget is expected to be funded through development which will be assisted by the Geology Advisory Board. It is anticipated that the development efforts will continue to be successful and more than sufficient to support this program.

### Reallocation

Support for the new course, *Introduction to Environmental Geoscience*, will come in part from reallocation of internal resources (Department) from one existing section of Introductory Geology (out of five sections taught each year).

### Impact on Existing Budgets

Some funding will come from an increase in the base E&G Current Expense budget and from increased development efforts. Thus, none of our other programs will be affected.

## Appendix A

### Program Curriculum.

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

| <u>Course Number</u> | <u>Title</u>                             | <u>Credits</u> |
|----------------------|------------------------------------------|----------------|
| Geology 1200         | Introduction to Environmental Geoscience | 3              |

#### All Program Courses

#### Course Requirements for B.S. or B.A. Degree

##### *Required Courses, Geology (29 credit hours)*

|                   |                                          |   |
|-------------------|------------------------------------------|---|
| o Geol 1200 (BPS) | Introduction to Environmental Geoscience | 3 |
| o Geol 3500       | Mineralogy                               | 4 |
| o Geol 3550 (CI)  | Sedimentation and Stratigraphy           | 4 |
| o Geol 3600       | Geomorphology                            | 4 |
| o Geol 3700       | Structural Geology                       | 4 |
| o Geol 4700 (CI)  | Geologic Field Methods                   | 2 |
| o Geol 5600       | Geochemistry                             | 3 |
| o Geol 5200       | Geology Field Camp                       | 5 |

##### *Geology Electives Required (12 credit hours)*

|                  |                                                                                 |     |
|------------------|---------------------------------------------------------------------------------|-----|
| o Geol 5150      | Fluvial Geomorphology                                                           | 4   |
| o Geol 5160      | Hillslope and Landscape Geomorphology                                           | 3   |
| o Geol 5410      | Introduction to Clay Mineralogy                                                 | 2   |
| o Geol 5510      | Groundwater Geology.                                                            | 3   |
| o Geol 5520 (CI) | Hydrogeologic Field Methods.                                                    | 3   |
| o Geol 5530 (QI) | Exploration Geophysics and Petroleum Exploration                                | 4   |
| o Geol 5540 (QI) | Quantitative Methods in Geology                                                 | 3   |
| o Geol 5550      | Geochemical Application of Electron Microprobe and X-Ray Fluorescence Analysis. | 4   |
| o Geol 5630      | Photogeology.                                                                   | 2   |
| o Geol 5650      | Senior Thesis.                                                                  | 3-4 |
| o Geol 5680      | Paleoclimatology .                                                              | 3   |

##### *Support Courses Required (39-40 credit hours)*

##### **Chemistry Group (10 credits)**

|                   |                                   |   |
|-------------------|-----------------------------------|---|
| o Chem 1210       | Principles of Chemistry I         | 4 |
| o Chem 1220 (BPS) | Principles of Chemistry II        | 4 |
| o Chem 1230       | Chemical Principles Laboratory I  | 1 |
| o Chem 1240       | Chemical Principles Laboratory II | 1 |

##### **Math/Stat Group (7 credits)**

|                   |                           |   |
|-------------------|---------------------------|---|
| o Stat 3000 (QI)  | Statistics for Scientists | 3 |
| o Math 1210 (QL)1 | Calculus I                | 4 |

**Physics Group (4 credits)**

|                  |                                           |   |
|------------------|-------------------------------------------|---|
| o Phyx 2110.     | The Physics of Living Systems I. OR       | 4 |
| o Phyx 2210 (QI) | General Physics—Science and Engineering I | 4 |

**Environmental Group (18-19 credits)**

|                   |                                                              |     |
|-------------------|--------------------------------------------------------------|-----|
| o Biol 1210       | Biology I                                                    | 4   |
| o Biol 1220 (BLS) | Biology II                                                   | 4   |
| o Awer 3700       | Fundamentals of Watershed Science.                           | 3   |
| o Soil 3000       | Fundamentals of Soil Science.                                | 4   |
| o CEE 5190        | Geographic Information Systems for Civil Engineers (3 cr) OR |     |
| o Awer 4930       | Geographic Information Systems (4 cr)                        | 3-4 |

***Support Electives Required (12 credit hours)***

Choose up to 8 credits in any one group.

**Group A Hydrologic Science**

|                     |                                               |   |
|---------------------|-----------------------------------------------|---|
| o Awer 4490 (d5490) | Small Watershed Hydrology.                    | 4 |
| o Soil 4600 (d6600) | Principles of Surface Hydrology               | 3 |
| o Envs 5320         | Water Law and Policy in the United States.    | 3 |
| o Awer 5660         | Restoration of Wildland Watersheds.           | 3 |
| o Awer 5670         | Restoration of Wildland Watersheds Practicum. | 1 |

**Group B Ecology, Soils, and Environmental Chemistry**

|                     |                                                 |   |
|---------------------|-------------------------------------------------|---|
| o Soil 5050 (d6050) | Principles of Environmental Soil Chemistry.     | 3 |
| o Soil 5130 (d6130) | Soil Genesis, Morphology, and Classification.   | 4 |
| o Soil 5560 (d6560) | Analytical Techniques for the Soil Environment. | 2 |
| o Soil 5620         | Aquatic Chemistry                               | 2 |
| o Biol 2220         | General Ecology.                                | 3 |
| o Biol 3220         | Field Ecology.                                  | 2 |
| o Chem 3650 (DSC)   | Environmental Chemistry.                        | 3 |

**Group C GIS/Remote Sensing**

|                      |                                                  |   |
|----------------------|--------------------------------------------------|---|
| o Frws 3750.         | Geographic Applications in Remote Sensing.       | 3 |
| o Awer 4750.         | Fundamentals of Remote Sensing.                  | 3 |
| o Envs 5100 (d6100). | Methods of Environmental and Ecological Mapping. | 3 |
| o Frws 5250 (d6250). | Remote Sensing of Land Surfaces.                 | 4 |

**Totals:**

|                    |                                |            |
|--------------------|--------------------------------|------------|
|                    | Geology required               | 29         |
|                    | Geology elective               | 12         |
|                    | Support required               | 39-40      |
|                    | Support electives              | 12         |
|                    | Total                          | 92         |
|                    | Other GE and elective          | 27-28      |
| <b>Grand Total</b> | <b>Total Number of Credits</b> | <b>120</b> |

## Appendix B

### Program Schedule

| Fall Semester                        |          | Spring Semester                       |       |
|--------------------------------------|----------|---------------------------------------|-------|
| Year 1                               |          |                                       |       |
| Gen Ed Breadth                       | (3)      | Geol 1200 Intro Environ Earth Science | (3)   |
| Chem 1210 Chemistry I                | (4)      | Math 1210 Calculus I                  | (4)   |
| Chem 1230 Chemistry Lab I            | (1)      | Chem 1220 Chemistry II BPS            | (4)   |
| Engl 1010                            | (3)      | Chem 1240 Chemistry Lab II            | (1)   |
| Biol 1210                            | (4)      | Biol 1220 BLS                         | (4)   |
|                                      | 15 cr    |                                       | 16 cr |
| Year 2                               |          |                                       |       |
| Geol 3550 Sedimentation/Stratigraphy | (4)      | Geol 3500 Mineralogy                  | (4)   |
| Geol 3600 Geomorphology              | (4)      | Geol 3700 Structural Geology          | (4)   |
| Engl 2010                            | (3)      | Gen Ed breadth III                    | (3)   |
| Soil 3000 Fund. Soil Science         | (4)      | Geol Elective                         | (4)   |
|                                      | 15 cr    |                                       | 14 cr |
| Year 3                               |          |                                       |       |
| Geol 4700 Field Methods              | (2)      | Phyx 2120 or 2220 Physics II          | (4)   |
| Phyx 2110 or 2210 Physics I          | (4)      | Gen Ed depth I                        | (3)   |
| Gen Ed breadth IV                    | (3)      | Awer 3700 Fund. Watershed Sci         | (3)   |
| GIS course                           | (3-4)    | Gen Ed breadth V                      | (3)   |
| Geol Elective                        | (3)      |                                       |       |
|                                      | 15-16 cr |                                       | 13 cr |
|                                      |          | Summer: Field Camp                    | 5 cr  |
| Year 4                               |          |                                       |       |
| Geol 5510 Groundwater Geology        | (3)      | Geol Elective                         | (3)   |
| Gen Ed depth II                      | (3)      | Geol Elective                         | (3)   |
| Support elective                     | (3)      | Support elective                      | (3)   |
| Stat 3000 Statistics                 | (3)      | Support elective                      | (3)   |
| Support elective                     | (3)      |                                       |       |
|                                      | 15 cr    |                                       | 12 cr |

Total credits

120–121



### Appendix C Faculty

List of faculty within the institution, with their qualifications, to be used in support of the program.

| Table C.1 Listing of Current Geology Faculty                                                          |                                                                                                                                                                                          |
|-------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Carol M. Dehler, PhD, 2001<br>University of New Mexico<br><i>Assistant Professor</i>               | Sedimentology, low temperature geochemistry, tectonics of the Neoproterozoic.                                                                                                            |
| 2. James P. Evans, PhD, 1987<br>Texas A&M University<br><i>Professor</i>                              | Structural geology: structural analyses of deformed rocks; deformation and rock mechanics, field mapping; fault zone process and the hydrology of fractures and fault systems.           |
| 3. Donald W. Fiesinger, PhD, 1976<br>University of Calgary<br><i>Associate Professor and Dean</i>     | Igneous petrology; mafic and felsic magma systems in NW Utah. Dean, College of Science.                                                                                                  |
| 4. Susanne U. Janecke, PhD, 1991<br>University of Utah<br><i>Associate Professor</i>                  | Regional tectonics, structure, regional tectonic analyses, and extensional deformation; basin analysis, geologic evolution of North American Cordillera.                                 |
| 5. Peter T. Kolesar, PhD, 1973<br>University of California, Riverside<br><i>Associate Professor</i>   | Low-T geochemistry & carbonate petrology: origin of Tertiary/Quaternary calcite veins and their use in paleoclimatology and groundwater hydrology of the southern Great Basin.           |
| 6. Thomas E. Lachmar, PhD, 1989<br>University of Idaho<br><i>Associate Professor</i>                  | Groundwater hydrology: confined aquifers, stream losses and water table depths, groundwater recharge to surface streams and the transport of chemical and radioactive contaminants.      |
| 7. W. David Liddell, PhD, 1980<br>University of Michigan<br><i>Professor</i>                          | Paleoecology & sedimentology: coral-reef ecology, sedimentary facies of modern carbonate environments, sequence stratigraphy and cyclicity of Paleozoic rocks.                           |
| 8. Susan K. Morgan, MS, 1988<br>Utah State University, <i>Lecturer</i>                                | Geoscience education, earth history, carbonate petrology, stratigraphy.                                                                                                                  |
| 9. Joel L. Pederson, PhD, 1999<br>University of New Mexico<br><i>Assistant Professor</i>              | Geomorphology, sedimentology, paleoclimatology, and geoarchaeology; hillslope processes, climatic controls on landscape evolution (Colorado Plateau, Grand Canyon).                      |
| 10. Anthony Lowry, PhD, 1991<br>University of Utah<br><i>Assistant Professor</i>                      | Geophysics, GPS measurement of active tectonics, seismology, tectonics, geologic hazards assesment.                                                                                      |
| 11. John W. Shervais, PhD, 1979<br>University of California, Santa Barbara, <i>Professor and Head</i> | Igneous petrology, geochemistry, tectonics: major and trace element geochemistry of igneous rocks, volcanism, ophiolites and island arcs, mantle metasomatism, formation of lunar crust. |

| Table C.2 Listing of Research and Emeritus Faculty                                             |                                                                                                         |
|------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| 1. Robert Q. Oaks, PhD, 1969<br>Yale University; Professor Emeritus                            | Sedimentology and clastic sedimentation, geology and tectonics of northern Utah; retired but active.    |
| 2. James P. McCalpin, PhD, 1981<br>Colorado School of Mines<br>Adjunct Research Professor      | Paleoseismicity, neotectonics, geologic hazard mitigation; GEO-HAZ Consulting, Inc.                     |
| 3. Craig B. Forster, PhD, 1987<br>University of British Columbia<br>Adjunct Research Professor | Hydrogeology, geotechnical applications in engineering geology; Research Faculty at University of Utah. |

| Table C.3 Additional Earth Science Faculty at Utah State University<br>with Adjunct Appointments in Geology |                                                                                                                            |
|-------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| 1. Jack C. Schmidt, PhD, 1987<br>Johns Hopkins University<br>Associate Professor                            | Fluvial Geomorphology: Department of Aquatic, Watershed, and Earth Resources, College of Natural Resources.                |
| 2. Lynn M. Dudley, PhD, 1983<br>Washington State University<br>Professor                                    | Soil Geochemistry: Department of Plants, Soils and Biometeorology, College of Agriculture.                                 |
| 3. Janis L. Boettinger, PhD, 1992<br>University of California, Davis<br>Associate Professor                 | Soil Mineralogy: Department of Plants, Soils and Biometeorology, College of Agriculture.                                   |
| 4. David G. Chandler, PhD, 1998<br>Cornell University<br>Assistant Professor                                | Surface Hydrology: Department of Plants, Soils and Biometeorology, College of Agriculture.                                 |
| 5. David G. Tarboton, Sc.D., 1989<br>Massachusetts Institute Technology<br>Professor                        | Water Resources and Hydrology, Utah Water Research Laboratory and Department of Civil and Environmental Civil Engineering. |

## Memorandum

May 31, 2006

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Weber State University - Master of Health Administration Degree, Effective Fall Semester 2006 – Action Item

### Issue

Officials at Weber State University request approval to offer the Master of Health Administration Degree, effective Fall Semester 2006.

### Background

The health care industry currently accounts for more than 15% of the gross domestic product in the U.S. and continues to grow. This vital and growing industry will need administrative leaders to manage its systems and resources for the foreseeable future. A master's degree is now the industry standard for anyone to be seriously considered to fill a position of upper management. Master of health administration (MHA) programs are recognized nationwide as those best preparing future hospital and health care leaders.

The proposed Master of Health Administration (MHA) program at Weber State University will prepare students for careers leading to executive leadership positions in the health care industry. The proposed MHA program is designed to enhance management, interpersonal, and organization skills and abilities. The Weber State University MHA will be taught in both a classroom setting, for students who prefer that option, and online for students who do not live near the WSU Davis Campus where the classes will be taught. The proposed Master of Health Administration degree will require a minimum of 42 credit hours beyond an earned baccalaureate degree

### Policy Issues

The institutional Board of Trustees approved this proposal on January 10, 2006. The Program and Review Committee approved the Letter of Intent on March 3, 2006. No questions or concerns were raised by other USHE institutions.

### Commissioner's Recommendation

The Commissioner recommends that the Regents approve the Request to Offer a Master of Health Administration Degree at Weber State University, effective Fall 2006.

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Richard E. Kendell, Commissioner

REK/GW  
Attachment

Academic, Applied Technology and Student Success Committee

Action Item

Request to Offer the Masters of Health Administration Degree, effective Fall 2006.

Weber State University

Prepared for  
Richard E. Kendell  
By  
Gary Wixom

May 31, 2006

## SECTION I: The Request

Weber State University requests approval to offer the Master of Health Administration (MHA) Degree effective September 2006. This program has been approved by the Weber State University Institutional Board of Trustees on January 10, 2006. The Program Review Committee approved the Letter Of Intent on March 3, 2006.

## SECTION II: Program Description

The Master of Health Administration (MHA) program at Weber State University will prepare students for careers leading to executive leadership positions in the health care industry. It is specifically intended for individuals with managerial experience who want to further their careers. It will also enroll a number of more traditional students who want to enter the health care workforce with a master's degree. The MHA program is designed to enhance management, interpersonal, and organization skills and abilities. The program also strives to instill students with a desire and skills that focus on self-development, critical thinking and life-long learning.

The Weber State University MHA will be taught in both a classroom setting, for students who prefer that option, and online for students who do not live near the WSU Davis Campus where the classes will be taught. Curricula for the proposed program include courses required by the Commission on Accreditation of Health Management Education (CAHME). Topics, all of which are focused on health and health care, include an overview of the U.S. health care system, organization behavior, leadership, supervisory skills, human resources, marketing, population health and behavior, epidemiology and research skills, quality improvement, ethics, health law, health policy and economics (see Appendix A). Students will also complete some type of field work such as a significant project at their current workplace, an internship or fellowship, or some other experience agreed upon by the student and his or her faculty advisor.

The proposed Master of Health Administration degree will require a minimum of 42 credit hours beyond an earned baccalaureate degree. A survey of several CAHME-accredited MHA programs shows that all of them require coursework greater than the 36-hour guideline. Students taking fewer hours would not get the education CAHME deems worthy of accreditation.

| <b>REQUIRED COURSES: (33 hours)</b>                                                    | <b>ELECTIVES: (Choose 9 hours)</b>                    |
|----------------------------------------------------------------------------------------|-------------------------------------------------------|
| MHA 6000* Health Systems and the Healthcare Economy (3)                                | MHA 6140 Long-Term Care Administration (3)            |
| MHA 6100 Leading and Managing People in Health Care (3)                                | MHA 6160 Medical Group Management (3)                 |
| MHA 6200* Health Behavior and Managerial Epidemiology (3)                              | MHA 6180 Health Care Entrepreneurship (3)             |
| MHA 6250 Health Care Finance (3)                                                       | MHA 6310 Managed Care vs Managed Health (3)           |
| MHA 6300* Quality Improvement and Risk Management in Health Services Organizations (3) | MHA 6360 Comparative International Health Systems (3) |
| MHA 6320 Health Policy and Economics (3)                                               | MHA 6380 Patient Services Staff Management (3)        |
| MHA 6350 Quantitative Decision Making (3)                                              | <i>MBA Courses</i>                                    |
| MHA 6400* Strategic Health Planning and                                                | MBA 6040 Managerial Economics (3)                     |
|                                                                                        | MBA 6041 Quantitative Methods (4)                     |
|                                                                                        | MBA 6110 Tools for Effective Manager (3)              |

|                                                                                                                             |                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| Marketing (3)<br>MHA 6440 Health Ethics and Law (3)<br>MHA 6450 Managing Health Information (3)<br>MHA 6500* Field Work (3) | MBA 6150 Logistics/Operations Management (3)<br>MBA 6170 Corporate Communications (3)<br>MBA 6540 Negotiations (3) |
|-----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|

\* Courses currently offered in the WSU Graduate Certificate of Health Administrative Services program.

### **Purpose of Degree**

The health care industry currently accounts for more than 15% of the gross domestic product in the U.S. and continues to grow. This vital and growing industry will need administrative leaders to manage its systems and resources for the foreseeable future. Master of health administration (MHA) programs are recognized nationwide as those best preparing future hospital and health care leaders.

### **Institutional Readiness**

The Master of Health Administration is certainly a fit with Weber State University. Currently, WSU offers an undergraduate degree in health administrative services (HAS). That undergraduate degree is certified by the Association of University Programs in Healthcare Administration, and has been for 23 years. The WSU undergraduate program has graduated hundreds of students, many of whom are now CEOs of a variety of Utah's health facilities. The HAS degree is offered through the Dumke College of Health Professions at WSU, a college that is known throughout the United States for its quality education programs in allied health and health administration.

### **Faculty**

The MHA program will be housed in the Department of Health Administrative Services (HAS) in the Dumke College of Health Professions at Weber State University. HAS and College faculty have been preparing themselves for the MHA degree over the past few years. The HAS department chair has served as a Fellow of the Commission on Accreditation of Health Management Education (CAHME) for the past year. CAHME is the accrediting board for most of the major MHA programs in the United States and Canada. Other faculty members currently working in the HAS program have significant experience in health care education as well as time spent as industry leaders, with specific experience in hospital administration and medical group management. Additional faculty members on the WSU campus have research, teaching, and hands-on experience in the health care industry. Several of them have agreed to teach courses in the proposed MHA program.

At least eight full-time WSU faculty will be involved in the MHA. Ken Johnson, Ph.D., is the chair of the Department of Health Administrative Services and Lloyd Burton, D.M., is currently the program director of the graduate certificate program. Along with these two individuals, other full-time members of the Weber State University faculty will be the foundation of the program. They include the following:

- Shelley Conroy, Ed.D.
- Marie Kotter, Ph.D.
- Richard McDermott, Ph.D.
- Robert Walker, Ph.D.

- Richard Dahlkemper, M.B.A. (will complete Ph.D. by year two of the program)
- Pat Shaw, M.Ed.

In addition to this group, the Department of Health Administrative Services is budgeted to hire an additional full-time faculty member as the MHA program grows.

Supporting these WSU faculty, are a strong group of adjunct faculty who will teach many of the program electives and a few of the required courses. Only three of the 11 required courses of the program will be taught by adjunct faculty, the full-time faculty will account for eight of them. Adjuncts and some of the full-time faculty will then be available to teach the electives. (See the Appendix C for more details on the faculty who will be part of the WSU Master of Health Administration.)

The following chart contains an outline of the MHA curriculum over a two-year period along with the faculty members who will teach the courses.

|                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Fall Semester (year 1)</b><br>MHA 6000- Health Systems and the Healthcare Economy* - Burton<br>MHA 6100- Leading and Managing People in Health Care - Johnson<br>MHA 6200- Health Behavior and Managerial Epidemiology* - Walker<br>Elective – various faculty | <b>Spring Semester (year 1)</b><br>MHA 6250- Health Care Finance - McDermott<br>MHA 6300- Quality Improvement and Risk Management in Health Services Organizations* - Kelly<br>MHA 6320- Health Policy and Economics - Grima<br>Elective – various faculty |
| <b>Fall Semester (year 2)</b><br>MHA 6350 Quantitative Decision Making - Burton<br>MHA 6440- Health Ethics and Law - Gessel<br>MHA 6400- Strategic Health Planning and Marketing* - Dahlkemper<br>Elective – various faculty                                      | <b>Spring Semester (year 2)</b><br>MHA 6450 - Managing Health Information - Shaw<br>MHA 6500 – Field Work* - Burton                                                                                                                                        |
| <b>Electives</b><br>MHA 6140 Long-Term Care Administration - Johnson<br>MHA 6160 Medical Group Management - Reinhart<br>MHA 6180 Health Care Entrepreneurship - Davis                                                                                             | <b>Electives</b><br>MHA 6310 Managed Care vs Managed Health - Kotter<br>MHA 6360 Comparative International Health Systems - Johnson<br>MHA 6380 Patient Services Staff Management - Conroy                                                                 |

\*Courses currently offered as part of the Graduate Certificate in Health Administrative Services.

### Staff

One individual will be hired within the first year of the program to advise students on admissions, financial aid and tuition, course scheduling and registration, fellowship projects, and other significant needs. The HAS department enjoys the services of one part-time secretary. The secretary's position will be enhanced to a full-time position after year one. By year three, one graduate assistant will be hired to support faculty



needs. By year five, a second graduate assistant will be added if needed. No additional staff will be required.

### **Library and Information Resources**

The WSU Stewart Library already has an extensive list of books, journals, and electronic media important to health administration. This is because the undergraduate program in health administration at WSU has been certified for several years, and has worked with the library to meet the needs of students. The Stewart Library has also developed access to most of the electronic journals important to health administration. A library official, focusing on health professions, has reviewed the offerings currently in place for the undergraduate health administration program, and is making the arrangements to add a few more journals useful to a MHA program that are not now available. The classroom technology and online services available for students at WSU is some of the best in the Utah higher education system. It is used for all of the current HAS courses.

### **Admission Requirements**

In order to be admitted to the MHA program, students will have to complete a bachelor's degree. Students with degrees other than health administration or business administration may be required to take leveling courses in statistics, financial and managerial accounting, managerial economics, health policy and economics, and health ethics and law. In addition, GMAT or GRE scores will be considered. Indications of academic ability as expressed by undergraduate grade point average and professional experience will also be considered. Individuals who have already completed a graduate-level program and are well into their careers, such as practicing physicians, may be admitted without the GMAT/GRE or supervisory requirement.

### **Student Advisement**

Academic advising will be carried out through the existing advising services at Weber State University. Each student will receive individual advisement in planning his or her program.

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

The proposed Master of Health Administration degree will require a minimum of 42 credit hours beyond an earned baccalaureate degree. A survey of several CAHME-accredited MHA programs shows that all of them require coursework greater than the 36-hour guideline. Students taking fewer hours would not get the education CAHME deems worthy of accreditation.

### **External Review and Accreditation**

The MHA program will be housed in the Department of Health Administrative Services (HAS) in the Dumke College of Health Professions at Weber State University. HAS and College faculty have been preparing themselves for the MHA degree over the past few years. The HAS department chair has served as a

Fellow of the Commission on Accreditation of Health Management Education (CAHME) for the past year. CAHME is the accrediting board for most of the major MHA programs in the United States and Canada. Other faculty members currently working in the HAS program have significant experience in health care education as well as time spent as industry leaders, with specific experience in hospital administration and medical group management. Additional faculty members on the WSU campus have research, teaching, and hands-on experience in the health care industry. Several of them have agreed to teach courses in the proposed MHA program.

### **Projected Enrollment**

The following table illustrates the projected number of enrolled students over the next five years.

| <b>Program Year</b>            | <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> | <b>Year 4</b> | <b>Year 5</b> |
|--------------------------------|---------------|---------------|---------------|---------------|---------------|
| Projected Student Enrollment   | 20            | 50*           | 60*           | 70*           | 70*           |
| Faculty FTE                    | 2.5           | 2.5           | 3.5           | 4.5           | 4.5           |
| Student/Faculty FTE Enrollment | 8             | 20            | 17            | 15.5          | 15.5          |

\*Includes online students

## **SECTION III: Need**

### **Program Need**

The health care industry currently accounts for more than 15% of the gross domestic product in the U.S. and continues to grow. This vital and growing industry will need administrative leaders to manage its systems and resources for the foreseeable future. A master's degree is now the industry standard for anyone to be seriously considered to fill a position of upper management. Master of health administration (MHA) programs are recognized nationwide as those best preparing future hospital and health care leaders.

### **Labor Market Demand**

The projected growth of Utah provides for continued demand for health care services and facilities in the state. Most of Utah's hospitals are owned by large corporations that develop senior administrative leadership from the ranks of their middle managers. A master's degree is required of all senior leadership in hospitals and health systems.

Community leaders of the healthcare industry, including those who sit on the advisory committee of the Department of Health Administrative Services, have indicated their support for and interest in a MHA degree (Letters of Support are in file in the Office of the Commissioner). Note the letter of support from

Steven Bateman, former CEO of Ogden Regional Medical Center now CEO at St. Marks Hospital, who writes:

"As the complexity of healthcare administration continues to increase, academic preparation of future healthcare administrators will become more important...Over the past several years, Ogden Regional has made significant efforts to provide educational and practical work experience opportunities for students of the Weber State health administration program. Were the University [WSU] to develop a master's degree level health administration program, I am confident our hospital would continue this sort of cooperation and collaboration."

The Department of Labor declared health care as the largest industry in the nation in 2004 accounting for 13.5 millions jobs. Eight out of twenty occupations projected to grow the fastest are in health care. The industry accounts for expenditures of \$1.7 trillion this year. Because of this continuing growth trend and volume of economic activity the need of educated and management trained leaders is expected to increase not diminish.

The health industry in Utah reflects this national trend. There are 616 licensed health facilities in Utah, which include 54 hospitals, 89 skilled nursing facilities, 19 federally qualified health clinics, and 145 assisted living centers. This subset of 307 facilities employ an administrator expected to demonstrate the competencies and skills addressed in a health administration degree program. Throughout the state of Utah there are other health delivery organizations such as multi-specialty physician group practice clinics, home health agencies and hospice.

Each of the 54 hospitals in Utah has a managing administrator, a chief financial officer, and a chief nursing officer. In most, there is also an assistant/associate administrator. All have management positions for clinics and ancillary services. Consider also that the American College of Healthcare Executives (ACHE) reports a 16 percent annual turnover rate for hospital executives.

Assuming only four executive management positions in Utah hospitals, an average turnover rate of 16 percent would generate 35 open positions annually. Including one manager from each of the 19 federally qualified health clinics would add another 3 opening to this calculation. Add to that rate even a few mid-level managers from each hospital. This does not include the large number of VP/Associate Administrator positions at tertiary facilities like the University of Utah Health Center, St. Marks Hospital and LDS Hospital.

A significant percent of administrators are promoted from within their own organization. This motivates entry and mid-level managers to complete a master's degree so they will be competitive when applying for upper level management positions. A growing number of clinically trained health professionals, including physicians, are moving into managerial positions. While some have sought managerial training through professional associations, others have pursued graduate education through MHA programs.

### **Student Demand**

As the word has spread about a possible MHA program at Weber State University, a number of individuals have already indicated their interest. They hold the following positions:

- Mid-level hospital managers
- Front-line hospital supervisors
- Long-term care administrators
- Clinic or medical group managers
- Public health officials who want to focus on management
- Undergraduate students in business or health administration who want to pursue a graduate degree (WSU currently prepares undergraduates for hospital management, medical group management, and long-term care administration.)
- In addition to these, some of the students pursuing an MBA at Weber State University have indicated an interest in the MHA.

Typical of the comments made in regards to a possible MHA program at Weber State University is this email message from Amber Keller, in Human Resource Services at McKay Dee Hospital:

"...after discussing this with other co-workers, we feel like there would be numerous employees who are not currently managers or supervisors (and have a bachelor's degree) who would like to get their Master of Health Administration. With our tuition reimbursement program, we find that a lot of employees pursue higher education.

"The hospital is also working on a 'Magnet Status.' What that means is our nurse managers/supervisors (both clinical and administration) are required to have their bachelor's degree by the year 2012. Many may choose to obtain their master's degree after meeting this requirement.

"In summary, we hope that Weber State will soon have that program available."

### **Similar Programs**

No MHA program exists in Utah, although both Weber State University and the University of Utah offer graduate certificate programs in health administration. Weber State offers the graduate certificate in conjunction with the MBA program and as a stand-alone certificate. The University of Utah offers the graduate certificate in conjunction with a number of its graduate degree programs such as the MBA, Master of Public Administration, Master of Public Health, Master of Science in Nursing, Juris Doctorate, and others.

The nearest accredited MHA programs are in Denver and Spokane. Only a few programs are offered through the World Wide Web or "online". The Weber State University MHA will be taught in both a classroom setting for students who prefer that option and online, for students who do not live near the WSU Davis Campus, where the classes will be taught. Graduate certificate courses in health care administration are taught at the WSU Davis campus.

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

Weber State University does not anticipate any impact on programs at other USHE institutions.

## Benefits

A significant percent of administrators are promoted from within their own organization. This motivates entry and mid-level managers to complete a master's degree so they will be competitive when applying for upper level management positions. A growing number of clinically trained health professionals, including physicians, are moving into managerial positions. While some have sought managerial training through professional associations others have pursued graduate education through MHA programs.

A baccalaureate degree and licensure have become the minimal requirement for managing a long-term facility. However, facility administrators and corporate managers in this segment of the health industry have begun to pursue a master's degree to expand their management acumen.

## Consistency with Institutional Mission

The proposed degree fits within the mission of Weber State University as a Regional University. Weber State University and the Dumke College of Health Professions continue to be recognized nationally as a leader in allied health and health management programs. This proposal is a natural extension of an existing, well-run health administration program that currently has nearly 200 students enrolled.

Two graduate certificate programs in healthcare administration are offered in the state of Utah. One is at the University of Utah and the other is the program mentioned at Weber State University. This proposal would move the graduate certificate at Weber State to a full master's degree.

## SECTION IV: Program and Student Assessment

The MHA program at Weber State University will work to meet the objectives listed in the following table.

| Objective                                                               | Outcome Measure                                                                                                     | Assessment Process                                               |
|-------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|
| The MHA program meets or exceeds graduating students expectations       | Percent of graduating students indicating the MHA program met or exceeded their expectations                        | Graduating class exit survey                                     |
| The MHA program prepared students for career aspirations                | Percent of graduating students indicating the MHA program met or exceeded their expectations for career preparation | Graduating class exit survey<br>Alumni survey<br>Employer survey |
| The MHA program is recommended as worthwhile by the graduating students | Percent of students recommending the MHA program as a worthwhile option                                             | Graduating class exit survey<br>Admission survey                 |
| MHA graduates are placed in appropriate management positions            | Number of graduates placed in mid-management or higher.                                                             | Alumni survey<br>Employer survey                                 |
| The MHA program attracts high quality and diverse                       | Average GPA, work experience, GMAT or GRE                                                                           | Application records                                              |

|                                                                                                                                     |                                                                             |                                                                              |
|-------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|------------------------------------------------------------------------------|
| applicants.                                                                                                                         | scores, diversity                                                           |                                                                              |
| The MHA program maintains a broad range of learning opportunities including field projects, residency, class activities, networking | Distribution of sites, organizations, and agencies involved in the program. | Review list of residencies, advisors, membership in student chapter of ACHE. |
| The MHA program will recruit and retain a high-quality faculty whose members achieve excellence in teaching, research, and service. | Faculty records of teaching, scholarship, service<br>Industry experience    | Peer review<br>Tenure, where appropriate<br>Performance evaluation           |
| The MHA curriculum is coordinated and aligned with the CAHME curriculum criteria                                                    | Strength of the MHA curriculum relative to the CAHME criteria               | Identification of CAHME criteria in course syllabi                           |
| The MHA program will build and maintain an active alumni association                                                                | Opportunities of alumni to network<br>Students will have access to alumni   | Student and alumni surveys                                                   |

The philosophy underlying the curriculum is derived from the mission and values of the Dumke College of Health Professions, from the guidelines provided by the Association of University Programs in Health Administration (AUPHA) and CAHME, from the needs of the students and the health services environment. These influences have led to a consensus set of knowledge areas, skills and competencies. Some of these are explicitly identified in course syllabi or other program requirements, while others are implicit in course assignments and the expectations of the field experience and Capstone project.

AUPHA, of which WSU's Health Administrative Services department is a member, has just completed an extensive pedagogy project from which it has proposed 35 competencies students should have achieved at the time of graduation. CAHME is the accreditation body, associated with AUPHA, that will determine whether or not the program has given students the opportunity to learn them. The criteria fall under four categories that include function/technical skills, self-development, interpersonal skills, and organizational skills. They include the following:

#### Functional/Technical Skills

Knowledge of business or business acumen

Strategic vision

Decision making and decision quality

Managerial ethics and values

Problem solving

Change management, dealing with ambiguity

Systems thinking

Governance

#### Self-Development

Self-awareness and self-confidence

Self-regulation and personal responsibility

- Honesty and integrity
- Life long learning
- Motivation, drive to achieve
- Empathy and compassion
- Flexibility
- Perseverance
- Work and life balance

#### Interpersonal Skills

- Communication: oral and written
- Motivating others
- Empowering subordinates
- Management of group process
- Conflict management
- Negotiation
- Formal presentations

#### Social Interaction

#### Organizational Skills

- Organizational design
- Team building
- Priority setting
- Political Savvy
- Managing and Measuring Performance
- Developing Others
- Human resources
- Community and External Relations
- Managing Culture
- Diversity

Formative assessment will be ongoing. Both faculty and staff will evaluate the actual teaching pedagogy and materials for effectiveness. Faculty will have student exams, papers, presentations, group work, and classroom discussion to provide some assessment of the program. Students will be given formal evaluation material to rate courses and instruction. In addition, the program's advisory board will also determine the quality of the program, including its faculty, pedagogy, teaching methodology, and resources.

Summative assessment will be measured, ultimately, by whether or not the program has met its stated objectives. (See above.)

## **SECTION V: Finance**

### **Budget**

The MHA program is intended to be a budget-related program with regular graduate tuition (plus a possible modest tuition differential) being assessed to enrolled students. The total costs of the program in Year Five

are expected to be \$278,000, with most of the direct costs being covered by a combination of student tuition and reallocated faculty resources. No start-up state funding will be sought as part of this program.

The MHA program is expected to enroll 15 students in Year One, carry approximately 50 students in Year Two, and mature at roughly 70 students by Year Five--with 30 students receiving traditional in-class instruction and 40 students accessing content online.

| <b>Expenses</b>                 | <b>Year 1</b>   | <b>Year 2</b>    | <b>Year 3</b>    | <b>Year 4</b>    | <b>Year 5</b>    |
|---------------------------------|-----------------|------------------|------------------|------------------|------------------|
| Adjunct faculty expenses*       | \$40,000        | \$48,000         | \$42,800         | \$42,800         | \$45,600         |
| Regular faculty + benefits**    |                 | \$90,350         | \$93,964         | \$97,722         | \$101,631        |
| Student support + benefits      |                 | \$69,500         | \$85,890         | \$87,280         | \$93,670         |
| Current Expense                 | \$24,000        | \$26,000         | \$29,500         | \$29,500         | \$30,000         |
| Professional Development/Travel | \$4,000         | \$5,000          | \$5,000          | \$7,000          | \$7,000          |
| <b>Total Expenses</b>           | <b>\$68,000</b> | <b>\$238,850</b> | <b>\$257,154</b> | <b>\$264,302</b> | <b>\$277,901</b> |

\*Some regular faculty hours (especially in the first two years) will be shifted from the undergraduate to graduate program. The adjunct faculty expense includes the cost of replacing the full-time faculty with adjuncts in the undergraduate program.

\*\*Additional faculty will be hired as enrollment increases.

### **Impact on Existing Budgets**

There will not be any impact on existing budgets.



## Appendix A: Program Curriculum

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

| Course Number | Title                                      | Credit Hours |
|---------------|--------------------------------------------|--------------|
| MHA 6100      | Leading and Managing People in Health Care | 3            |
| MHA 6250      | Health Care Finance                        | 3            |
| MHA 6320      | Health Policy and Economics                | 3            |
| MHA 6350      | Quantitative Decision Making               | 3            |
| MHA 6440      | Health Ethics and Law                      | 3            |
| MHA 6450      | Managing Health Information                | 3            |
| MHA 6140      | Long-Term Care Administration              | 3            |
| MHA 6160      | Medical Group Management                   | 3            |
| MHA 6180      | Health Care Entrepreneurship               | 3            |
| MHA 6310      | Managed Care vs Managed Health             | 3            |
| MHA 6360      | Comparative International Health Systems   | 3            |
| MHA 6380      | Patient Services Staff Management          | 3            |

### All Program Courses:

| Course Number       | Title                                                                    | Credit Hours |
|---------------------|--------------------------------------------------------------------------|--------------|
| <b>Core Courses</b> |                                                                          |              |
| MHA 6000            | Health Systems and the Healthcare Economy                                | 3            |
| MHA 6100            | Leading and Managing People in Health Care                               | 3            |
| MHA 6200            | Health Behavior and Managerial Epidemiology                              | 3            |
| MHA 6250            | Health Care Finance                                                      | 3            |
| MHA 6300            | Quality Improvement and Risk Management in Health Services Organizations | 3            |
| MHA 6320            | Health Policy and Economics                                              | 3            |
| MHA 6350            | Quantitative Decision Making                                             | 3            |
| MHA 6400            | Strategic Health Planning and Marketing                                  | 3            |
| MHA 6440            | Health Ethics and Law                                                    | 3            |
| MHA 6450            | Managing Health Information                                              | 3            |
| MHA 6500            | Field Work                                                               | 3            |
|                     | <b>Sub-Total of core courses</b>                                         | <b>33</b>    |
| <b>Elective</b>     |                                                                          |              |

|                |                                                              |           |
|----------------|--------------------------------------------------------------|-----------|
| <b>Courses</b> |                                                              |           |
| MHA 6140       | Long-Term Care Administration                                | 3         |
| MHA 6160       | Medical Group Management                                     | 3         |
| MHA 6180       | Health Care Entrepreneurship                                 | 3         |
| MHA 6310       | Managed Care vs Managed Health                               | 3         |
| MHA 6360       | Comparative International Health Systems                     | 3         |
| MHA 6380       | Patient Services Staff Management                            | 3         |
| MBA courses    | Students may also choose from the MBA courses offered at WSU |           |
|                | <b>Sub-Total of electives (9 hours required)</b>             | <b>9</b>  |
|                | <b>Total Number of Credits</b>                               | <b>42</b> |

## Appendix B

### Program Schedule:

#### Fall Semester (year 1)

- 1<sup>st</sup> 8 weeks: MHA 6000- Health Systems and the Healthcare Economy (3)  
MHA 6100- Leading and Managing People in Health Care (3)
- 2<sup>nd</sup> 8 weeks: MHA 6200- Health Behavior and Managerial Epidemiology (3)  
Elective (3)

#### Spring Semester (year 1)

- 1<sup>st</sup> 8 weeks: MHA 6250- Health Care Finance (3)  
MHA 6300- Quality Improvement and Risk Management in Health  
Services Organizations (3)
- 2<sup>nd</sup> 8 weeks: MHA 6320- Health Policy and Economics  
Elective (3)

#### Fall Semester (year 2)

- 1<sup>st</sup> 8 weeks: MHA 6350 Quantitative Decision Making (3)  
MHA 6440- Health Ethics and Law (3)
- 2<sup>nd</sup> 8 weeks: MHA 6400- Strategic Health Planning and Marketing (3)  
Elective (3)

#### Spring Semester (year 2)

- 1<sup>st</sup> 8 weeks: MHA 6450 - Managing Health Information (3)  
MHA 6500 – Field Work (3)
- 2<sup>nd</sup> 8 weeks: MHA 6500 - Field work (continued)

## Appendix C

### Faculty

Curriculum Vita are on file in the Office of the Commissioner

LLOYD R. BURTON, D.M., M.H.A., M.S.Ed

SHELLEY F. CONROY, Ed.D., MS, RN

RICHARD J. DAHLKEMPER

BRUCE DAVIS

DAVID C. GESSEL, J.D., CAE

JOHN GRIMA, Ph.D.

KENNETH L. JOHNSON, Ph.D., C.H.E.S.

DIANE KELLY, Dr.P.H.

MARIE KOTTER, Ph.D.

RICHARD E. McDERMOTT

DOUGLAS J. REINHART, M.D., M.B.A., D.A.B.A.

PATRICIA L. SHAW, M.Ed, RHIA

DR. ROBERT J. WALKER PhD

## Memorandum

May 31, 2006

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: New Century Scholarship, Math and Science Curriculum– Action Item

### Issue

During the 2006 General Session of the Utah Legislature, House Bill 326 *New Century Scholarship Amendments* was passed. This bill made three significant changes to the existing legislation:

1. Students may qualify for a New Century Scholarship by completing an approved math and science curriculum.
2. The course requirements necessary to earn the scholarship must be completed with at least a B average.
3. The State Board of Regents must approve a math and science curriculum that will satisfy the New Century Scholarship requirement.

### Background

The New Century Scholarship bill was first passed by the Utah Legislature during the 1999 General Session. The bill provided that in addition to Centennial Scholarships awarded under Section 53A-15-102, and Career Teaching Scholarships awarded under Title 53B, Chapter 10, the State Board of Regents and the State Board of Education would jointly award New Century scholarships to students in Utah who complete the requirements for an associate degree by September 1 of the year they qualify to graduate from high school.

Since the inception of the New Century Scholarship, over 850 scholarships have been awarded to students who have completed an associate degree or the equivalent by September of the year that they graduate from high school. Completing an associate degree requires students to complete at least 60 hours of college work, including the full general education requirement. Some students pursuing degrees in engineering, math, or science, are better served by not completing the entire general education requirement and concentrating on a rigorous math and science curriculum, which better prepares them for transfer to a four-year program. These students then complete their general education requirement at the four-year institution. Not fully completing these requirements

prior to transferring has prevented these students from being awarded the associate degree and then being eligible for the New Century Scholarship.

The following curriculum is proposed as the "rigorous math and science curriculum" required by the new legislation:

### Proposed Math and Science Curriculum

#### General Education Courses

|                                                                          |   |
|--------------------------------------------------------------------------|---|
| Writing --English 1010<br>or (4 on the AP-English exam)                  | 3 |
| English 2010                                                             | 3 |
| American Institutions                                                    |   |
| History 1700 or<br>Political Science 1100<br>(or a 3 on AP History exam) | 3 |
| Math 1050                                                                | 4 |
| General Education Electives                                              | 8 |

#### Mathematics Courses

|           |     |
|-----------|-----|
| Math 1210 | 4-5 |
| Math 1220 | 4   |
| Math 2210 | 3   |

#### Science Courses

|                |     |
|----------------|-----|
| Chemistry 1210 | 4   |
| Chemistry 1220 | 4   |
| Chemistry 1230 | Lab |
| Chemistry 1240 | Lab |
| Physics 2210   | 4   |
| Physics 2220   | Lab |
| Biology 1210   | 4   |

Total Hours Required 48

### Commissioner's Recommendation

The Commissioner recommends that the Regents approve the New Century Math and Science Curriculum to take effect Fall Semester, 2006.

---

Richard E. Kendell, Commissioner

REK/GW



## Memorandum

May 31, 2006

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Career and Technical Education Regional Planning– Action Item

### Issue

Regional planning for Career and Technical Education (CTE) in the nine educational regions of the State is essential to address efficiently the needs of business and industry and individual students. Prior to the formation of the Utah College of Applied Technology (UCAT), formal planning for CTE was mandated by the Joint Liaison Committee. Since 2001, regional planning has continued on an informal basis. In order to insure that planning is taking place within a region, particularly in the areas of certificates and degrees at institutions within the Utah System of Higher Education, a formal regional CTE planning process is now being proposed.

### Background

Efforts to address issues of duplication and articulation of CTE programs within Utah educational regions have been ongoing for many years. In the past, studies have been conducted to determine if there are duplication of programs within a region and if such duplication is warranted. The need for strong articulation agreements between USHE institutions has long been recognized, and efforts have been effective in assisting students in transferring between institutions.

The creation of the Utah College of Applied Technology (UCAT) in September of 2001 added an additional layer of complexity in dealing with these issues. Concerns regarding duplication of programs, particularly in certain regions of the State, have increased with the addition of this new college to the Utah System of Higher Education. Although most of the programs offered by UCAT are short-term in nature and address the specific needs of business and industry in a particular region, some longer certificate programs (approaching the equivalent of two years) and the three Associate of Applied Technology Degrees approved by the Regents in 2002 are offered.



In order to coordinate certificates and degree offerings across the state in an efficient and non-duplicative manner, a regional planning process is being proposed. The primary purposes of the Regional Career and Technical Education (CTE) Program Planning Process are:

1. To plan CTE certificate and degree programs (including AAT degrees) that are responsive to the needs of business/industry and the citizens of the region, and provide a transition for secondary students into postsecondary programs, and
2. To avoid unnecessary duplication of CTE certificate and degree programs among higher education institutions in a region.

The planning document attached, gives the full details of the proposed plan.

#### Commissioner's Recommendation

The Commissioner recommends that the Regents approve the Regional CTE Planning Process, effective Summer 2006.

---

Richard E. Kendell, Commissioner

REK/GW  
Attachment

## REGIONAL CTE PROGRAM PLANNING

### Purpose

The primary purposes of the Regional Career and Technical Education (CTE) Program Planning Process are:

1. to plan CTE certificate and degree programs (including AAT degrees) that are responsive to the needs of business/industry and the citizens of the region, and provide a transition for secondary students into postsecondary programs, and
2. to avoid unnecessary duplication of CTE certificate and degree programs among higher education institutions in a region.

These purposes can best be accomplished by providing a process for reviewing needs on a regional basis and recommending program proposals to meet such needs. Specific programs would be developed and advanced according to R-401 procedures. This is not an approval process but rather is a method for planning programs on a regional basis. Moreover, approval of a proposal from an institution in a region does not imply approval of programs in other regions. The planning group could review proposals for new CTE certificates and degrees, recommend the elimination of certificates and degrees in areas where there is little or no demand, and modify certificate and degree programs which are not aligned with the workforce needs of the region.

It is essential that this process involve representatives from all higher education institutions in the region and public education. Representatives from business and industry could be drawn into the planning process as needed.

### CTE Regions

The state would be divided into nine CTE regions, based upon the geographic distribution of UCAT campuses and credit-granting institutions in the Utah System of Higher Education (USHE). All USHE institutions would be included in a region with the exception of the University of Utah, which does not offer CTE programs. Utah State University would be represented in two regions because they are the sole credit-granting institution in those locations. The regions would be composed as follows:

| Region Higher Education Institutions |                     | Counties                     |
|--------------------------------------|---------------------|------------------------------|
| 1                                    | USU and BATC        | Box Elder, Cache and Rich    |
| 2                                    | WSU, OWATC and DATC | Davis, Morgan and Weber      |
| 3                                    | SLCC and SLTATC     | Salt Lake and Tooele         |
| 4                                    | USU and UBATC       | Daggett, Duchesne and Uintah |

| Region Higher Education Institutions |                                            | Counties                                           |
|--------------------------------------|--------------------------------------------|----------------------------------------------------|
| 5                                    | CEU and SEATC                              | Carbon, Emery, Grand and San Juan                  |
| 6                                    | UVSC and MATC                              | Summit, Utah and Wasatch                           |
| 7                                    | SUU and SWATC                              | Beaver, Garfield, Iron and Kane                    |
| 8                                    | DSC and DXATC                              | Washington                                         |
| 9                                    | Snow College and<br>Snow College Richfield | Juab, Millard, Piute, Sanpete,<br>Sevier and Wayne |

### **Regional CTE Program Planning**

CTE Program Planning for each region would be jointly proposed and supported by each higher education institution and the superintendent of each school district within the region. The regional planning process, including the parties involved, would be approved by the Board of Regents.

Regional planning must be constituted in such a way that assures:

1. CTE planning occurs across institutions.
2. Each regional educational partner is represented and involved in the regional planning process (school districts, UCAT campuses, and USHE credit-granting institutions) at a level that is authorized to speak for the institution.
3. The planning group would be chaired by the president, or the president's designee, of the credit-granting institution in the region. Local agreements may provide for rotating chair responsibilities.
4. Regional business and industry representatives would be involved as needed.

Regional CTE program planning builds on the CTE coordinating groups presently functioning within each region. Regional planning may include, be built on, be supported by, or be constituted separately from an existing regional group, providing all criteria specified herein are met. CTE planning might vary by region, but in each case the regional planning process would recommend CTE certificate and degree changes deemed important for the region. Institutions would develop programs and advance them through the Regents' R-401 process.

### **Planning Responsibilities**

CTE regional planning is intended to assess regional workforce needs, to foster collaboration across higher education institutions, and to advise the Utah State Board of Regents on needed changes.

Regional planning groups would not have formal approval authority, but would provide information and recommendations for consideration by the Board as provided in R-401.

**Specific proposals for program changes would be advanced by institutions proposing the changes, not the regional planning group. All proposed changes would be subject to Regents' R-401 procedures. Program changes that may be approved by the Board of Regents for one region do not imply such changes in other regions.**

Parties to the regional planning process should accomplish the following:

1. Meet at least annually to plan and ensure that CTE certificate and degree programs offered and proposed within the region are responsive to the needs of business/industry and the citizens of the region and provide a transition for secondary students into postsecondary programs.
2. Review all CTE certificates and degree offerings on a five-year cycle to determine if the offerings are congruent with identified workforce needs.
3. Review proposals for new CTE certificates and degrees, using the suggested criteria outlined below.
4. Provide information and recommendations on certificate and degree program changes to the Board of Regents as requested.

### **Planning Guidelines**

General guidelines for planning and evaluating Career and Technical Education programs would include the following provisions:

1. Programs offered by UCAT and its campuses will be principally certificates of proficiency and certificates of completion, with limited Associate of Applied Technology (AAT) Degrees that are terminal degrees/ awards. Some programs transfer to specific applied technology majors at other higher education institutions under specific articulation agreements (see UCA 53B-2a-102(1)(c)).
2. New CTE programs (AAT programs in particular) must demonstrate a demand by regional employers and students. Demand must be evidenced by documentation from employers that the program satisfies criteria such as the following:
  - a. Employers will require the certificate/degree for initial employment or will extend hiring preference to graduates over non-graduates, or
  - b. Employers will provide increased pay for graduates, or
  - c. Employers will promote graduates to more advanced positions, or
  - d. Employers will reduce the time required for pre-employment or on-the-job training or experience in hiring and promotional considerations.
3. New CTE programs would be considered in cases where no other certificate/degree exists in the region that is comparable in content.
4. General education for degree programs is provided by the credit-granting institution.

### Articulation

Although CTE certificate and degree programs are designed to be terminal awards and lead to direct employment, the regional planning process will facilitate the articulation of competencies and course work so that certificate and degree programs articulate with specific applied technology majors at other higher education institutions. The Regents' policy on articulation between ATCs and credit-bearing institutions (R-473) would be revised accordingly.

## **Career Technical Education Planning Regions**

### **Region 1**

|                                        |                                  |
|----------------------------------------|----------------------------------|
| Utah State University                  | President Stan Albrecht*         |
| Bridgerland Applied Technology College | Campus President Richard Maughan |
| Box Elder School District              | Superintendent Martell Menlove   |
| Cache School District                  | Superintendent Steven C. Norton  |
| Rich School District                   | Superintendent Dale Lamborn      |
| Logan School District                  | Superintendent Richard Jensen    |

### **Region 2**

|                                        |                                    |
|----------------------------------------|------------------------------------|
| Weber State University                 | President F. Ann Millner*          |
| Ogden/Weber Applied Technology College | Campus President Brent Wallis      |
| Davis Applied Technology College       | Campus President Mike Bouwhuis     |
| Davis School District                  | Superintendent W. Bryan Bowles     |
| Morgan School District                 | Superintendent Ronald F. Wolff     |
| Weber School District                  | Superintendent Michael G. Jacobsen |
| Ogden School District                  | Superintendent Catherine Ortega    |

### **Region 3**

|                                             |                                      |
|---------------------------------------------|--------------------------------------|
| Salt Lake Community College                 | President Cynthia A. Bioteau*        |
| Salt Lake/Tooele Applied Technology College | Campus President Linda Fife          |
| Granite School District                     | Superintendent Stephen F. Ronnenkamp |
| Jordan School District                      | Superintendent Barry Newbold         |
| Murray School District                      | Superintendent Richard Tranter       |
| Salt Lake City School District              | Superintendent McKell Withers        |

Tooele School District

Superintendent Mike Johnson

#### Region 4

Utah State University

President Stan Albrecht\*

Uintah Basin Applied Technology College

Campus President Paul Hacking

Daggett School District

Superintendent E. Bruce Northcott

Duchesne School District

Superintendent John J. Aland

Uintah School District

Superintendent Wayne Gurney

#### Region 5

College of Eastern Utah

President Ryan Thomas\*

Southeast Applied Technology College

Campus President Miles Nelson

Carbon School District

Superintendent David A. Armstrong

Emery School District

Superintendent Kirk Sitterud

Grand School District

Superintendent Ron D. Ferguson

San Juan School District

Superintendent Douglas E. Wright

#### Region 6

Utah Valley State College

President William A. Sederburg\*

Mountainland Applied Technology College

Campus President Rob Brems

Park City School District

Superintendent David R. Adamson

North Summit School District

Superintendent Steven Carlson

South Summit School District

Superintendent Timothy Smith

Alpine School District

Superintendent Vernon Henshaw

Nebo School District

Superintendent Chris Sorensen

Provo School District

Superintendent Randall J. Merrill

Wasatch School District

Superintendent Terry Shoemaker

### Region 7

Southern Utah University

President Steven D. Bennion\*

Southwest Applied Technology College

Campus President Dana Miller

Beaver School District

Superintendent Ray Terry

Garfield School District

Superintendent Brent Judd

Iron School District

Superintendent James Johnson

Kane School District

Superintendent Robert N. Johnson

### Region 8

Dixie State College

President Lee Caldwell\*

Dixie Applied Technology College

Campus President Rich VanAusdal

Washington School District

Superintendent Max H. Rose

### Region 9

Snow College and Snow College Richfield

President Michael T. Benson\*

Juab School District

Superintendent Kirk L. Wright

Tintic School District

Superintendent Ronald K. Barlow

Millard School District

Superintendent David Taylor

Piute School District

Superintendent Lewis Mullins

North Sanpete School District

Superintendent Courtney D. Syme

South Sanpete School District

Superintendent Donald R. Hill

Sevier School District

Superintendent Brent M. Thorne

Wayne School District

Superintendent Jessie Pace

\* Regional Chair



May 25, 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*

**Master of Public Administration/Master of Social Work Joint Degree**

**The Request:** The University of Utah's College of Social and Behavioral Sciences and the College of Social Work request consent to form a joint degree program that enables students to pursue the Master of Public Administration (MPA) degree and the Master of Social Work (MSW) degree simultaneously. This is not a request to establish a new degree program. Rather, the intent is to take advantage of complementary intellectual and professional elements in the two existing degree programs so that students may earn both degrees in a shorter timeframe, and with streamlined credit requirements.

Students enrolled in the joint degree program may apply up to 12 credit hours of coursework completed in the MSW curriculum towards fulfillment of the 42 credit-hour requirement for the MPA degree. Likewise, they may count up to 9 credit hours of MPA coursework towards fulfilling the 60 credit hour requirement of the MSW degree. This option eliminates up to 21 hours that would be required for completing the two programs separately. Because of this overall reduction in credit requirements for both degrees, a student enrolled fulltime in the joint degree program can expect to complete the two degrees in approximately six semesters of full-time study. A student enrolled in the joint degree program must complete all MPA and all MSW requirements before either degree will be awarded.

**Rationale for credit reduction:** The MPA Program requires students to take 15 hours of coursework in a concentration field of their choosing. They may take up to 12 of those hours in any department or college within the University, as long as the courses relate broadly to public policy, public professions, public administration, or nonprofit organization and management. Virtually all courses in the MSW curriculum

qualify under these criteria. Thus, in the MPA/MSW Joint Program, students will take 12 of those hours in the MSW Program. Correspondingly, the MSW Program will count the following 9 hours of MPA coursework as fulfilling requirements in the MSW Program: PADMN 6289 Research Design, PADMN 6300 Administrative Theory and PADMN Practice of Public Management. The MPA and MSW programs share many common elements in their research design courses, and it works to the students' advantage in the joint program to take it in the MPA curriculum. The other two courses are counted toward the elective requirements in the MSW program. Effectively, therefore, joint MPA/MSW students do not miss out on any subject content in the respective curricula. They are simply taking advantage of mutually reinforcing curricula in the two programs, and saving credit hours in the process.

Upon completion of both programs, the student earns two separate degrees, an MSW degree awarded by the College of Social Work, and an MPA degree awarded by the Department of Political Science within the college of Social & Behavioral Sciences.

If approved, the joint-degree program would be available beginning Fall Semester 2006.

**Need:** The MPA/MSW program is based on the assumption that, because there is complementary intellectual and professional benefit from studying social work and public administration in a coordinated program, a student enrolled in the joint degree program should be allowed to earn both degrees in less time and with a lower overall credit requirement than were that student enrolled in each program independently.

Many MPA/MSW students plan to work, or are already working, in government agencies and nonprofit organizations that offer social services. Students will benefit from courses in both degree programs. For example, the MPA program will provide MSW students with knowledge and insight about public organizational and managerial practices of public and nonprofit organizations that they will encounter routinely in their careers. This includes knowledge of leadership, motivation, human resources management, constitutional standards, practices and procedures of administrative law, financial practices and budgetary processes, ethical standards and issues pertaining to public trust, and knowledge of the general political environment of public and nonprofit agencies.

Likewise, the MSW program will provide MPA students with knowledge and insight about the professional standards, practices, and culture of social work. This includes knowledge of how policies and practices relating to social work affect organizational and managerial practices, standards of professional practice in social work, the mission, values and professional culture associated with social work, the technical and/or clinical aspects of the field, and the impact of all these matters on social policy generally. Such knowledge is critical for managers working in human services agencies, nonprofits, and even in some for-profit firms that contract to deliver public services. It provides legitimacy as well as necessary expertise for leading and managing social services employees.

Between the two programs, we expect that as many as 5-10 graduate students may wish to take advantage of the joint-degree program each year. We believe the numbers will substantially exceed those encountered in some existing joint-degree programs. For example, the UofU MPA Program currently maintains joint-degree programs with the UofU Law School (2-3 students/yr), the Education, Leadership & Policy PhD program in the College of Education (one student/yr), and the College of Social Work PhD program (one student/yr).

**Institutional Impact:** None

**Finances:** Cost or savings impact will be minimal. The number of students likely to enroll in the joint-degree program is very small relative to the overall enrollment in each program. No new funds required. No budgetary impact expected for other programs.

### ***B. Utah State University***

#### **Removal of Bachelor of Arts Degrees, Department of Animal, Dairy & Veterinary Sciences**

**The Request:** Utah State University requests approval to remove three Bachelor of Arts degrees in the Department of Animal, Dairy and Veterinary Sciences in an ongoing effort to streamline the College of Agriculture's programs. The Board of Trustees approved this request at its meeting of 3 March 2006. The three degrees to be removed are: 1) BA in Animal Science major, 2) BA in Bioveterinary Science major, and 3) BA in Dairy Science major.

**Need:** Students receive the Bachelor of Science degree in this Department. It has been determined that these BA degrees are no longer needed.

**Institutional Impact:** There will be no institutional impact by removing these degrees.

**Finances:** There will be no financial impact by removing these degrees.

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

#### **i. Request to Add Campuses to Certificate of Completion in Cosmetology**

**The Request:** Utah College of Applied Technology (UCAT) requests approval to add the Davis and Mountainland Applied Technology Colleges (DATC and MATC) as campuses offering its Certificate of Completion in Cosmetology, effective spring 2006.

The Utah State Board of Regents approved UCAT's Certificate of Completion in Cosmetology on September 11, 2003. DATC and MATC were not included as campuses offering the complete Certificate program at that time. Both have further developed this program and are now ready to implement the full curriculum.

**Need:** The Davis and Mountainland Regions need for the Cosmetology Certificate of Completion is consistent with the statewide need reflected in the UCAT Certificate in terms of industry, labor market demand and student demand. The Department of Workforce Services (DWS) projects average annual openings for Cosmetologists to be 200 in the Davis Region and 192 in the Mountainland Region through the year 2007. Approval to offer the certificate at DATC and MATC will allow current and future cosmetology students to achieve the full Certificate of Completion credential and provide opportunities for students consistent with those available in other regions of the state.

**Institutional Impact:** Certificates of Proficiency in Cosmetology have been available to DATC and MATC students for several years. The campuses are now prepared to participate in and offer the UCAT

Cosmetology Certificate of Completion. All DATC and MATC courses and competencies are as outlined in the UCAT Certificate, and open-entry/open-exit enrollment is provided.

The Cosmetology Certificate for both campuses has been reviewed and is supported by their respective Employer Advisory Committees. As well, each has submitted it for regional review, with supporting documentation for Utah Valley State College (for MATC) and Weber State University (for DATC).

**Finances:** Financial support for the currently offered Cosmetology program is already in place within current DATC and MATC budgets. The curriculum changes associated with adding the Certificate of Completion will be handled within current faculty teaching loads, and all expenses will be accommodated within existing campus budgets.

## **ii. Changes in existing HVAC Service Technology Certificate of Completion Program**

**Request:** Utah College of Applied Technology requests Fast Track approval of substantive changes in its existing HVAC Service Technology Certificate of Completion Program.

The HVAC Service Technology Program prepares students for entry into the diverse and multifaceted heating, ventilation, air conditioning and refrigeration industry. In order to better prepare students to enter the workforce with a greater variety of skills and to provide a smoother transition to the apprenticeship program, modifications are proposed to:

- Provide additional training related to the installation of equipment
- Substantially parallel the apprenticeship program's first three years

The previous program will be modified to incorporate additional material that will allow the program to parallel the first three years of the HVAC Apprenticeship program. These additions will provide further competency in safety, tools, building construction, blueprint reading, equipment installation and the variety of equipment types covered. This modification will result in a 53% increase in the number of hours necessary to complete the program, qualifying as a substantive change for accreditation purposes. Detailed curriculum changes are on file in the Commissioner's office.

**Need:** The current HVAC Service Technology program prepares students to be Service Technicians, whose job is to troubleshoot and repair existing equipment. However, there has been an emerging trend to hire students as Installation Helpers, with the expectation that they will transition into a Service Technician role. The modified program will provide the additional skills necessary not only to troubleshoot existing equipment, but also to install new equipment.

The modified program will also parallel the State of Utah HVAC Apprenticeship program to better prepare students to enter the industry in either the installation or service sectors. The HVAC Apprenticeship program is intended to provide classroom training for technicians who are working in the field and are seeking to advance their careers.

**Similar Programs:** HVAC Apprenticeship programs are offered by Salt Lake Community College and Utah Valley State College, in addition to two of the UCAT campuses (Davis and Ogden-Weber). The four schools have representatives that serve on the State of Utah HVAC

Apprenticeship Curriculum Committee that select material that will be used by all the schools. The Committee sequences the curriculum so that the HVAC programs have uniformity by semester. The HVAC curriculum currently being used was developed by the NCCER (National Center for Construction Education and Research).

Daytime HVAC programs are also offered by SLCC and UVSC. The SLCC program is offered through the Skills Center and is similar the UCAT program in that it is open-entry, open-exit competency based. The program at UVSC is a semester based, instructor-led program.

**Institutional Impact:** The current HVAC program has sufficient faculty, equipment, and facilities capacity to accommodate the additional hours that will be required for students to complete the modified program. The changes will more fully utilize existing resources, and the updated skill set is expected to maintain and increase industry demand for graduates.

**Finances:** The proposed changes to the HVAC Service Technology Certificate of Completion will require no additional funding.

iii. **Fast Track Proposal from Utah College of Applied Technology College – Biomedical Equipment Technician Certificate of Completion – OWATC**

Utah College of Applied Technology (UCAT) requests approval, under the Fast Track Program Approval Procedure, to offer a Certificate of Completion in Biomedical Equipment Technician at Ogden-Weber Applied Technology College (OWATC) campus.

**Program Description:** The Biomedical Equipment Technician (BMET) program is a comprehensive, competency-based program. It provides students with the skills and education required for employment in this rapidly expanding, technologically advanced field. The first part of the program is comprised mainly of Electronics courses designed to give students a solid foundation in electronics prior to taking courses geared specifically to Biomedical Equipment.

**Need:** Currently, students who want to enter the BMET program must first enroll in the Electronics program to complete the necessary prerequisite Electronics courses. The Electronics program is a well established program at the College that is already offering all the prerequisite courses required to prepare students for the BMET coursework. The College would like to establish a BMET Certificate of Completion that includes both the Electronics and BMET courses as well as the related instruction courses required for entry level employment. Combining all the coursework into a single certificate of completion will more clearly communicate the requirements of the program and will simplify enrollment and financial aid procedures.

**Market Demand:** Biomedical equipment technicians are employed directly by hospitals and large medical clinics, or work for medical instrument manufacturers and companies supplying biomedical equipment and/or services to individual health care facilities. State, Federal and facility accreditation guidelines require regular inspection, testing and repair of equipment that comes in contact with the patient. With the continued advances in healthcare technology, the demand for entry-level biomedical equipment technicians will continue across the Wasatch Front.

**Student Demand:** The foundation of biomedical equipment technician training is a strong emphasis in electronics. The development of a biomedical equipment technician program provides an additional pathway for employment for individuals who already have an electronics background or those who demonstrate aptitude for electronics.

There is high student demand for the various specialties and competencies related to electronics technology. Preliminary student surveys indicate that a significant number of students currently enrolled in the electronics program are interested in pursuing the BMET certificate. After completing the requirements for a Certificate of Completion in Biomedical Equipment Technician, graduates would be prepared to immediately enter the workforce.

**Institutional Impact:** All the courses for this program already exist and the College has been offering an 880-hour campus-based BMET Certificate of Proficiency since November 2004.

**Finances:** Resources including faculty and facilities are all in place. No additional funds beyond normal annual personnel cost increases are required.

iv. **Fast Track Proposal from Utah College of Applied Technology – Medical Billing and Coding Certificate of Completion – BATC, DATC, and MATC campuses**

Utah College of Applied Technology (UCAT) requests approval, under the Fast Track Program Approval Procedure, to offer a Certificate of Completion in Medical Billing and Coding at Bridgerland Applied Technology College (BATC), Davis Applied Technology College (DATC), and Mountainland Applied Technology College (MATC) campuses.

**Program Description:** Medical Billing and Coding is a self-paced competency based program to provide the technical skills and knowledge that are necessary for entry-level employment as a billing and coding specialist in a medical office.

**Need:** The proposed Medical Billing and Coding Certificate of Completion responds to a current and future demand for trained individuals who understand new laws and current regulations in the medical field that impact medical insurance billing and coding. Medical billing and coding specialists do the physician's billing, keep current with laws and regulation changes regarding medical coding, work with insurance companies on getting claims paid correctly, and keep current with the yearly code changes.

The program is being initiated because of the increased specialization of medical billing and coding positions, the increased number of students taking this program, the workforce demand, and feedback from employer advisory committees. Billing and coding specialization and certification beyond the skills provided in the existing Medical Office Administration program is needed because of the changing requirements from the Centers of Medicare and Medicaid Services and HIPAA.

**Market Demand:** Medical Office Administration students who have emphasized medical billing and coding electives under the current program have obtained positions doing medical coding with employers such as Intermountain Health Care, Orbit Medical Billing, and University of Utah Medical Center. The students are working in different areas such as Medicaid billing, patient account representatives, medical supply billing, anesthesia billing, and Medicare claims adjuster

**Student Demand:** The number of students enrolled in the Medical Office Administration program from which this is being developed, and particularly those who have already been emphasizing coding and billing, reflects a strong student demand for the new certificate. By gaining experience, knowledge, and skills, they are prepared to sit for the national exam. After completing this program and passing the national exam, they are successful in finding advanced entry-level positions.

**Finances:** The Medical Billing and coding Certificate of Completion is being developed from the Medical Office Administration program, which has already been established at participating campuses and has sufficient funds to continue operation. Because this certificate is an extension of an existing program, no impact on existing budgets is anticipated.

**Collaboration with and Impact on Other USHE Institutions:** The program has been submitted for Regional Review by the institutions in those regions where UCAT will offer the program. Response from Utah State University, Utah Valley State College, and Weber State University has been supportive.

### Commissioner's Recommendation

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

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Richard E. Kendell, Commissioner

REK/LS/JMC

May 19, 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***

**i. Name Change for Bachelor of Science in Occupational Therapy**

In April, 1999 the University of Utah submitted to the State Board of Regents (SBR) a proposal for a new instructional program, a Master of Occupational Therapy. Included in that proposal was a request to change the name of the existing Bachelor of Science in Occupational Therapy to Occupational Therapy Studies. While the SBR did approve the proposal for the new instructional program, the SBR did not at the time explicitly acknowledge the name change for the existing Bachelor of Science program.

**ii. Name Change of the departmental Master of Science degree in Pharmacy Administration**

**The Request:** The Department of Pharmacotherapy requests that the name of the departmental MS degree in Pharmacy Administration be changed to an MS degree in Pharmacotherapy. On April 14, 2004 a request was sent to David Chapman requesting the Department of Pharmacy Practice name be changed to the Department of Pharmacotherapy. This request was supported by the Dean of the College of Pharmacy as well as the College's Executive Committee. On December 9, 2004 final approval by the Board of Regents completed the process. As the department name has changed, we are now requesting the MS Program in the department be changed to an MS degree in Pharmacotherapy.

**Need:** The primary reason for this change is to make consistent the name of the MS degree program and the name of the department. While the mission of this MS program remains essentially unchanged, the new name better reflects the academic discipline and the national trend in renaming graduate programs to contain the word "Pharmacotherapy". Consistency between the



name of the degree and department is also the standard in other departments within the College of Pharmacy.

**Institutional Impact:** There should be little, if any, institutional impact. A new director of graduate studies has been named and an MS Committee is in place to oversee the program. Physical facility and equipment requirements and changes will be minimal.

**Finances:** At this time, the only anticipated costs include printing of revised brochures. The budgetary impact is nominal.

***B. Utah State University***

**i. Name Change of the Department of Aquatic, Watershed, and Earth Resources**

**The Request:** Utah State University requests that the name of the Department of Aquatic, Watershed, and Earth Resources at Utah State University be changed to the Department of Watershed Sciences. The Board of Trustees approved this request at its meeting of 3 March 2006.

**Need:** The Department of Watershed Sciences better captures the scope of USU's academic and research programs. It is a simpler name that will allow USU to develop an identity with various constituencies. The term "watershed sciences" encompasses aspects of aquatic ecology and earth sciences that were more explicitly included in the former name. This change is part of a reworking of departmental names in the College of Natural Resources at Utah State University intended to provide a simple and clear description of the focus of each of our administrative units.

**Institutional Impact:** USU foresees no impact on enrollments in instructional programs of affiliated departments or programs. There will be no new administrative structure and no new faculty, physical facilities or equipment impacted by this requested name change.

**Finances:** There are no costs associated with this change.

**ii. Name Change of Three Emphases within the Department of Business Information Systems**

**The Request:** Utah State University requests approval to change the name of the three emphases within the Department of Business Information Systems. The Board of Trustees approved this request at its meeting of 3 March 2006. The name changes are: 1) Management Information Systems Emphasis to Managerial Emphasis, 2) Office Systems Management Emphasis to Training and Development Emphasis, and 3) Electronic Commerce Emphasis to Technical Emphasis.

**Need:** This request is being made in order to align these emphases names more closely with business/industry terminology.

**Institutional Impact:** There will be no institutional impact by renaming these emphases.

**Finances:** There will be no financial impact by renaming these emphases.

iii. **Name Change of Management Undergraduate Major within the Department of Management and Resources**

**The Request:** Utah State University requests approval to change the name of the Management undergraduate major to Entrepreneurship. The Board of Trustees approved this request at its meeting of 3 March 2006.

**Need:** During the past few decades, start-up firms and small businesses have produced the majority of new jobs in the U.S. and Utah economy (GEM report, 2003). As a result, the majority of students work in small to medium sized businesses. The curriculum for USU's management major has evolved over the years consistent with these needs.

**Institutional Impact:** The resources are already in place. The courses are already being taught. However, it is believed there is great potential for positive institutional impact. USU's efforts in entrepreneurship are important with respect to the College of Business development effort. The College of Business slogan is "the school of opportunity." Changing the name of the major from "Management" to "Entrepreneurship" aligns nicely with that slogan. Having the major strengthens our ability to bring in alumni who are successful entrepreneurs and managers as speakers and donors. For example, a donor recently committed \$20,000 to plan, implement, and carry out an "Entrepreneurship Day" during spring semester 2006. Changing the name will have no costs and it will facilitate our ability to attract donors with an interest in entrepreneurship to enhance the quality of our programs. It also facilitates more involvement with start-up firms in the community and collaboration with Tech Transfer and other departments and entities across the campus.

**Finances:** Because the name change requires no curriculum or staffing changes, there is no additional drain on finances. However, the name change will facilitate Departmental and College development efforts.

iv. **Name Change of Department of Forest, Range, and Wildlife Sciences**

**The Request:** Utah State University requests approval to change the name of the Department of Forest, Range, and Wildlife Sciences to the Department of Wildland Resources. The Board of Trustees approved this request at its meeting of 3 March 2006.

**Need:** The current name of the department came about when the College of Natural Resources was reorganized in 2002, and elements from the former Departments of Forest Resources, Rangeland Resources, and Fisheries and Wildlife were combined into one new department called Forest, Range, and Wildlife Sciences (FRWS). The report from a 2004 review of the College of Natural Resources (commissioned by the then Provost Albrecht) urged the departments in the College to move towards simultaneously establishing the identities of their newly formed departments. The report also recommended that the names of departments and majors be simplified to assist with the recruiting of students. In response to those recommendations, the faculty and staff of FRWS have completed an exhaustive process of consulting students, alumni, faculty members of other universities, federal and state agency employees, and faculty at other

departments at USU, to develop a list of key words that could be combined into a short and effective name for the department. An FRWS faculty subcommittee conducted an e-mail questionnaire and voting process, administered in three successive stages, to come up with the final name - Wildland Resources. The faculty (core and term) and permanent staff of FRWS voted strongly for a name change (83% in favor) and Wildland Resources received the most votes as a new name (59%, compared to 46% for the next favored name).

**Institutional Impact:** The proposed name change is expected to improve the following: 1) integration of the Department, which should lead to improved research collaboration and instructional efficiency; 2) integration of the College, with this name change occurring simultaneously with that of our sister department, Aquatic, Watershed, and Earth Resources (AWER); 3) and enrollments of undergraduate and graduate students, with the new name being simpler and easier to associate with the biggest program in the department, which is Wildlife Science.

There will be no impacts on (new) faculty, physical facilities or equipment.

**Finances:** There are no costs anticipated, other than changing the Department letterhead, brochures, and faculty business cards. The Department website is currently being renovated anyway and that work is being undertaken in anticipation of the name change.

### ***C. Southern Utah University***

#### ***i. College of Education Name Change***

**The Request:** Southern Utah University requests approval to change the name of the College of Education to the College of Education and Human Development to enhance the sense of identity among FCS faculty and underscore the importance of this area.

**Need:** External evaluation of the entire SUU Family and Consumer Science program by Dr. Jim Moran, president of the AAFCS and Associate Vice Chancellor for Academic and Student Affairs, Pennsylvania State System of Higher Education, as well as recommendations for restructuring provided by an ad hoc committee comprised of FCS faculty, College of Education administrators, other University representatives, and Utah State Office of Education personnel has led to a need to restructure the existing program in Family and Consumer Sciences Education and modernize it to meet the contemporary needs of social services professionals.

The proposed name change is more consistent with the revised structure of the College of Education and contributes to an enhanced sense of identity for Family Consumer Science faculty who are now housed within the College.

**Institutional Impact:** The change in name has no foreseeable institutional impact other than to be more descriptive of the restructured college. The name change is completely resource neutral and can be implemented without additional faculty or physical facilities.

**Finances:** No new funds are needed to accomplish the change of name.

ii. **Baccalaureate Family and Consumer Science Program Name Change**

**The Request:** Southern Utah University requests approval to change the name of its existing baccalaureate degree program from Family and Consumer Sciences Education to Family Life and Human Development (FLHD). The proposed change was approved by the SUU Board of Trustees on January 27, 2006.

**Need:** External evaluation of the entire SUU Family and Consumer Science program by Dr. Jim Moran, president of the AAFCS and Associate Vice Chancellor for Academic and Student Affairs, Pennsylvania State System of Higher Education as well as recommendations for restructuring provided by an ad hoc committee comprised of FCS faculty, College of Education administrators, other University representatives, and Utah State Office of Education personnel has led to a need to restructure the existing program in Family and Consumer Sciences Education and modernize it to meet the contemporary needs of social services professionals.

The proposed name change is more consistent with the revised emphasis of the program and contributes to an enhanced sense of identity for Family Consumer Science faculty who are now housed with the College of Education.

**Institutional Impact:** The change in name is consistent with similar programs offered at other institutions and has no foreseeable institutional impact other than to be more descriptive of the restructured program. The name change is completely resource neutral and can be implemented without additional faculty or physical facilities.

**Finances:** No new funds are needed to accomplish the change of name.

iii. **Department of Elementary Education Name Change**

**The Request:** Southern Utah University requests approval to change the name of the Department of Elementary Education to the Department of Elementary Education and Family Services. The proposed change was approved by the SUU Board of Trustees on January 27, 2006.

**Need:** External evaluation of the entire SUU Family and Consumer Science program by Dr. Jim Moran, president of the AAFCS and Associate Vice Chancellor for Academic and Student Affairs, Pennsylvania State System of Higher Education as well as recommendations for restructuring provided by an ad hoc committee comprised of FCS faculty, College of Education administrators, other University representatives, and Utah State Office of Education personnel has led to a need to restructure the existing program in Family and Consumer Sciences Education and modernize it to meet the contemporary needs of social services professionals.

The proposed name change is more consistent with the revised emphasis of the FCS program and contributes to an enhanced sense of identity for Family Consumer Science faculty who are now housed within the College of Education.

**Institutional Impact:** The change in name has no foreseeable institutional impact other than to be more descriptive of the department that houses the restructured program in Family Life and Human

Development. The name change is completely resource neutral and can be implemented without additional faculty or physical facilities.

**Finances:** No new funds are needed to accomplish the change of name.

***D. Utah Valley State College***

**i. Stand Alone Interdisciplinary Minor, American Indian Studies**

**The Request:** The Committee on Interdisciplinary Studies introduces a new minor into the UVSC curriculum through a stand-alone, interdisciplinary minor: American Indian Studies Minor. The American Indian Studies minor will provide students with academic experiences, skills, and strategies to understand the scope of American indigenous communities within scholarly and applied contexts.

**Need:** In general, the proposed program will serve two main groups: (1) Indian students interested in exploring their own ethnic identity, perhaps with some interest in future employment in Indian affairs, and (2) non-Indian students seeking to reinforce their experiences in majors, especially in the social sciences and humanities, with a specific focus on American Indians.

Approximately 175 Indian students attend UVSC, many if not most of whom are enrolled in the Navajo Nation. Many of these students come to UVSC from the Four Corners area. Other Indian students attend UVSC because of family and cultural connections in Utah County. Additionally, in a typical semester between 45 and 60 non-Indian students are enrolled in courses directly related to American Indian studies. Both groups, Indian and non-Indian, represent a wide range of majors and specialties, from specific occupational training to general liberal arts programs.

**Institutional Impact:** Since the proposed program is an academic minor, it is anticipated that credit hours currently accumulated by students in the elective portions of their baccalaureate degree programs will not be redirected toward the minor in any large numbers. Thus, the proposed program's effect on enrollments in current baccalaureate programs should not take students away from major programs and their courses in numbers that would harm them.

Although transferring from one college to another for the purpose of taking advantage of training in major fields is common, such transfers for a college minor are not. The American Indian Studies program is proposed as a minor that complements a variety of existing programs at UVSC, and should not draw enrollment away from similar programs at other colleges.

No unusual equipment or facilities are needed for this program.

**Finances:** The courses needed to support the program are already offered as part of existing programs. The contract faculty positions needed to support this proposal are presently in place.

**ii. Restructure of Associate of Applied Science Computing and Networking Sciences**

**The Request:** Officials of Utah Valley State College are proposing two actions with regard to programs in the Department of Computing and Networking Sciences. These are:

1) Introduce a minor in Computer Science at the Baccalaureate level, and 2) consolidate three existing Associate of Applied Science emphases (Computer Networking, Computer Science/Programmer, and Web Development Programmer) into a single emphasis (Computing and Networking Science).

**Need:** In the world today the use of the computer cuts across many fields. There are few, if any, areas of study in the College curriculum where the use of the computer has no impact. The offering of a minor in Computer Science presents an opportunity for many students to develop their skills in this area. The addition of such skills will make graduates more attractive to employers almost without regard to the field of employment.

An analysis of the requirements for the three specializations in the AAS degree revealed that the differences are minimal. Additionally, some faculty members who worked in this area were transferred to another department, necessitating some change in the course offerings. The core courses remain the same, and a broadening of the electives allows us to simplify the program with simplifications following for advising the students. This consolidated, single emphasis also allows the students more flexibility in defining their own program, which might include ideas from two or more of the existing programs.

**Institutional Impact:** There should be little or no impact on existing programs.

**Finances:** There is no financial impact anticipated.

### iii. Restructure Diesel Mechanics Technology Certificate

**The Request:** Officials at UVSC are reducing the emphases available in the rarely used Certificate option in the Diesel Mechanics Technology Program. At present the Diesel Mechanics Technology Department offers a one- year certificate with three (3) emphases: Engine, Hydraulics, and Truck mechanic. In Fall Semester, 2006 the department will offer this certificate under the Truck Mechanic title only. The certificate will have a core course offering and classes from the AAS program to choose to fit student needs.

**Need:** Because the certificate option is used so infrequently, but sometimes is valuable for some students, it seems to be a good move to keep the option available in a flexible format but to eliminate unnecessary and rarely used emphases. This action will eliminate some of the extra listings and unnecessary paper work.

**Institutional Impact:** There should be no impact on enrollment in Diesel or any affiliated programs. Likewise there should be no impact on administrative structures or physical facilities.

**Finances:** No budgetary impact is anticipated to Auto Trades, Diesel Mechanics Technology or the institution.

#### iv. Technical Writing Name Change

**The Request:** The Technical Writing program in UVSC's Department of English & Literature proposes to replace the term "technical writing" with the term "technical communication" as used in the program.

The necessary changes include changing program names to Minor in Technical Communication and Certificate in Technical Communication; and changing course names to Introduction to Technical Communication, Advanced Technical Communication, and Topics in Technical Communication. Course content remains the same, and all other technical communication course names remain the same.

**Need:** This name change better reflects the content of the program and projects an image of currency among technical communication programs in institutes of higher learning. Technical Communication today embodies a wide array of communication tools—from textual to visual to oral. Viable technical communication programs teach all these tools, and that fact should be reflected in their name.

**Institutional Impact:** None are anticipated

**Finances:** No costs for this name change.

#### v. Environmental Studies Minor

**The Request:** Utah Valley State College (UVSC) is implementing an Environmental Studies Minor endorsed by the Faculty Senate Curriculum Committee on February 17, 2006. This program went to the institutional Board of Trustees on April 13, 2006. The program is to begin Fall Semester 2006.

**Need:** The need for an Environmental Studies Minor is manifest in at least three ways:

(1) An Environmental Studies Minor responds to student demand for a greater variety of liberal arts programs. In doing so, an Environmental Studies Minor is likely to improve UVSC's student retention rate by offering expanded educational opportunities.

(2) As the human interaction with the biosphere becomes increasingly complex, persons trained to address public policy issues will, without question, become increasingly sought after on the job market. Environmental Studies students meet this demand.

(3) An Environmental Studies Minor makes efficient use of existing resources and furthers UVSC mission to appropriately serve our many students and the State of Utah. To this end, UVSC needs strong degree programs in popular areas like Environmental Studies. Not only is Environmental Studies intrinsically rewarding to those who study it, a strong Environmental Studies program enhances and supports other degree programs and the college as a whole.

**Student Demand:** It can be reasonably inferred from data gleaned from a baccalaureate program study survey that an Environmental Studies Minor at UVSC is justified in terms of student demand alone. During spring semester 2005, faculty who will teach in the Environmental Studies minor surveyed 653 students in 12 different disciplines on (1) whether UVSC should or should not offer an Environmental Studies baccalaureate program, and (2) whether they would enroll in the program, consider enrolling in the program, or definitely not enroll in the program.

First, of the students polled, 87% (or 567 students) stated that UVSC should offer a baccalaureate degree in Environmental Studies; 51 stated that UVSC should not offer a baccalaureate degree in Environmental Studies; and 13 did not respond to this question. Second, 79 stated that they would enroll in the program; 321 stated that they would consider enrolling in the program; and 253 said that they definitely would not enroll in the program.

Although the survey addressed a baccalaureate degree, since UVSC does not currently offer a baccalaureate degree in Environmental Studies, it is logical to assume that there is significant interest in a Minor degree program.

Interestingly, in 2004, the University of Utah's Environmental Studies program had 130 majors,<sup>1</sup> but only one of the students lived in Utah County.<sup>2</sup> Thus, given the fact that Utah County residents do not commute to University of Utah programs in large numbers, and given the positive job prospects for Environmental Studies students, it can be conservatively estimated that approximately 20-30 students would matriculate into the program each year.

**Labor Market Demand:** Environmental Studies graduates are in high demand nationwide. Hundreds of thousands of environmental professionals work for government agencies, from well-known organizations such as the National Park Service to the smallest local water district. The public sector continues to be a dominant employer and a prime mover in the development of new policy directions for environmental problem solving.

- The federal government is, by far, the largest single employer in the environmental career world.
- Nearly twice as many people work on environmental issues at the state level..
- Local government is a big part of the future of the environmental job market in this country.
- Private sector environmental employment is found in a growing number of "green" businesses aimed at ecologically savvy consumers.
- Beyond the environmental industry, the private sector is full of career opportunities. Although formal statistics are not available, listed below are a few of the places environmental work is being done.
  - \* Regulated Companies.
  - \* Law Firms.
  - \* The Financial and Insurance Industries.

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<sup>1</sup> Personal correspondence, Tasha McVaugh, Academic Advisor, Environmental Studies Program, University of Utah, April 8, 2004.

<sup>2</sup> Personal correspondence, *ibid.*, April 12, 2004.



- \* Other Industries.
- \* Nonprofit Organizations.
- \* Academia.

In summary, government and business leaders indicate the type of graduate they are looking for in recruitment parallels the anticipated graduates from our Environmental Studies program. Additionally, the Environmental Studies Minor would prepare students for admission and success in professional and graduate programs.

**Institutional Impact:** A Minor in Environmental Studies utilizes pre-existing resources in a new, creative configuration, and is thus an efficient use of institutional resources.

**Finances:** The Office of the Vice President for Academic Affairs has guaranteed initial funding with one-time money to get the program operational. Subsequent funding will be secured for the School of General Academics, where the program is to be housed, through the Planning, Budget, and Accountability (PBA) process.

#### vi. **Restructure History Bachelor of Arts**

**The Request:** This proposal creates emphases in General History (essentially the current BA in History) and Public History, and restructures History BA requirements and areas of study to use faculty resources more efficiently and to better serve students.

**Need:** Since the inception of the History BA program in 2001, the Department of History and Political Science has been determined to offer innovative four-year degrees that would efficiently utilize available resources and serve the best interests of UVSC students. Spring Semester 2004, the Department formed a Public History Action Team to explore the opportunities for public history programming at UVSC and make recommendations on how to proceed. In January, 2005, the Action Team met with the Topaz Museum Board to discuss collaboration on the development of the site of the Topaz Relocation Center as a National Historic Site. There is a striking opportunity here to provide internships for hands-on training for applied history and cultural resource management.

No other USHE institution offers a four-year degree (or any degree) with a concentration in public history. The Department of History and Political Science has the opportunity to create a distinctive and marketable program.

The National Council on Public History estimates that, on average, public history programs increase enrollments in history departments by 20%. Spring Semester 2005, the Department surveyed over 1,500 students taking history courses, 90% were interested or somewhat interested in public history courses. 15% were interested in an emphasis in public history.

Graduates with a background in public history are prepared for careers in archives, libraries, museums, public administration and private consulting--and are not simply on a track toward the Ph.D. in history, although graduate education is by no means excluded. Students who choose a concentration in public history will have a wider range of career options upon graduation.

**Institutional Impact:** The proposed degree restructuring should have a positive impact on enrollments in history. It is anticipated that student projects in public history will contribute significantly to the development of special collection and archival holdings in the UVSC Library. No new faculty, equipment, or physical facilities will be needed to implement the restructuring, although it is possible that the new Digital Learning Center will have an enhanced special collections facility when it is completed in 2009.

**Finances:** No additional faculty or support resources are required for full implementation of this proposal.

#### vii. **Restructure Bachelor of Science in Information Technology**

**The Request:** This request renames the E-Commerce Emphasis in the existing Information Technology (IT) BS Degree to Enterprise Systems and the Information Technology Emphasis to Network Administration and Security, and adds the Database Administration Emphasis to the IT BS Degree.

**Need:** The existing Information Technology Bachelor of Science Degree was originally designed to accommodate three related computing sub disciplines: Administrative Information Management, Information Systems, and Information Technology. Four emphases were offered: Administrative Information Management, E-Commerce, Information Technology, and Training Design and Development. Over time Information Technology (IT) has become a free-standing discipline, and the Accreditation Board for Engineering and Technology (ABET) has formally recognized IT by establishing curriculum guidelines and a separate accreditation.

In order to receive ABET accreditation for its BS in Information Technology, the BS Information Technology was redesigned in accordance with ABET guidelines. Emphases were re-designed to satisfy three of the four pillars specified in the guidelines (networking, database, web development, and programming). The three proposed emphases are: Network Administration and Security, Database Administration, and Enterprise Systems. The last emphasis combines web development and computer programming.

In an administrative restructuring, the courses for the emphases in AIM and T&D were assigned to the Multimedia Communications Technology Department, along with the faculty responsible for those courses. Students currently pursuing the existing BS Information Technology with the AIM or T&D emphases will be able complete the necessary coursework under the auspices of MCT. Starting Fall 2006, no new students will be admitted to those tracks.

Coursework unique to Information Systems was combined with the relevant business classes to create an ABET-accreditible BS Degree in Information Systems.

**Institutional Impact:** The proposed restructuring of the BS Information Technology provides a better alignment of related curricular offerings to ABET curricular guidelines. No new faculty, equipment, or physical facilities will be needed to accomplish the program restructuring. Departments and Schools other than those discussed are not affected.

**Finances:** This proposal renaming two existing emphases also adds a third – Database Administration. Through course consolidation in the IS&T Department and course collaboration with the Computing and Networking Sciences Department (CNS), no additional faculty will be needed to support the new emphasis. CNS and IS&T will jointly offer the new database courses.

**viii. Create Wildland Fire Management Emphasis**

**The Request:** The Fire Science department at Utah Valley State College is implementing an Associate in Applied Science, Wildland Fire Management Emphasis.

**Need:** Approximately 70% of the fire calls in the state of Utah are wildland fire incidents. Wildfire incidents are increasing in frequency and size due to drought and unhealthy forest conditions. Demographics show an increase in population in urban interface areas that are prone to wildfire. Students and employers have requested that an Associate in Applied Science Degree with an emphasis in wildland firefighting be offered by UVSC. This degree would provide individuals the knowledge and skills to work as firefighters in the prevention and suppression of wildland fires.

**Institutional Impact:** The addition of the Associate in Applied Science, Wildland Fire Management Emphasis will meet the needs of the students seeking a career in this specific area of emergency services. Local, state, and federal employers in this specialized field will recruit graduates resulting in a heightened awareness of UVSC and its programs. The Wildland Fire Management Emphasis will not require a new facility, faculty, or equipment. Existing staff will be used for administrative purposes. Other schools and departments are not affected.

**Finances:** This proposal will utilize existing personnel in the Fire Science department. As classes are scheduled and delivered there will be additional costs associated with adjunct instructor pay. Approximately \$3500 dollars will be needed for adjunct instructor wages. The courses should generate additional tuition dollars. The amount necessary is available in Department and School of Technology and Computing budgets.

**Commissioner's Recommendation**

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

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Richard E. Kendell, Commissioner

REK/LS/JMC

May 31, 2006

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: USHE – Proposed Revisions to Policy R513, *Tuition Waivers and Reductions*

Regents are asked to review and approve the proposed changes to Regent policy, R513 - *Tuition Waivers and Reductions*, regulating the WICHE Western Undergraduate Exchange program. The changes proposed are housekeeping in nature clarifying the residency policy changes passed in 2005, the number of states participating in the student exchange program and how the number of allowable waivers should be calculated for each campus.

Commissioner's Recommendation

The Commissioner recommends the approval of the changes to Policy R513 with respect to Western Undergraduate Exchange waivers.

---

Richard E. Kendell, Commissioner

REK/MHS/KGW/KLH  
Attachments

## Western Undergraduate Exchange Waivers

### *R513-8. Western Undergraduate Exchange - Pursuant to [§53B-8-103](#)*

**8.1. Authorization to Participate** - USHE institutions are authorized to participate in the WICHE Western Undergraduate Exchange (WUE) Program. This program allows students in 15 participating states to enroll in selected programs at a participating institution outside of the student's home state at 150 percent of regular resident tuition.

**8.2. WUE Eligible Programs** - Each USHE institution shall identify instructional programs in which a WUE student may participate. Institutions shall accept WUE students only in identified WUE eligible programs.

**8.3. No Preference for WUE Students** - An institution shall not give preference to WUE students over Utah residents.

**8.4. Time as WUE Student does not Count toward Residency Requirements** - The period of time enrolled as a WUE student may not count toward the continuous 36 months or 60 enrolled credit hours requirement for residency for tuition purposes.

**8.5. Repay Tuition Differential to Enroll in Restricted Program** - An institution may require a WUE student who changes his or her enrollment to a restricted program to repay the difference in tuition that accumulated between the WUE tuition and nonresident tuition during his or her enrollment as a WUE student.

**8.6. Institution's WUE Participation Rate** - The State Board of Regents establishes the number of waivers an institution may provide to students in the WUE program. Waivers are granted on a headcount basis each semester. No institution shall exceed the maximum number of waivers established by the Regents in any given semester. The current maximum number of waivers is set forth in the table below.

| Institution                 | Number of WUE Waivers |
|-----------------------------|-----------------------|
| University of Utah          | 125                   |
| Utah State University       | 250                   |
| Weber State University      | 150                   |
| Southern Utah University    | 140                   |
| Snow College                | 80                    |
| Dixie State College         | 80                    |
| College of Eastern Utah     | 80                    |
| Utah Valley State College   | 54                    |
| Salt Lake Community College | 37                    |
| System Total                | 996                   |

**8.7. Reports of Participation** - Reports and recommendations regarding participation in the WUE program shall be provided to the Board upon request.

May 31, 2006

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: USHE- Proposed Revisions to Policy R851, *Guidelines for Retirement Programs*

The University of Utah, with participation from the Commissioner's Office staff, issued a request for proposal (RFP) for administrative services, investment options, and products, for 401(a) defined contribution retirement plans, 403(b) tax-deferred annuity plans, and 457(b) retirement plans. The RFP anticipated that any changes authorized by the State Board of Regents to retirement plan options for the University of Utah would be available to other System institutions as well.

Responding proposals were evaluated on criteria of keeping employee costs to a minimum, expanding employee investment opportunities, and assuring a superior quality of retirement plan administration and recordkeeping. The attached letter from the University of Utah requests approval to add Fidelity Investments and the Vanguard Group as options for institutions to be able to select as additional retirement plan administrators.

Utah State Code §49-12-204 authorizes the Board of Regents to specify retirement plan administrators in addition to the Utah State Retirement System and the Teachers' Insurance and Annuity Association of America (TIAA-CREF). The attached amendments to R851, Guidelines for Retirement Programs, allow individual Utah System of Higher Education institutions, at their discretion, to expand participant choice for 401(a) retirement plan investment companies beyond the currently authorized TIAA-CREF to one or both of Fidelity Investments and the Vanguard Group.

Commissioner's Recommendation

The Commissioner recommends the approval of the changes to Policy R851.

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Richard E. Kendell, Commissioner

REK/MHS/HE  
Attachments

May 31, 2006

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Proposed Presidential Salaries for 2006-2007

It has been the practice of the Board of Regents to approve salary increases for presidents and the commissioner at the June Board meeting. Often these increases reflect the standard percentage increase funded by the Legislature for faculty and staff. On other occasions, the Board has found it prudent to make special adjustments to presidential salaries in order to continue to have competitive salary levels. For presidents recently appointed, salaries were established at the time of appointment at what was perceived to be market level at that time.

In order to validate that USHE executive salaries are appropriate and competitive, staff have retained a national consultant to enhance the process. Dr. Ken Mortimer, senior associate at NCHEMS and past president at two universities, will provide advice to the Board of Regents based on his experience and his perception of the scope of responsibility for each USHE president. His information will be hand-carried to the June 9 meeting.

In conjunction with action on presidential salaries, Dixie State College is requesting Regent authorization to pay a housing allowance in the amount of \$1,500 per month to President Caldwell. A housing allowance was stipulated in the original letter of appointment for President Caldwell. The actual amount and effective date were deferred until July 1, 2006. This authorization will allow President Caldwell to live in his own home and will allow the College to temporarily use the institutional residence as an Alumni House.

Recommendation

The Commissioner recommends that the Board of Regents review information presented on presidential salaries and approve a 2006-2007 salary for each president and the commissioner. In addition, the Commissioner recommends authorization of a housing allowance of \$1,500 per month for Dixie State College President Lee G. Caldwell.

---

Richard E. Kendell, Commissioner

REK/MHS  
Attachments

May 31, 2006

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: ACTION: UHEAA--Approving Resolution, SBR Student Loan Revenue Bonds, Series 2006DD

Issue

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

Background

At its meeting on May 23, 2006, the Student Finance Subcommittee voted unanimously to recommend Board of Regents adoption of the attached Approving Resolution for the Board's Student Loan Revenue Bonds, Series 2006DD. Board of Regents adoption of the Resolution is necessary to provide authority for issuance and sale of the bonds.

Proposed Structure

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

Proposed terms are as follows:

Proposed Pricing Date: June 27, 2006

Proposed Closing Date: June 28, 2006

|                 | <u>Expected<br/>Rating</u> | <u>Proposed<br/>Amount</u> | <u>Var./Fixed<br/>Rate</u> | <u>Maturity</u> | <u>Tax<br/>Status</u> |
|-----------------|----------------------------|----------------------------|----------------------------|-----------------|-----------------------|
| Series 2006DD-1 | AAA                        | \$ 85,000,000              | Variable                   | 5/01/46         | Taxable               |
| Series 2006DD-2 | AAA                        | 85,000,000                 | Variable                   | 5/01/46         | Taxable               |
| Series 2006DD-3 | AAA                        | <u>80,000,000</u>          | Variable                   | 5/01/46         | Taxable               |
| Total           |                            | <u>\$250,000,000</u>       |                            |                 |                       |

Proposed Not To Exceed Parameters



|                                                                      | Not To Exceed<br>Parameter | Resolution<br>Reference |
|----------------------------------------------------------------------|----------------------------|-------------------------|
| ● Total Principal Amount                                             | \$250,000,000              | Section 5               |
| ● Principal Amount of Bonds That<br>May Bear Variable Interest Rates | \$250,000,000              | Section 5               |
| ● Maximum Interest Rate                                              | 18.0%                      | Section 5               |
| ● Maximum Maturity Date                                              | 5/1/2046                   | Section 5               |
| ● Underwriter's Discount                                             | .55%                       | Section 7               |

#### Basic Documents Requiring Approval

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

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

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

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

The Approving Resolution delegates authority to the Board's Chair, Vice Chair and/or Chair of the Finance, Facilities, and Accountability Committee to approve final versions of the documents described above, consistent with parameters contained in the Approving Resolution, and along with designated Officers of the Board, to execute other necessary implementing agreements. (See Resolution sections 8 through 12.)

Copies of the draft bond documents described above were mailed under separate cover to members of the Finance, Facilities and Accountability Committee. Copies are available upon request for

other members of the Board from Richard Davis at (801) 321-7285. Associate Executive Director Richard Davis, UHEAA's Chief Financial Officer, representatives of the Attorney General's Office, Bond Counsel, and Underwriters will be at the Board of Regents meeting on June 9 to answer questions.

#### Policy Implications

Timely sale of the Board's Student Loan Revenue Bonds, Series 2006DD, is projected to ensure uninterrupted access of Utah's students and families to acquire affordable student loans through January 2007. Any decisions by participating lenders to sell their student loans to UHEAA earlier than the custom may result in a recommendation for accelerating the issuance of additional student loan revenue bonds.

#### Options Considered

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

#### Recommendation

The Commissioner recommends that the Board of Regents approve the attached Approving Resolution for the Board's Student Loan Revenue Bonds, Series 2006DD.

---

Richard E. Kendell, Commissioner

APPROVING RESOLUTION  
STUDENT LOAN PROGRAM  
SERIES 2006DD (TAXABLE)

Ephraim, Utah

June 9, 2006

The State Board of Regents of the State of Utah met in regular session (including by electronic means) at Snow College in Ephraim, Utah on June 9, 2006, commencing at 10:30 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     |
| Greg Haws*            | 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                                                   |
| Mark H. Spencer        | Associate Commissioner for Finance and Facilities           |
| Richard O. Davis       | Associate Executive Director for Finance and Administration |

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\* Non-voting member from State Board of Education

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 of student loan revenue bonds.

The following resolution was introduced in written form and after full discussion, pursuant to motion made by \_\_\_\_\_ and seconded by \_\_\_\_\_, 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 (THE "BOARD") AUTHORIZING THE ISSUANCE AND SALE OF ITS STUDENT LOAN REVENUE BONDS, SERIES 2006DD (TAXABLE) IN THE AGGREGATE PRINCIPAL AMOUNT OF NOT TO EXCEED \$250,000,000; AUTHORIZING THE EXECUTION OF A FIFTEENTH SUPPLEMENTAL INDENTURE, A BOND PURCHASE AGREEMENT AND 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 Chapter 13, Title 53B, Utah Code Annotated 1953, as amended (the "Act"), the Board is empowered to make or purchase student loan notes and other debt obligations reflecting loans to students under its Student Loan Program; and

WHEREAS, in order to provide funds for such purpose, the Board is duly authorized to issue and sell bonds pursuant to the provisions of the Act; and

WHEREAS, the Board has previously issued various series of its Student Loan Revenue Bonds (collectively, the "Outstanding Bonds") pursuant to a General Indenture dated as of August 1, 1993 (the "General Indenture") between the Board and Wells Fargo Bank, N.A. (the "Trustee") and the First through Fourteenth Supplemental Indentures between the Board and the Trustee; and

WHEREAS, the Board considers it desirable and necessary for the benefit of the residents of the State of Utah to issue additional student loan revenue bonds under the General Indenture by the execution and delivery of a Fifteenth Supplemental Indenture (the "Fifteenth Supplemental Indenture" and together with the General Indenture and the First through Fourteenth Supplemental Indentures described above, the "Indenture") to be entered into between the Board and the Trustee, which bonds will be designated as the State Board of Regents of the State of Utah, Student Loan Revenue Bonds, Series 2006DD (Taxable) (or such other or additional designation as appropriate officers of the Board may determine) (the "Series 2006DD Bonds") in an aggregate principal amount of not to exceed \$250,000,000; and

WHEREAS, the Board desires to use the proceeds of the Series 2006DD Bonds to (i) obtain funds to finance student loan notes and other debt obligations reflecting loans to

students under its Student Loan Program and (ii) pay costs of issuance of the Series 2006DD Bonds and fund necessary deposits to the accounts under the Indenture; and

WHEREAS, because of the lack of sufficient private activity bond volume cap in the State of Utah, the Series 2006DD Bonds will be issued on a taxable basis for federal income tax purposes; and

WHEREAS, the Series 2006DD Bonds shall be payable solely from the revenues and other moneys pledged therefor and shall not constitute nor give rise to a general obligation or liability of the Board or constitute a charge against its general credit; and

WHEREAS, there has been presented to the Board at this meeting a form of a Bond Purchase Agreement (the "Bond Purchase Agreement"), a form of an Official Statement (the "Official Statement") and a form of the Fifteenth Supplemental Indenture; and

WHEREAS, pursuant to Section 53B-13-104(9) of the Act, the Board desires to grant to the Chair and/or Vice Chair of the Board and/or the Chair of the Finance, Facilities, and Accountability Committee of the Board the authority to approve the final principal amounts, terms, maturities, interest rates and purchase price at which the Series 2006DD Bonds shall be sold and any changes with respect thereto from those terms which were before the Board at the time of adoption of this resolution; provided such terms do not exceed the parameters set forth in this resolution.

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

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

Section 2. All action heretofore taken (not inconsistent with the provisions of this resolution) by the Board and the officers of the Board directed toward the issuance of the Series 2006DD are hereby ratified, approved and confirmed.

Section 3. The Board hereby authorizes, approves and directs the use and distribution of the Official Statement in substantially the form of the Official Statement presented to the Board at this meeting in connection with the offering and sale of the Series 2006DD Bonds.

Section 4. The Fifteenth Supplemental Indenture, in substantially the form presented to this meeting, is 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 are hereby authorized to execute and deliver the Fifteenth Supplemental Indenture in the form and with substantially the same content as presented to this meeting for and on behalf of the Board with such alterations, changes or additions as may be authorized by Section 11 hereof.

Section 5. For the purpose of making deposits into the Acquisition Fund and other special trust accounts established under the Indenture, the Board hereby authorizes the issuance and sale of the Series 2006DD Bonds in the aggregate principal amount of not to exceed \$250,000,000. The Series 2006DD Bonds shall bear variable rates of interest, as provided in the Indenture. The interest rates on the Series 2006DD Bonds shall not at any time exceed 18% per annum. The Series 2006DD Bonds shall mature on such date or dates, as approved by the Chair, Vice Chair and/or Chair of the Finance, Facilities, and Accountability Committee, on or before 40 years from the date of issuance thereof. The issuance of the Series 2006DD Bonds shall be subject to 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 2006DD Bonds and the provisions for the signatures, authentication, payment, registration, transfer, exchange, tender, auction, redemption and number shall be as set forth in the General Indenture, as amended and supplemented by the Fifteenth Supplemental Indenture. The Chair, Vice Chair and/or Chair of the Finance, Facilities, and Accountability Committee and the Secretary of the Board are hereby authorized to execute and seal by manual or facsimile signature the Series 2006DD Bonds and to deliver the Series 2006DD Bonds to the Trustee for authentication. All terms and provisions of the Indenture are hereby incorporated in this Resolution. The appropriate officials of the Board are hereby authorized to execute and deliver to the Trustee the written order of the Board for authentication and delivery of the Series 2006DD Bonds in accordance with the provisions of the Indenture.

Section 7. The Series 2006DD Bonds shall be sold to UBS Securities LLC, Wells Fargo Brokerage Services LLC, Citigroup and Zions First National Bank (the "Underwriters"), with an Underwriter's discount of not to exceed .55% of the face amount of the Series 2006DD Bonds, plus accrued interest, if any. The Chair or Vice Chair of the Board and/or the Chair of the Finance, Facilities, and Accountability Committee are hereby authorized to execute and deliver the Bond Purchase Agreement and the Official Statement, in substantially the form, and with substantially the same content, as the Bond Purchase Agreement and the Official Statement, respectively, presented at this meeting for and on behalf of the Board with final terms as may be established for the Series 2006DD Bonds and such alterations, changes or additions as may be authorized by Section 11 hereof. Pursuant to Section 53B-13-104(9) of the Act, the Chair and/or Vice-Chair of the Board and/or the Chair of the Finance, Facilities, and Accountability Committee, are each hereby authorized to specify and agree as to the final principal amounts, terms, discounts, maturities, interest rates, rate determination methods and purchase price with respect to the Series 2006DD Bonds for and on behalf of the Board by the execution of the Bond Purchase Agreement and the Fifteenth Supplemental Indenture 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 are within the parameters set by this Resolution.

Section 8. The appropriate officers of the Board, including without limitation the Chair, Vice Chair, Chair of the Finance, Facilities, and Accountability Committee,

Commissioner of Higher Education, Associate Executive Director for Finance and Administration and Secretary are hereby authorized to take all action necessary or reasonably required by the Bond Purchase Agreement and the Indenture 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 9. The Chair or Vice Chair of the Board and/or the Chair of the Finance, Facilities, and Accountability Committee, for and on behalf of the Board, and the Trustee are, and each of them is, hereby authorized to enter into an investment agreement or agreements (the "Investment Agreement"), in form and substance satisfactory to the Chair or Vice Chair of the Board and/or the Chair of the Finance, Facilities, and Accountability Committee. Any and all proceeds of, and investment income attributable to, the Series 2006DD Bonds may be loaned to or deposited from time to time pursuant to the Investment Agreement for the periods, and at the interest rates, specified therein.

Section 10. The Commissioner of Higher Education, the Associate Executive Director for Finance and Administration and designated, associate or assistant commissioners or authorized officers of the Board are, and each of them is, hereby authorized to enter into and execute student loan purchase agreements with qualified lenders (the "Student Loan Purchase Agreements"), in form and substance satisfactory to the Commissioner of Higher Education and the Student Finance Subcommittee and in form and substance similar to present student loan purchase agreements being utilized by the Board in its Student Loan Program.

Section 11. The appropriate officials of the Board, including without limitation the Chair or Vice Chair of the Board and/or the Chair of the Finance, Facilities, and Accountability Committee are authorized to make any alterations, changes or additions in the Indenture, the Series 2006DD Bonds, the Bond Purchase Agreement, the Official Statement or any other document herein authorized and approved which may be necessary to correct errors or omissions therein, to remove ambiguities therefrom, to conform the same to other provisions of said instruments, to the provisions of this Resolution or any resolution adopted by the Board, or the provisions of the laws of the State of Utah or the United States.

Section 12. The appropriate officials of the Board, including without limitation the Chair, the Vice Chair, the Chair of the Finance, Facilities, and Accountability Committee, the Commissioner of Higher Education, Associate Executive Director for Finance and Administration and Secretary of the Board, are hereby authorized and directed to execute and deliver for and on behalf of the Board any or all additional certificates, documents and other papers and to perform all other acts they may deem necessary or appropriate in order to implement and carry out the matters authorized in this Resolution and the documents authorized and approved herein.

Section 13. Upon their issuance, the Series 2006DD Bonds will constitute special limited obligations of the Board payable solely from and to the extent of the sources set forth in the Indenture and such Series 2006DD Bonds. No provision of this



Resolution, the Series 2006DD Bonds, the Bond Purchase Agreement, the Indenture, the Investment Agreement or any other instrument authorized hereby, shall be construed as creating a general obligation of the Board, 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.

Section 14. After any of the Series 2006DD Bonds are delivered by the Trustee to or for the account of the Underwriters and upon receipt of payment therefor, this Resolution shall be and remain irrevocable until the principal of, premium, if any, and interest on the Series 2006DD Bonds are deemed to have been fully discharged in accordance with the terms and provisions of the Indenture.

Section 15. 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 16. 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 17. This Resolution shall become effective immediately upon its adoption.

PASSED AND APPROVED BY THE STATE BOARD OF REGENTS OF THE  
STATE OF UTAH THIS 9TH DAY OF JUNE, 2006.

STATE BOARD OF REGENTS OF THE  
STATE OF UTAH

(SEAL)

---

Chair

ATTEST:

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Secretary

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

(SEAL)

---

Chair

ATTEST:

---

Secretary

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

I, Joyce Cottrell, do hereby certify that I am the duly qualified and acting Secretary of the State Board of Regents of the State of Utah.

I further certify that the above and foregoing constitutes a true and correct copy of an excerpt of the minutes of a meeting of said Board held on June 9, 2006 and of a resolution adopted at said meeting, as said minutes and resolution are officially of record in my possession.

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of said Board this 9th day of June, 2006.

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Secretary

(SEAL)

CERTIFICATE OF COMPLIANCE WITH  
OPEN MEETING LAW

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:

Section 1.       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 June 9, 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 \_\_\_\_\_, 2006, at least 24 hours prior to the convening of such meeting, in the form attached hereto as Exhibit A; said Notice of Public Meeting having continuously remained so posted and available for public inspection during the regular office hours of the State Board of Regents until the convening of the meeting; and causing a copy of said Notice of Public Meeting in the form attached hereto as Exhibit A to be provided on \_\_\_\_\_, 2006, 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

Section 2.       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 Exhibit B) to be posted on November 15, 2005, 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 November 15, 2005, to a newspaper of general circulation within the geographic jurisdiction of Salt Lake City, Utah.

Section 3.       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 Exhibit C). 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 9th day of June, 2006.

---

Secretary

(SEAL)

EXHIBIT A

NOTICE OF PUBLIC MEETING

(See Transcript Document No. \_\_)

EXHIBIT B

NOTICE OF ANNUAL MEETING SCHEDULE

(See Transcript Document No. \_\_\_\_)



EXHIBIT C

ELECTRONIC MEETING POLICY

May 31, 2006

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Weber State University – Purchase of Property

Weber State University's master plan shows a traffic roundabout in the northwest corner of campus. The location is currently a residence that the University sought to buy as long as five years ago. The family that owns the home is now willing to sell the property and the University has reserve funds set aside for this purpose.

The purchase price negotiated is \$10,000 higher than an appraisal conducted two years ago. The University feels this is not unreasonable given the increase in property values over the past two years and the fact that the parcel is central to long term traffic flow on campus. No state funds are required to complete the transaction.

The attached letter from Norm Tarbox, Vice President for Business Affairs, provides further detail. A copy of the campus master plan showing the parcel is also attached to this memo.

Commissioner's Recommendation

The Commissioner recommends approval of this purchase.

REK/MHS/KGW  
Attachments

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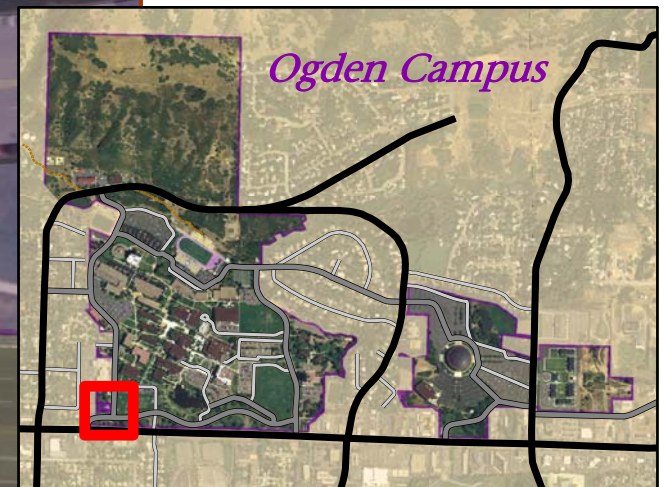
Richard E. Kendell, Commissioner



WEBER STATE  
UNIVERSITY

# Proposed Purchase From Rauzi Family

Ogden Campus



May 31, 2006

MEMORANDUM

TO: State Board of Regents  
FROM: Richard E. Kendell  
SUBJECT: Snow College – Campus Master Plan Update

Regent policy requires the traditional nine USHE institutions to seek bi-annual approval of campus master plans. During the June 2006 meeting of the Regents, Snow College 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.

College officials will also be prepared to answer questions regarding the College's upcoming capital development request and will provide a short tour of current facilities that will be impacted by the new building once it receives funding.

Recommendation

The Commissioner recommends approval of Snow College's campus master plan.

REK/MHS/KGW

---

Richard E. Kendell, Commissioner



- |                             |                               |
|-----------------------------|-------------------------------|
| 1 Physical Education        | 14 Business Building          |
| 2 Anderson Hall             | 15 Heat Plant                 |
| 3 Nuttall Hall              | 16 Maintenance Building       |
| 4 Family Life Building      | 17 Snow Hall                  |
| 5 Future Business Building  | 18 Young Hall                 |
| 6 Performing Arts           | 19 Nielson Hall               |
| 7 Future Multi-Use Center   | 20 Castilleja Hall            |
| 8 Future Classroom Building | 21 Trades & Industry Building |
| 9 LDS Institute             | 22 High Tech Building         |
| 10 Student Center           | 23 Future Library             |
| 11 Humanities & Fine Arts   | 24 Theatre Prop Building      |
| 12 Science Building         | 25 Not Used                   |
| 13 Noyes Building           | 26 Future Buildings           |

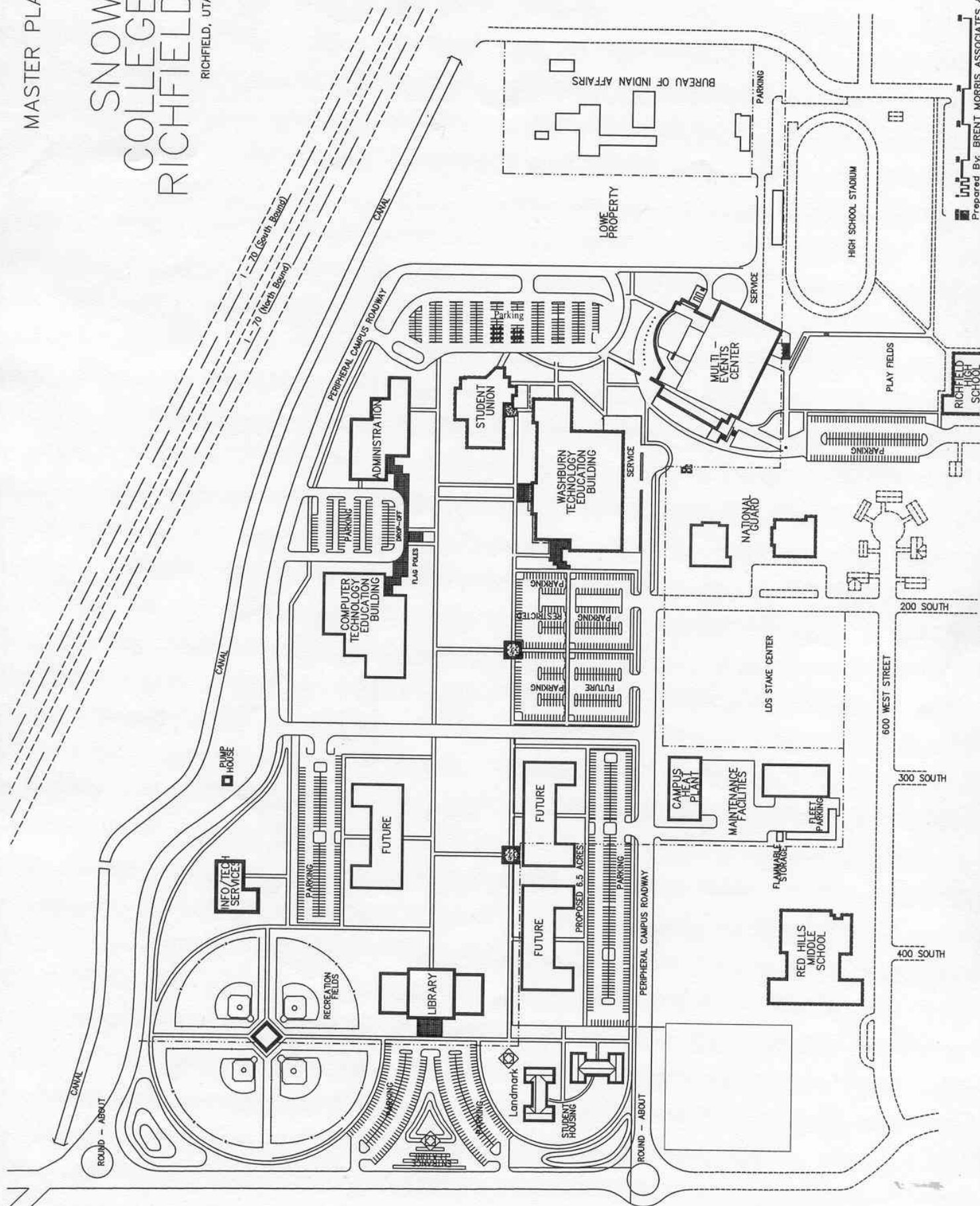




# MASTER PLAN

## SNOW COLLEGE RICHFIELD

RICHFIELD, UTAH



May 31, 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.
- 2) **University of Utah – Pre-purchase Option for Property near Moab (Attachment 2).** In April of 2006 the University of Utah received Trustee approval to purchase an option on 400 acres in Moab. Once the transaction is completed, the land will be used to provide academic and research opportunities for students and faculty. The option provides the University with access to the property for additional study and environmental assessment prior to the possible purchase. The option expires on July 10. The University seeks to extend the option for another three months at a rate of \$25,000. The University will return for Trustee and Regent approval to close on the land if the University decides to finalize the purchase.
- 3) **Snow College – Sale of Property (Attachment 3).** Snow College's foundation owns two parcels of land that it would like to sell, one a residential lot in Salina and the other a lot in Ephraim's industrial district. Proceeds of the sale will be placed in the College's scholarship program. The attached letter from Administrative Services Vice President Larry Christensen provides detail on the sale. Recent sales of similar properties indicate that the College is receiving market value for the land.

REK/MHS/KGW/MV  
Attachments

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Richard E. Kendell, Commissioner

May 31, 2006

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: USHE – Update on Post-Retirement Obligations

The Governmental Accounting Standards Board (GASB) establishes standards for state and local governmental accounting and financial reporting. GASB's "Statement 45 was issued to provide more complete, reliable, and decision-useful financial reporting regarding the costs and financial obligations that governments incur when they provide postemployment benefits other than pensions (OPEB) as part of the compensation for services rendered by their employees." GASB Statement 47 requires a similar accounting for post-termination liabilities (i.e., payment of sick leave, early retirement).

A key component of establishing GASB 45 and GASB 47 liabilities is the formal concurrence by the institution's official auditor of the institution's classification of its post-employment programs. The Utah State Auditor (part of the executive branch) provided a letter outlining his findings for USHE programs. The attached letter from the Utah State Auditor Auston Johnson classifies early retirement programs at eight institutions under GASB 47 and finds that Utah State University's program should be accounted for under GASB 45.

In December of 2005, the Legislative Auditor General (LAG) issued a report that attempted to estimate the potential GASB 45 liability that USHE institutions may have to retirees. The report estimated a long-term liability for the USHE of \$979 million based on estimates from public education school districts that offer lifetime benefits to retirees. Staff from institutions and the Commissioner's Office found this liability to be unfounded due to the optional nature of USHE early retirement programs.

*USHE Compliance with Legislative Audit Recommendations*

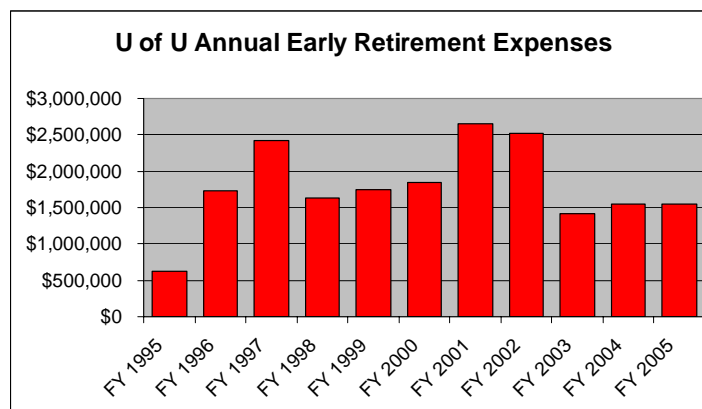
In order to assure the Regents and the Legislature that USHE early retirement programs are fiscally sound and provide an important management tool, the University of Utah moved up by one year its plan to comply with the reporting requirements of GASB 45 and provide a calculation of the liability facing the University. Since the University of Utah makes up forty percent of USHE employment, the Commissioner's Office committed to use the U of U report to comply with a LAG recommendation to conduct a system-wide analysis using common assumptions for future liabilities.



The University of Utah completed its actuarial study in May and the findings show a minimal liability for the University generated by an implied subsidy from a policy that allows certain University employees under the age of 65 to purchase health insurance once they leave University employment. The implied subsidy is based on the idea that those purchasing the insurance (because of their age) receive a "subsidy" because they are participating in the lower cost pool for the University as a whole. As a result, the University is modifying its plan to move these retirees into their own risk pool. Once segregated into their own pool, the implied subsidy and the resulting actuarial liability are eliminated. The table below shows the liability that would be expected if the University makes no changes to its current practice:

| <b>Retiree Health Benefits Program - GASB 45</b>                                                                                                                                                                        |              |              |                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--------------|---------------------|
|                                                                                                                                                                                                                         | State        | Non-State    | Total               |
| Present Value of Future Benefits                                                                                                                                                                                        | \$10,905,000 | \$36,062,000 | <b>\$46,967,000</b> |
| Actuarial Accrued Liability                                                                                                                                                                                             | \$5,245,000  | \$13,316,000 | <b>\$18,561,000</b> |
| Normal Cost                                                                                                                                                                                                             | \$388,000    | \$1,394,000  | <b>\$1,782,000</b>  |
| Annual Required Contribution (Low Est.)                                                                                                                                                                                 | \$600,000    | \$1,941,000  | <b>\$2,541,000</b>  |
| Annual Required Contribution (High Est.)                                                                                                                                                                                | \$954,000    | \$2,840,000  | <b>\$3,794,000</b>  |
| Fully retired UU employees under age 65 may purchase health insurance from their own resources. This creates an <i>implied</i> subsidy that will be eliminated by 2008 when retirees are placed in their own risk pool. |              |              |                     |

GASB Statement 47 requires governmental agencies to acknowledge post-termination benefits. The primary GASB 47 liability for USHE institutions comes from the early-retirement program. USHE schools offer early retirement as a management tool that allows senior faculty and staff to bridge the gap from retirement to age 65 or to the Social Security, Full Retirement Age, but not to exceed 60 months, while freeing up funds to hire new professors or junior staff members. Since 1995 the University of Utah's use of the early retirement program averaged \$1.8 million per year.



The University of Utah GASB 47 actuarial study indicates that based on current year participation that the long term liability for the early retirement program totals approximately \$5 million, almost evenly split between state tax funds and non-state sources of revenue.

| <b>Early Retirement Incentive Program - GASB 47</b> |                    |                    |                    |
|-----------------------------------------------------|--------------------|--------------------|--------------------|
|                                                     | State              | Non-State          | Total              |
| Present Value of Future Benefits                    |                    |                    |                    |
| Early Retiree Health Coverage                       | \$1,158,000        | \$716,000          | <b>\$1,874,000</b> |
| Salary Continuation                                 | \$1,542,000        | \$1,648,000        | <b>\$3,190,000</b> |
| Total PVB                                           | <b>\$2,700,000</b> | <b>\$2,364,000</b> | <b>\$5,064,000</b> |

These numbers will vary from year to year because the early retirement program is not an entitlement and the actuarial study must use a snapshot approach – over time the mix of years available for early retirees will change as participants will range from one to five years of bridge payments.

#### *USHE Next Steps*

The Commissioner's Office will use the University of Utah report as a template for the rest of the system. We are confident that the remaining findings will similarly reflect sound management practices at each institution. Upon completion of the actuarial study, Regent staff will report to the Regents findings that will be reported to the Legislature during the 2007 General Session as promised.

#### Commissioner's Recommendation

Information item only. No Regent action is required.

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Richard E. Kendell, Commissioner

REK/MHS/KGW

Attachments:

Letter from State Auditor Auston Johnson

Draft letter from AON Consulting

Actuarial assumptions for the U of U study

May 31, 2006

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: USHE – Update on Employee Health Plans, 2006-07

In 2003, Regents requested an annual update regarding management of health and dental plans. In addition, Regents directed USHE institutions to develop health insurance plans equivalent in relative benefit richness to the state employee health plan no later than FY 2007. Summer 2005, Regents reviewed the second health benefits richness study. The study illustrated how institutions adjusted benefits and coverage in their health plans to meet the goal established in 2003. A final health benefits richness study will be conducted summer 2007.

Attachments 1 and 2 summarize health and dental plans for each USHE institution and UCAT campus, respectively. Each attachment contains four tables. Table one shows historical percentage increases for health benefits at each institution. Table two identifies 2006-07 cost and coverage provisions for health benefits. Table three describes the 2006-07 plan changes. Table four presents the cost data for each institution's 2006-07 dental plan.

Attachment 3 summarizes recent health benefit common practices and benchmarks identified in the Kaiser Family Foundation's *Employer Health Benefits 2005 Annual Survey*.

Commissioner's Recommendation

This is a discussion item only; no action is needed.

REK/MHS/KGW/KLH  
Attachments

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Richard E. Kendell, Commissioner

**Table 1**  
**SUMMARY OF USHE HEALTH INSURANCE INCREASES**  
**SINCE 1997-98**

|                        | 97-98 | 98-99 | 99-00 | 00-01 | 01-02 | 02-03 | 03-04 | 04-05 | 05-06 | 06-07 | Average <sup>(1)</sup> |
|------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|------------------------|
| UU                     | 5.0%  | 4.0%  | 0.0%  | 14.0% | 35.0% | 12.4% | 9.5%  | 10.1% | 15.0% | 7.8%  | 11.3%                  |
| USU                    | 7.6%  | 1.9%  | 2.5%  | 8.2%  | 13.3% | 13.9% | 7.0%  | 5.5%  | 11.8% | 8.2%  | 8.0%                   |
| WSU <sup>(2)</sup>     | 3.0%  | 3.0%  | 20.8% | 9.1%  | 0.0%  | 13.1% | 12.0% | 14.4% | 13.2% | 10.0% | 9.9%                   |
| SUU                    | 12.1% | 12.0% | 10.5% | 12.5% | 6.0%  | 2.0%  | 8.0%  | 5.5%  | 5.1%  | 6.4%  | 8.0%                   |
| Snow                   | 5.0%  | 7.7%  | 3.0%  | 17.0% | 14.0% | 11.0% | 6.4%  | 11.5% | 5.7%  | 7.2%  | 8.8%                   |
| DSC                    | 5.0%  | 4.3%  | 18.5% | 15.0% | 11.5% | 7.5%  | -8.3% | 17.0% | 14.0% | 7.2%  | 9.2%                   |
| CEU                    | 7.0%  | 2.9%  | 37.0% | 15.0% | 8.4%  | 13.0% | 6.2%  | 11.5% | -6.6% | 7.2%  | 10.2%                  |
| UVSC                   | 5.0%  | 9.2%  | 12.9% | 23.0% | 13.3% | 1.4%  | 10.6% | 9.7%  | 10.8% | 6.4%  | 10.2%                  |
| SLCC                   | 5.0%  | 5.0%  | 24.8% | 8.2%  | 11.0% | 10.5% | 18.7% | 6.1%  | 11.8% | 5.4%  | 10.7%                  |
| Average <sup>(1)</sup> | 6.1%  | 5.6%  | 14.4% | 13.6% | 12.5% | 9.4%  | 7.8%  | 10.1% | 9.0%  | 7.3%  | 9.6%                   |

**Notes:**

*(1) Simple averages*

*(2) WSU 2006-07 increase is an average between 2 plans (12.8% and 7.2%)*

Table 2  
USHE Health Insurance Plans  
2006-07

| Insurance Provider                       | UofU                                                                          |                                                       |                                                                                |                                                                                |                                                       |                                                                                |                                                                                |                                                       |                                                                                |
|------------------------------------------|-------------------------------------------------------------------------------|-------------------------------------------------------|--------------------------------------------------------------------------------|--------------------------------------------------------------------------------|-------------------------------------------------------|--------------------------------------------------------------------------------|--------------------------------------------------------------------------------|-------------------------------------------------------|--------------------------------------------------------------------------------|
|                                          | Blue Cross Blue Shield                                                        |                                                       |                                                                                | Value Care                                                                     |                                                       |                                                                                | University of Utah Health Plan                                                 |                                                       |                                                                                |
|                                          | Basic                                                                         | Comprehensive                                         | Advantage                                                                      | Basic                                                                          | Comprehensive                                         | Advantage                                                                      | Basic                                                                          | Comprehensive                                         | Advantage                                                                      |
| Length of Contract (Years)               | 1                                                                             | 1                                                     | 1                                                                              | 1                                                                              | 1                                                     | 1                                                                              | 1                                                                              | 1                                                     | 1                                                                              |
| 2006-07 Total Premium Increase (Percent) | 7.8%                                                                          | 7.8%                                                  | 7.8%                                                                           | 7.8%                                                                           | 7.8%                                                  | 7.8%                                                                           | 7.8%                                                                           | 7.8%                                                  | 7.8%                                                                           |
| Annual Premium Cost to Institution       |                                                                               |                                                       |                                                                                |                                                                                |                                                       |                                                                                |                                                                                |                                                       |                                                                                |
| Single                                   | \$4,255                                                                       | \$4,255                                               | \$4,255                                                                        | \$4,255                                                                        | \$4,255                                               | \$4,255                                                                        | \$4,255                                                                        | \$4,255                                               | \$4,255                                                                        |
| Employee + 1 dependent                   | \$7,190                                                                       | \$7,190                                               | \$7,190                                                                        | \$7,190                                                                        | \$7,190                                               | \$7,190                                                                        | \$7,190                                                                        | \$7,190                                               | \$7,190                                                                        |
| Family                                   | \$9,656                                                                       | \$9,656                                               | \$9,656                                                                        | \$9,656                                                                        | \$9,656                                               | \$9,656                                                                        | \$9,656                                                                        | \$9,656                                               | \$9,656                                                                        |
| Annual Premium Cost to Employee          |                                                                               |                                                       |                                                                                |                                                                                |                                                       |                                                                                |                                                                                |                                                       |                                                                                |
| Single                                   | \$349                                                                         | \$806                                                 | \$1,002                                                                        | \$105                                                                          | \$561                                                 | \$758                                                                          | \$0                                                                            | \$457                                                 | \$653                                                                          |
| Employee + 1 dependent                   | \$590                                                                         | \$1,362                                               | \$1,693                                                                        | \$177                                                                          | \$949                                                 | \$1,280                                                                        | \$0                                                                            | \$772                                                 | \$1,104                                                                        |
| Family                                   | \$792                                                                         | \$1,829                                               | \$2,274                                                                        | \$238                                                                          | \$1,274                                               | \$1,720                                                                        | \$0                                                                            | \$1,037                                               | \$1,482                                                                        |
| Employee Premium % Share                 |                                                                               |                                                       |                                                                                |                                                                                |                                                       |                                                                                |                                                                                |                                                       |                                                                                |
| Single                                   | 7.6%                                                                          | 15.9%                                                 | 19.1%                                                                          | 2.4%                                                                           | 11.7%                                                 | 15.1%                                                                          | 0.0%                                                                           | 9.7%                                                  | 13.3%                                                                          |
| Employee + 1 dependent                   | 7.6%                                                                          | 15.9%                                                 | 19.1%                                                                          | 2.4%                                                                           | 11.7%                                                 | 15.1%                                                                          | 0.0%                                                                           | 9.7%                                                  | 13.3%                                                                          |
| Family                                   | 7.6%                                                                          | 15.9%                                                 | 19.1%                                                                          | 2.4%                                                                           | 11.7%                                                 | 15.1%                                                                          | 0.0%                                                                           | 9.7%                                                  | 13.3%                                                                          |
| Key Coverage Provisions                  |                                                                               |                                                       |                                                                                |                                                                                |                                                       |                                                                                |                                                                                |                                                       |                                                                                |
| Annual Deductible                        |                                                                               |                                                       |                                                                                |                                                                                |                                                       |                                                                                |                                                                                |                                                       |                                                                                |
| Individual                               | Medical : \$2,000 in-net & \$3,000 out-net                                    | Medical : \$1,500 Rx: \$1,000 UUHC - \$2,154 Non-UUHC | Medical : \$1,500 in-net & \$3,000 out-net Rx: \$1,000 UUHC - \$2,154 Non-UUHC | Medical : \$2,000 in-net & \$3,000 out-net Rx: \$1,000 UUHC - \$2,154 Non-UUHC | Medical : \$1,500 Rx: \$1,000 UUHC - \$2,154 Non-UUHC | Medical : \$1,500 in-net & \$3,000 out-net Rx: \$1,000 UUHC - \$2,154 Non-UUHC | Medical : \$2,000 in-net & \$3,000 out-net Rx: \$1,000 UUHC - \$2,154 Non-UUHC | Medical : \$1,500 Rx: \$1,000 UUHC - \$2,154 Non-UUHC | Medical : \$1,500 in-net & \$3,000 out-net Rx: \$1,000 UUHC - \$2,154 Non-UUHC |
| Family                                   | Medical: \$6,000 in-net & \$6,000 out-net Rx: \$3,000 UUHC - \$6,462 Non-UUHC | Medical: \$4,500 Rx: \$3,000 UUHC - \$6,462 Non-UUHC  | Medical: \$4,500 in-net & \$6,000 out-net Rx: \$3,000 UUHC - \$6,462 Non-UUHC  | Medical: \$6,000 in-net & \$6,000 out-net Rx: \$3,000 UUHC - \$6,462 Non-UUHC  | Medical: \$4,500 Rx: \$3,000 UUHC - \$6,462 Non-UUHC  | Medical: \$4,500 in-net & \$6,000 out-net Rx: \$3,000 UUHC - \$6,462 Non-UUHC  | Medical: \$6,000 in-net & \$6,000 out-net Rx: \$3,000 UUHC - \$6,462 Non-UUHC  | Medical: \$4,500 Rx: \$3,000 UUHC - \$6,462 Non-UUHC  | Medical: \$4,500 in-net & \$6,000 out-net Rx: \$3,000 UUHC - \$6,462 Non-UUHC  |
| Yearly Out of Pocket Max                 |                                                                               |                                                       |                                                                                |                                                                                |                                                       |                                                                                |                                                                                |                                                       |                                                                                |
| Individual                               |                                                                               |                                                       |                                                                                |                                                                                |                                                       |                                                                                |                                                                                |                                                       |                                                                                |
| Family                                   |                                                                               |                                                       |                                                                                |                                                                                |                                                       |                                                                                |                                                                                |                                                       |                                                                                |
| Hospitalization (1st day)                |                                                                               |                                                       |                                                                                |                                                                                |                                                       |                                                                                |                                                                                |                                                       |                                                                                |
| Deductible                               | \$500 (Overall deductible - not Hospital specific)                            | \$250 (Overall deductible - not Hospital specific)    | \$250 (Out-of-network only - Deductible not Hospital specific)                 | \$500 (Overall deductible - not Hospital specific)                             | \$250 (Overall deductible - not Hospital specific)    | \$250 (Out-of-network only - Deductible not Hospital specific)                 | \$500 (Overall deductible - not Hospital specific)                             | \$250 (Overall deductible - not Hospital specific)    | \$250 (Out-of-network only - Deductible not Hospital specific)                 |
| Co-pay                                   | 30% in-network<br>50% out-of-network                                          | 20%                                                   | 10% in-network<br>35% out-of-network                                           | 30% in-network<br>50% out-of-network                                           | 20%                                                   | 10% in-network<br>35% out-of-network                                           | 30% in-network<br>50% out-of-network                                           | 20%                                                   | 10% in-network<br>35% out-of-network                                           |
| Coverage after deductible/co-pay         | 70% in-network<br>50% out-of-network                                          | 80%                                                   | 90% in-network<br>65% out-of-network                                           | 70% in-network<br>50% out-of-network                                           | 80%                                                   | 90% in-network<br>65% out-of-network                                           | 70% in-network<br>50% out-of-network                                           | 80%                                                   | 90% in-network<br>65% out-of-network                                           |
| Emergency Room                           |                                                                               |                                                       |                                                                                |                                                                                |                                                       |                                                                                |                                                                                |                                                       |                                                                                |
| Deductible                               | \$500 (Overall deductible - not ER specific)<br>30% in-network                | \$250 (Overall deductible - not ER specific)<br>20%   | \$0<br>\$75 for Medical Emergency                                              | \$500 (Overall deductible - not ER specific)<br>30% in-network                 | \$250 (Overall deductible - not ER specific)<br>20%   | \$0<br>\$75 for Medical Emergency                                              | \$500 (Overall deductible - not ER specific)<br>30% in-network                 | \$250 (Overall deductible - not ER specific)<br>20%   | \$0<br>\$75 for Medical Emergency                                              |
| Co-pay                                   | 50% out-of-network<br>70% in-network                                          | 80%                                                   | 100% for Medical Emergency                                                     | 50% out-of-network<br>70% in-network                                           | 80%                                                   | 100% for Medical Emergency                                                     | 50% out-of-network<br>70% in-network                                           | 80%                                                   | 100% for Medical Emergency                                                     |
| Coverage after deductible/co-pay         | 50% out-of-network<br>30% after deductible                                    |                                                       |                                                                                | 50% out-of-network<br>30% after deductible                                     |                                                       |                                                                                | 50% out-of-network<br>30% after deductible                                     |                                                       |                                                                                |
| Office Visit Co-pay                      |                                                                               | 20% after deductible                                  | \$20 in-network<br>35% after deductible out-of-network                         |                                                                                | 20% after deductible                                  | \$20 in-network<br>35% after deductible out-of-network                         |                                                                                | 20% after deductible                                  | \$20 in-network<br>35% after deductible out-of-network                         |
| Prescription Benefits                    |                                                                               |                                                       |                                                                                |                                                                                |                                                       |                                                                                |                                                                                |                                                       |                                                                                |
| Yearly Out of Pocket Max                 |                                                                               |                                                       |                                                                                |                                                                                |                                                       |                                                                                |                                                                                |                                                       |                                                                                |
| Individual                               |                                                                               |                                                       |                                                                                |                                                                                |                                                       |                                                                                |                                                                                |                                                       |                                                                                |
| Family                                   |                                                                               |                                                       |                                                                                |                                                                                |                                                       |                                                                                |                                                                                |                                                       |                                                                                |
| Generic                                  | 20% UUHC Pharmacy<br>25% Non-UUHC                                             | 20% UUHC Pharmacy<br>25% Non-UUHC                     | 20% UUHC Pharmacy<br>25% Non-UUHC                                              | 20% UUHC Pharmacy<br>25% Non-UUHC                                              | 20% UUHC Pharmacy<br>25% Non-UUHC                     | 20% UUHC Pharmacy<br>25% Non-UUHC                                              | 20% UUHC Pharmacy<br>25% Non-UUHC                                              | 20% UUHC Pharmacy<br>25% Non-UUHC                     | 20% UUHC Pharmacy<br>25% Non-UUHC                                              |
| Brand Name - Preferred                   | 20% UUHC Pharmacy<br>25% Non-UUHC                                             | 20% UUHC Pharmacy<br>25% Non-UUHC                     | 20% UUHC Pharmacy<br>25% Non-UUHC                                              | 20% UUHC Pharmacy<br>25% Non-UUHC                                              | 20% UUHC Pharmacy<br>25% Non-UUHC                     | 20% UUHC Pharmacy<br>25% Non-UUHC                                              | 20% UUHC Pharmacy<br>25% Non-UUHC                                              | 20% UUHC Pharmacy<br>25% Non-UUHC                     | 20% UUHC Pharmacy<br>25% Non-UUHC                                              |
| Brand Name - Non-Preferred               | 20% UUHC Pharmacy<br>35% Non-UUHC                                             | 20% UUHC Pharmacy<br>35% Non-UUHC                     | 20% UUHC Pharmacy<br>35% Non-UUHC                                              | 20% UUHC Pharmacy<br>35% Non-UUHC                                              | 20% UUHC Pharmacy<br>35% Non-UUHC                     | 20% UUHC Pharmacy<br>35% Non-UUHC                                              | 20% UUHC Pharmacy<br>35% Non-UUHC                                              | 20% UUHC Pharmacy<br>35% Non-UUHC                     | 20% UUHC Pharmacy<br>35% Non-UUHC                                              |

Table 2  
USHE Health Insurance Plans  
2006-07

| Insurance Provider                        | USU                                                              |                            |                            |                  |                                                                 |                            |                            |                  | WSU            |          |
|-------------------------------------------|------------------------------------------------------------------|----------------------------|----------------------------|------------------|-----------------------------------------------------------------|----------------------------|----------------------------|------------------|----------------|----------|
|                                           | Regence BCBS - "White Plan"<br>(Premiums Based on Salary Levels) |                            |                            |                  | Regence BCBS - "Blue Plan"<br>(Premiums Based on Salary Levels) |                            |                            |                  | EMIA           | Altius   |
|                                           | Salary <\$22,000                                                 | Salary \$22,001 - \$34,000 | Salary \$34,001 - \$52,000 | Salary >\$52,001 | Salary <\$22,000                                                | Salary \$22,001 - \$34,000 | Salary \$34,001 - \$52,000 | Salary >\$52,001 |                |          |
| Length of Contract (Years)                | 1                                                                | 1                          | 1                          | 1                | 1                                                               | 1                          | 1                          | 1                | 1              | 1        |
| 2006-07 Total Premium Increase (Percent)  | 7.5%                                                             | 7.9%                       | 8.5%                       | 9.1%             | 8.0%                                                            | 8.5%                       | 9.3%                       | 10.1%            | 12.8%          |          |
| <b>Annual Premium Cost to Institution</b> |                                                                  |                            |                            |                  |                                                                 |                            |                            |                  |                |          |
| Single                                    | \$3,496                                                          | \$3,496                    | \$3,496                    | \$3,496          | \$3,496                                                         | \$3,496                    | \$3,496                    | \$3,496          | \$3,552        | \$3,118  |
| Employee + 1 dependent                    | \$7,892                                                          | \$7,892                    | \$7,892                    | \$7,892          | \$7,892                                                         | \$7,892                    | \$7,892                    | \$7,892          | \$8,240        | \$7,233  |
| Family                                    | \$11,388                                                         | \$11,388                   | \$11,388                   | \$11,388         | \$11,388                                                        | \$11,388                   | \$11,388                   | \$11,388         | \$11,905       | \$10,450 |
| <b>Annual Premium Cost to Employee</b>    |                                                                  |                            |                            |                  |                                                                 |                            |                            |                  |                |          |
| Single                                    | \$77                                                             | \$103                      | \$144                      | \$193            | \$190                                                           | \$253                      | \$361                      | \$470            | \$266          | \$266    |
| Employee + 1 dependent                    | \$171                                                            | \$227                      | \$323                      | \$412            | \$422                                                           | \$560                      | \$796                      | \$1,024          | \$618          | \$618    |
| Family                                    | \$248                                                            | \$330                      | \$469                      | \$598            | \$615                                                           | \$819                      | \$1,151                    | \$1,488          | \$892          | \$892    |
| <b>Employee Premium % Share</b>           |                                                                  |                            |                            |                  |                                                                 |                            |                            |                  |                |          |
| Single                                    | 2%                                                               | 3%                         | 4%                         | 5%               | 5%                                                              | 7%                         | 9%                         | 12%              | 7%             | 8%       |
| Employee + 1 dependent                    | 2%                                                               | 3%                         | 4%                         | 5%               | 5%                                                              | 7%                         | 9%                         | 11%              | 7%             | 8%       |
| Family                                    | 2%                                                               | 3%                         | 4%                         | 5%               | 5%                                                              | 7%                         | 9%                         | 12%              | 7%             | 8%       |
| <b>Key Coverage Provisions</b>            |                                                                  |                            |                            |                  |                                                                 |                            |                            |                  |                |          |
| <i>Annual Deductible</i>                  |                                                                  |                            |                            |                  |                                                                 |                            |                            |                  |                |          |
| Individual                                | \$500                                                            | \$500                      | \$500                      | \$500            | \$150                                                           | \$150                      | \$150                      | \$150            |                |          |
| Family                                    | \$1,000                                                          | \$1,000                    | \$1,000                    | \$1,000          | \$450                                                           | \$450                      | \$450                      | \$450            |                |          |
| <i>Yearly Out of Pocket Max</i>           |                                                                  |                            |                            |                  |                                                                 |                            |                            |                  |                |          |
| Individual                                | \$2,500                                                          | \$2,500                    | \$2,500                    | \$2,500          | \$2,000                                                         | \$2,000                    | \$2,000                    | \$2,000          | \$1,200        | \$1,200  |
| Family                                    | \$5,000                                                          | \$5,000                    | \$5,000                    | \$5,000          | \$4,000                                                         | \$4,000                    | \$4,000                    | \$4,000          | \$2,400        | \$2,400  |
| <i>Hospitalization (1st day)</i>          |                                                                  |                            |                            |                  |                                                                 |                            |                            |                  |                |          |
| Deductible                                | \$500                                                            | \$500                      | \$500                      | \$500            | \$150                                                           | \$150                      | \$150                      | \$150            | \$400          | \$400    |
| Co-pay                                    | \$125                                                            | 12500%                     | 12500%                     | 12500%           | \$100                                                           | \$100                      | \$100                      | \$100            | \$30           | \$30     |
| Coverage after deductible/co-pay          | 70%                                                              | 70%                        | 70%                        | 70%              | 80%                                                             | 80%                        | 80%                        | 80%              | 95%            | 95%      |
| <i>Emergency Room</i>                     |                                                                  |                            |                            |                  |                                                                 |                            |                            |                  |                |          |
| Deductible                                | \$150                                                            | \$150                      | \$150                      | \$150            | \$100                                                           | \$100                      | \$100                      | \$100            | \$400          | \$400    |
| Co-pay                                    | 30%                                                              | 30%                        | 30%                        | 30%              | 20%                                                             | 20%                        | 20%                        | 20%              | \$100          | \$100    |
| Coverage after deductible/co-pay          | 70%                                                              | 70%                        | 70%                        | 70%              | 80%                                                             | 80%                        | 80%                        | 80%              | 100%           | 100%     |
| <i>Office Visit Co-pay</i>                |                                                                  |                            |                            |                  |                                                                 |                            |                            |                  |                |          |
|                                           | \$35                                                             | \$35                       | \$35                       | \$35             | \$30                                                            | \$30                       | \$30                       | \$30             | 20             | 20       |
| <b>Prescription Benefits</b>              |                                                                  |                            |                            |                  |                                                                 |                            |                            |                  |                |          |
| <i>Yearly Out of Pocket Max</i>           |                                                                  |                            |                            |                  |                                                                 |                            |                            |                  |                |          |
| Individual                                | \$1,500                                                          | \$1,500                    | \$1,500                    | \$1,500          | \$1,250                                                         | \$1,250                    | \$1,250                    | \$1,250          | \$1,250        |          |
| Family                                    |                                                                  |                            |                            |                  |                                                                 |                            |                            |                  |                |          |
| Generic                                   | \$5                                                              | \$5                        | \$5                        | \$5              | \$5                                                             | \$5                        | \$5                        | \$5              | 20% (\$5 min)  | \$5      |
| Brand Name - Preferred                    | 35%                                                              | 35%                        | 35%                        | 35%              | 35%                                                             | 35%                        | 35%                        | 35%              | 25% (\$10 min) | \$15     |
| Brand Name - Non -Preferred               | 50%                                                              | 50%                        | 50%                        | 50%              | 50%                                                             | 50%                        | 50%                        | 50%              | 35% (\$20 min) | \$35     |

Table 2  
USHE Health Insurance Plans  
2006-07

|                                                 | <u>SUU</u>   | <u>Snow</u>    |                |             | <u>DSC</u>     |                | <u>CEU</u>       |             | <u>UVSC</u>                               | <u>SLCC</u> |
|-------------------------------------------------|--------------|----------------|----------------|-------------|----------------|----------------|------------------|-------------|-------------------------------------------|-------------|
| <i>Insurance Provider</i>                       | Regence BCBS | PHEP Preferred | PHEP Advantage | PHEP Summit | PHEP Advantage | PHEP Preferred | PHEP Preferred   | PEHP Summit | EMIA                                      | BCBS        |
| <i>Length of Contract (Years)</i>               | 1            | 1              | 1              | 1           | 1              | 1              | 1                | 1           | 1                                         | 1           |
| <i>2006-07 Total Premium Increase (Percent)</i> | 6.4%         | 7.2%           | 7.2%           | n/a         | 7.2%           | 7.2%           | 7.2%             | 7.2%        | 6.4%                                      | 5.4%        |
| <i>Annual Premium Cost to Institution</i>       |              |                |                |             |                |                |                  |             |                                           |             |
| Single                                          | \$3,410      | \$3,962        | \$3,962        | \$3,962     | \$4,054        | \$4,137        | \$4,158          | \$4,137     | \$3,905                                   | \$4,253     |
| Employee + 1 dependent                          | \$7,705      | \$8,178        | \$8,178        | \$8,178     | \$8,358        | \$8,529        | \$8,572          | \$8,529     | \$9,022                                   | \$9,621     |
| Family                                          | \$11,079     | \$10,906       | \$10,906       | \$10,906    | \$11,158       | \$11,386       | \$11,444         | \$11,386    | \$13,030                                  | \$13,422    |
| <i>Annual Premium Cost to Employee</i>          |              |                |                |             |                |                |                  |             |                                           |             |
| Single                                          | \$257        | \$486          | \$175          | \$175       | \$83           | \$311          | \$290            | \$0         | \$40                                      | \$36        |
| Employee + 1 dependent                          | \$580        | \$994          | \$351          | \$351       | \$171          | \$642          | \$599            | \$0         | \$91                                      | \$72        |
| Family                                          | \$834        | \$1,338        | \$480          | \$480       | \$228          | \$857          | \$799            | \$0         | \$132                                     | \$120       |
| <i>Employee Premium % Share</i>                 |              |                |                |             |                |                |                  |             |                                           |             |
| Single                                          | 7%           | 11%            | 4%             | 4%          | 2%             | 7%             | 7%               | 0%          | 1%                                        | 1%          |
| Employee + 1 dependent                          | 7%           | 11%            | 4%             | 4%          | 2%             | 7%             | 7%               | 0%          | 1%                                        | 1%          |
| Family                                          | 7%           | 11%            | 4%             | 4%          | 2%             | 7%             | 7%               | 0%          | 1%                                        | 1%          |
| <i>Key Coverage Provisions</i>                  |              |                |                |             |                |                |                  |             |                                           |             |
| <i>Annual Deductible</i>                        |              |                |                |             |                |                |                  |             |                                           |             |
| Individual                                      |              |                |                |             |                |                |                  |             |                                           |             |
| Family                                          |              |                |                |             |                |                |                  |             |                                           |             |
| <i>Yearly Out of Pocket Max</i>                 |              |                |                |             |                |                |                  |             |                                           |             |
| Individual                                      | \$1,000      | \$2,000        | \$2,000        | \$2,000     | \$2,000        | \$2,000        | \$2,000          | \$2,000     | \$1,500 In Network<br>\$2,500 Out Network | \$1,500     |
| Family                                          | \$2,000      | \$4,000        | \$4,000        | \$4,000     | \$4,000        | \$4,000        | \$4,000          | \$4,000     | \$3,000 In Network<br>\$5,000 Out Network | \$3,000     |
| <i>Hospitalization (1st day)</i>                |              |                |                |             |                |                |                  |             |                                           |             |
| Deductible                                      | \$150        | \$250          | \$250          | \$250       | \$0            | \$0            | \$250            | \$150       | \$150                                     | \$0         |
| Co-pay                                          | 20%          | 15%            | 10%            | 10%         | \$150          | \$250          | 0%               | 0%          | Days 2-4 25%                              | \$175       |
| Coverage after deductible/co-pay                | 100%         | 85%            | 90%            | 90%         | 90%            | 85%            | 85%              | 90%         | Days 2-4 75%<br>Day 5+ 100%               | 80%         |
| <i>Emergency Room</i>                           |              |                |                |             |                |                |                  |             |                                           |             |
| Deductible                                      | \$100        | \$75           | \$75           | \$75        | \$100          | \$0            | \$0              | \$0         | \$0                                       | \$0         |
| Co-pay                                          | \$0          | 15%            | 10%            | 10%         | \$0            | \$0            | \$75             | \$75        | \$100                                     | \$150       |
| Coverage after deductible/co-pay                | 100%         | 85%            | 90%            | 90%         | 100%           | 100%           | 100%             | 100%        | 100%                                      | 100%        |
| <i>Office Visit Co-pay</i>                      | \$20<br>\$30 | \$25           | \$20           | \$20        | \$20           | \$25           | \$25             | \$20        | \$20                                      | \$20        |
| <i>Prescription Benefits</i>                    |              |                |                |             |                |                |                  |             |                                           |             |
| <i>Yearly Out of Pocket Max</i>                 |              |                |                |             |                |                |                  |             |                                           |             |
| Individual                                      |              |                |                |             |                |                |                  |             | \$0                                       |             |
| Family                                          |              |                |                |             |                |                |                  |             | \$0                                       |             |
| Generic                                         | \$5          | 25%            | 25%            | \$5         | 25%            | 25%            | 25%              | \$5         | 20%                                       | \$7         |
| Brand Name - Preferred                          | \$30         | 30%            | 30%            | \$15        | 30%            | 30%            | (Min \$5)<br>30% | \$15        | (min \$7, max \$15)<br>30%                | \$25        |
| Brand Name - Non -Preferred                     | 50%          | 50%            | 50%            | \$35        | 50%            | 50%            | (Min \$5)<br>50% | \$35        | (min \$14, max \$30)<br>30%               | \$50        |

Table 3

## USHE Health Insurance Costs and Coverage

Coverage Provision Changes Effective 7/1/06

| Category Changes                                                                                | UU | USU | WSU | SUU | Snow | DSC | CEU | UVSC | SLCC |
|-------------------------------------------------------------------------------------------------|----|-----|-----|-----|------|-----|-----|------|------|
| <b>Yearly Out of Pocket Max</b>                                                                 |    |     |     |     |      |     |     |      |      |
| <b>Individual</b>                                                                               |    |     |     |     |      |     |     |      |      |
| In network max went from \$1,500 to \$2,000                                                     | ✓  | ✓   |     |     |      |     |     |      |      |
| Went from \$1,000 to \$1,500                                                                    | ✓  |     |     |     |      |     |     |      |      |
| In network max went from \$1,000 to \$1,500                                                     | ✓  |     |     |     |      |     |     |      |      |
| was \$2,000, now \$2,500                                                                        |    | ✓   |     |     |      |     |     |      |      |
| Participating from \$1,000 to \$1,500; Non-participating from \$2,000 to \$2,500.               |    |     |     |     |      |     |     | ✓    |      |
| <b>Family</b>                                                                                   |    |     |     |     |      |     |     |      |      |
| In network max went from \$4,500 to \$6,000                                                     | ✓  |     |     |     |      |     |     |      |      |
| Went from \$3,000 to \$4,500                                                                    | ✓  |     |     |     |      |     |     |      |      |
| was \$3,000, now \$4,000                                                                        |    | ✓   |     |     |      |     |     |      |      |
| was \$4,000, now \$5,000                                                                        |    | ✓   |     |     |      |     |     |      |      |
| Participating from \$2,000 to \$3,000; Non-participating from \$4,000 to \$5,000.               |    |     |     |     |      |     |     | ✓    |      |
| <b>Annual Deductible</b>                                                                        |    |     |     |     |      |     |     |      |      |
| <b>Individual</b>                                                                               |    |     |     |     |      |     |     |      |      |
| was \$250, now \$500                                                                            |    | ✓   |     |     |      |     |     |      |      |
| <b>Family</b>                                                                                   |    |     |     |     |      |     |     |      |      |
| was \$500, now \$1,000                                                                          |    | ✓   |     |     |      |     |     |      |      |
| <b>Hospitalization (1st day)</b>                                                                |    |     |     |     |      |     |     |      |      |
| <b>Deductible</b>                                                                               |    |     |     |     |      |     |     |      |      |
| \$250 to \$500 (Overall deductible - not hospital specific)                                     | ✓  |     |     |     |      |     | ✓   |      |      |
| Out-of-network deductible went from \$100 to \$250 (Overall deductible - not Hospital specific) | ✓  |     |     |     |      |     |     |      |      |
| Increased from \$100 to \$150                                                                   |    |     |     | ✓   |      |     |     |      |      |
| Added \$250 Individual deductible/\$500 Family                                                  |    |     |     |     | ✓    |     |     |      |      |
| was \$50, now \$100                                                                             |    | ✓   |     |     |      |     |     |      |      |
| was \$75, now \$150                                                                             |    | ✓   |     |     |      |     |     |      |      |
| \$150 for Advantage Care and \$250 for Preferred Care                                           |    |     |     |     |      | ✓   |     |      |      |
| <b>Co-Pay</b>                                                                                   |    |     |     |     |      |     |     |      |      |
| Out-of-network went from 30% to 35%                                                             | ✓  |     |     |     |      |     |     |      |      |
| Co-pay increased from \$25 to \$30                                                              |    |     | ✓   |     |      |     |     |      |      |
| <b>Coverage after deductible/co-pay</b>                                                         |    |     |     |     |      |     |     |      |      |
| Coverage at out-of network went from 70% to 65%                                                 | ✓  |     |     |     |      |     |     |      |      |
| <b>Emergency Room</b>                                                                           |    |     |     |     |      |     |     |      |      |
| <b>Deductible</b>                                                                               |    |     |     |     |      |     |     |      |      |
| \$250 to \$500 (Overall deductible - not ER specific)                                           | ✓  |     |     |     |      |     |     |      |      |
| was \$50, now \$100                                                                             |    | ✓   |     |     |      |     |     |      |      |
| was \$75, now \$150                                                                             |    | ✓   |     |     |      |     |     |      |      |
| Increased from \$75 to \$100                                                                    |    |     |     | ✓   |      | ✓   |     |      |      |
| From \$100 to \$150.                                                                            |    |     |     |     |      |     |     | ✓    |      |
| <b>Co-pay</b>                                                                                   |    |     |     |     |      |     |     |      |      |
| Co-pay increased from \$65 to \$100                                                             |    |     | ✓   |     |      |     |     |      |      |
| Co-pay increased from \$125 to \$150                                                            |    |     |     |     |      |     |     |      | ✓    |
| <b>Coverage after deductible/co-pay</b>                                                         |    |     |     |     |      |     |     |      |      |
| <b>Office Visit Co-pay</b>                                                                      |    |     |     |     |      |     |     |      |      |
| Went from \$15 to \$20                                                                          | ✓  |     | ✓   |     |      |     |     |      |      |
| was \$20, now \$30                                                                              |    | ✓   |     |     |      |     |     |      |      |
| was \$25, now \$35                                                                              |    | ✓   |     |     |      |     |     |      |      |
| Increased from \$20 to \$30 for specialists                                                     |    |     |     | ✓   |      |     |     |      |      |



Table 3

## USHE Health Insurance Costs and Coverage

Coverage Provision Changes Effective 7/1/06

| Category Changes                                                                                                               | <u>UU</u> | <u>USU</u> | <u>WSU</u> | <u>SUU</u> | <u>Snow</u> | <u>DSC</u> | <u>CEU</u> | <u>UVSC</u> | <u>SLCC</u> |
|--------------------------------------------------------------------------------------------------------------------------------|-----------|------------|------------|------------|-------------|------------|------------|-------------|-------------|
| <i>(continued)</i>                                                                                                             |           |            |            |            |             |            |            |             |             |
| <b>Prescriptions/Pharmacy</b>                                                                                                  |           |            |            |            |             |            |            |             |             |
| <b>Yearly Out of Pocket Max</b>                                                                                                |           |            |            |            |             |            |            |             |             |
| <i>Individual</i>                                                                                                              |           |            |            |            |             |            |            |             |             |
| Increased from \$1000 to \$1250                                                                                                |           | ✓          | ✓          |            |             |            |            |             |             |
| <b>Generic</b>                                                                                                                 |           |            |            |            |             |            |            |             |             |
| was \$7, now \$5                                                                                                               |           | ✓          |            |            |             |            |            |             |             |
| Changed from 20% to 20% (\$5 min)                                                                                              |           |            | ✓          |            |             |            |            |             |             |
| % of discounted cost went from 25% of discounted cost to 75%, maximum cost added of \$75                                       |           |            |            |            |             |            | ✓          |             |             |
| <i>(continued)</i>                                                                                                             |           |            |            |            |             |            |            |             |             |
| <b>Brand Name - Preferred</b>                                                                                                  |           |            |            |            |             |            |            |             |             |
| was 30%, now 35%                                                                                                               |           | ✓          |            |            |             |            |            |             |             |
| Changed from 25% to 25% (\$10 min)                                                                                             |           |            | ✓          |            |             |            |            |             |             |
| % of discounted cost went from 30% of discounted cost to 75%, maximum cost added of \$76                                       |           |            |            |            |             |            | ✓          |             |             |
| <b>Brand Name - Non -Preferred</b>                                                                                             |           |            |            |            |             |            |            |             |             |
| was 35%, now 50%                                                                                                               |           | ✓          |            |            |             |            |            |             |             |
| Added as part of formulary to 35% (\$20 min)                                                                                   |           |            | ✓          |            |             |            |            |             |             |
| <b>Other Changes</b>                                                                                                           |           |            |            |            |             |            |            |             |             |
| UUHP and Value Care were combined to form the Advantage Option, changes based on the Value Care Preferred schedule of benefits | ✓         |            |            |            |             |            |            |             |             |
| Supplemental Accident/Life Threat Provision                                                                                    |           |            |            |            |             |            |            |             |             |
| Blue was 100% for first \$500, then 80%/20%, now 80%/20%                                                                       |           | ✓          |            |            |             |            |            |             |             |
| White was 100% for first \$500, then 70%/30%, now 70%/30%                                                                      |           |            |            |            |             |            |            |             |             |
| Home Health/ Infusion/ Hospital Out Patient                                                                                    |           |            |            |            |             |            |            |             |             |
| Blue was 100%, now 80%/20%                                                                                                     |           | ✓          |            |            |             |            |            |             |             |
| White was 100%, now 70%/30%                                                                                                    |           |            |            |            |             |            |            |             |             |
| Inpatient / Rehab / Mental Health Co-pay                                                                                       |           |            |            |            |             |            |            |             |             |
| Blue Was \$100, now \$200                                                                                                      |           | ✓          |            |            |             |            |            |             |             |
| White Was \$125 now \$250                                                                                                      |           |            |            |            |             |            |            |             |             |
| Allergy Serum Copay                                                                                                            |           |            |            |            |             |            |            |             |             |
| Blue Was \$100, now \$200                                                                                                      |           | ✓          |            |            |             |            |            |             |             |
| White Was \$125 now \$250                                                                                                      |           |            |            |            |             |            |            |             |             |
| Prescription Drug Formulary                                                                                                    |           |            |            |            |             |            |            |             |             |
| Was None, now Blue Cross Blue Shield                                                                                           |           | ✓          |            |            |             |            |            |             |             |
| \$250/\$500 also for Outpatient & Major Diagnostic (>\$350)                                                                    |           |            |            |            |             | ✓          |            |             |             |
| Trigger Point, Sacroiliac Joint, Nerve Block, Epidural Steroid and Facet infections paid at 90% of PESB up to \$5,000          |           |            |            |            |             | ✓          |            |             |             |
| Added enhanced benefit of Life Assistance Counseling w/ Blomquist Hale                                                         |           |            |            |            |             | ✓          |            |             |             |
| Adoption Benefit now includes birth mother's charges. Expenses paid at 100% up to \$4,000.                                     |           |            |            |            |             | ✓          |            |             |             |
| Medical /Surgical Care (Outpatient) -                                                                                          |           |            |            |            |             |            |            |             |             |
| From \$50 to \$100 (Copayment)                                                                                                 |           |            |            |            |             |            |            | ✓           |             |
| Major Diagnostic Test, CT,MRI,NMR (Outpatient)                                                                                 |           |            |            |            |             |            |            |             |             |
| From \$50 to \$75 (Copayment)                                                                                                  |           |            |            |            |             |            |            | ✓           |             |
| Lifetime Maximum Benefit                                                                                                       |           |            |            |            |             |            |            |             |             |
| From \$1,000,000 to \$2,000,000.                                                                                               |           |            |            |            |             |            |            | ✓           |             |
| TPN (Total Parenteral Nutrition)                                                                                               |           |            |            |            |             |            |            |             |             |
| Coverage changed from \$1, 000/plan year to \$10,000/plan year                                                                 |           |            | ✓          |            |             |            |            |             |             |
| Major Diagnostic Testing co-pay increased from \$25 to \$50                                                                    |           |            |            |            |             |            |            |             | ✓           |

Table 4

**USHE Dental Insurance Providers, Premiums, and Enrollment**

2006-07

|                                                        | UU    | USU   |       | WSU   | SUU          | SNOW          | DSC   | CEU   | UVSC    | SLCC    |
|--------------------------------------------------------|-------|-------|-------|-------|--------------|---------------|-------|-------|---------|---------|
| <i>Insurance Provider/Third Party Administrator</i>    | BCBS  | Blue  | White | EMIA  | Regence BCBS | Dental Select | PEHP  | EMIA  | EMIA    | BCBS    |
| <i>2006-07 Total Premium Increase (Percent)</i>        | 0.0%  | 0.0%  | 0.0%  | 10.7% | 6.4%         | -4.0%         | 0.0%  | 0.0%  | 0.0%    | 14.7%   |
| <i>Annual Premium Cost to Institution per Employee</i> |       |       |       |       |              |               |       |       |         |         |
| Single                                                 | \$196 | \$285 | \$302 | \$223 | \$287        | \$331         | \$526 | \$231 | \$631   | \$364   |
| Employee + 1 dependent                                 | \$450 | \$496 | \$526 | \$396 | \$507        | \$649         | \$669 | \$406 | \$807   | \$646   |
| Family                                                 | \$710 | \$900 | \$954 | \$733 | \$966        | \$977         | \$969 | \$750 | \$1,174 | \$1,159 |
| <i>Annual Premium Cost to Employee</i>                 |       |       |       |       |              |               |       |       |         |         |
| Single                                                 | \$121 | \$125 | \$125 | \$56  | \$72         | \$0           | \$28  | \$57  | \$158   | \$36    |
| Employee + 1 dependent                                 | \$277 | \$218 | \$218 | \$99  | \$127        | \$0           | \$35  | \$101 | \$202   | \$72    |
| Family                                                 | \$437 | \$396 | \$396 | \$183 | \$242        | \$0           | \$51  | \$188 | \$294   | \$125   |

Table 1

**SUMMARY OF UCAT HEALTH INSURANCE INCREASES**

Since 2001-02

|                        | 01-02 | 02-03 | 03-04 | 04-05 | 05-06 | 06-07 | Average <sup>(1)</sup> |
|------------------------|-------|-------|-------|-------|-------|-------|------------------------|
| BATC <sup>(2)</sup>    | 14.4% | 12.6% | 0.0%  | 13.3% |       |       | 10.1%                  |
| DATC                   | 17.0% | 12.0% | 7.8%  | 5.4%  | 10.6% | 6.7%  | 9.9%                   |
| DXATC <sup>(3)</sup>   | 11.5% | 7.5%  | -8.3% | 17.0% | 14.0% | 7.2%  | 8.1%                   |
| MATC <sup>(4)</sup>    | n/a   | n/a   | n/a   | n/a   | 11.9% | 8.6%  | 10.2%                  |
| OWATC                  | 13.0% | 0.7%  | 7.4%  | 11.5% | 20.0% | 8.1%  | 10.1%                  |
| SLTATC                 | 18.3% | 12.0% | 8.5%  | 5.0%  | 12.0% | 7.2%  | 10.5%                  |
| SEATC                  | 8.4%  | 13.0% | 6.2%  | 11.5% | -6.6% | 7.2%  | 6.6%                   |
| SWATC <sup>(5)</sup>   | 7.5%  | 13.0% | 10.3% | 7.0%  | 10.0% |       | 9.6%                   |
| UBATC                  | 12.0% | 12.0% | 8.5%  | 5.5%  | 11.8% | 7.2%  | 9.5%                   |
| Average <sup>(1)</sup> | 12.8% | 10.4% | 5.1%  | 9.5%  | 10.5% | 7.5%  |                        |

*(1) Simple averages**(2) BATC 2005-06 & 2006-07 Rate increases not available at the time of printing**(3) DXATC is an average increase across the two plans for 2006-07. As of 2006-07 DXATC is on its own insurance plan**(4) Mountainland Applied Technology College has implented its own plan for 04-05. Previously used UVSC's plan.*

Table 2  
UCAT Health Insurance Plans  
2006-07

|                                                        | <u>BATC <sup>(1)</sup></u> | <u>DATC</u>                                    |                                                |                                                | <u>DXATC</u>      |                   | <u>MATC</u>                         | <u>OWATC</u>                          |                                       |                                       |
|--------------------------------------------------------|----------------------------|------------------------------------------------|------------------------------------------------|------------------------------------------------|-------------------|-------------------|-------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| <i>Insurance Provider</i>                              | EMIA                       | PHEP<br>Advantage                              | PHEP<br>Preferred                              | PEHP<br>Summit Care                            | PHEP<br>Advantage | PHEP<br>Preferred | EMIA                                | PHEP<br>Preferred                     | PEHP Summit<br>Care                   | PHEP<br>Advantage                     |
| <i>2006-07 Total Premium Increase (Percent)</i>        |                            | 6.7%                                           | 6.7%                                           | 6.7%                                           | 7.2%              | 7.2%              | 8.6%                                | 8.1%                                  | 8.1%                                  | 8.1%                                  |
| <i>Annual Premium Cost to Institution per Employee</i> |                            |                                                |                                                |                                                |                   |                   |                                     |                                       |                                       |                                       |
| Single                                                 |                            | \$4,054                                        | \$4,137                                        | \$4,054                                        | \$4,054           | \$4,137           | \$4,065                             | \$3,551                               | \$3,182                               | \$3,551                               |
| Employee + 1 dependent                                 |                            | \$8,358                                        | \$8,529                                        | \$8,358                                        | \$8,358           | \$8,529           | \$9,392                             | \$7,351                               | \$6,587                               | \$7,351                               |
| Family                                                 |                            | \$11,158                                       | \$11,386                                       | \$11,158                                       | \$11,158          | \$11,386          | \$13,565                            | \$9,944                               | \$8,910                               | \$9,944                               |
| <i>Annual Premium Cost to Employee per Employee</i>    |                            |                                                |                                                |                                                |                   |                   |                                     |                                       |                                       |                                       |
| Single                                                 |                            | \$83                                           | \$311                                          | \$83                                           | \$83              | \$311             | \$0                                 | \$1,173                               | \$315                                 | \$351                                 |
| Employee + 1 dependent                                 |                            | \$171                                          | \$642                                          | \$171                                          | \$171             | \$642             | \$0                                 | \$2,429                               | \$651                                 | \$727                                 |
| Family                                                 |                            | \$228                                          | \$857                                          | \$228                                          | \$228             | \$857             | \$0                                 | \$3,286                               | \$881                                 | \$983                                 |
| <i>Key Coverage Provisions</i>                         |                            |                                                |                                                |                                                |                   |                   |                                     |                                       |                                       |                                       |
| Yearly Out of Pocket Max                               |                            |                                                |                                                |                                                |                   |                   |                                     |                                       |                                       |                                       |
| Individual                                             |                            | \$2,000                                        | \$2,000                                        | \$2,000                                        | \$2,000           | \$2,000           | \$1,000                             | \$2,000                               | \$2,000                               | \$2,000                               |
| Family                                                 |                            | \$4,000                                        | \$4,000                                        | \$4,000                                        | \$4,000           | \$4,000           | \$2,000                             | \$4,000                               | \$4,000                               | \$4,000                               |
| Hospitalization (1st day)                              |                            |                                                |                                                |                                                |                   |                   |                                     |                                       |                                       |                                       |
| Deductible                                             |                            | 250 - Individual<br>500 - Family (Over<br>350) | 250 - Individual<br>500 - Family (Over<br>350) | 250 - Individual<br>500 - Family (Over<br>350) | \$0               | \$0               | 0                                   | \$250 - Individual<br>\$500 - Family  | \$250 - Individual<br>\$500 - Family  | \$250 - Individual<br>\$500 - Family  |
| Co-pay                                                 |                            | \$150                                          | \$250                                          | \$150                                          | \$150             | \$250             | \$100 Day 1<br>\$75 Day 2-4<br>100% | 0%                                    | \$0                                   | \$0                                   |
| Coverage after deductible/co-pay                       |                            | 90%                                            | 85%                                            | 90%                                            | 90%               | 85%               |                                     | 80%                                   | 80%                                   | 80%                                   |
| Emergency Room                                         |                            |                                                |                                                |                                                |                   |                   |                                     |                                       |                                       |                                       |
| Deductible                                             |                            | 250 - Individual<br>500 - Family (Over<br>350) | 250 - Individual<br>500 - Family (Over<br>350) | 250 - Individual<br>500 - Family (Over<br>350) | \$100             | \$0               | \$0                                 | \$0                                   | \$0                                   | \$0                                   |
| Co-pay                                                 |                            | \$100                                          | \$100                                          | \$100                                          | \$0               | \$0               | \$100                               | \$75                                  | \$75                                  | \$75                                  |
| Coverage after deductible/co-pay                       |                            | 90%                                            | 85%                                            | 90%                                            | 100%              | 100%              | 100%                                | 100%                                  | 100%                                  | 100%                                  |
| Office Visit Co-pay                                    |                            | \$20 - Physician<br>\$25 Specialist            | \$25                                           | \$20 - Physician<br>\$25 Specialist            | \$20              | \$25              | \$20                                | \$15 - Physician<br>\$20 - Specialist | \$15 - Physician<br>\$20 - Specialist | \$15 - Physician<br>\$20 - Specialist |
| <i>Prescription Benefits</i>                           |                            |                                                |                                                |                                                |                   |                   |                                     |                                       |                                       |                                       |
| Generic                                                |                            | 25% (Min \$5)                                  | 25% (Min \$5)                                  | \$5                                            | 25%               | 25%               | 20%<br>(min \$7, Max \$15)          | 20%                                   | 20%                                   | 20%                                   |
| Brand Name - Preferred                                 |                            | 30% (Min \$5)                                  | 30% (Min \$5)                                  | \$15                                           | 30%               | 30%               | 30%<br>(min \$25, max \$50)         | 25%                                   | 25%                                   | 25%                                   |
| Brand Name - Non-preferred                             |                            | 50% (Min \$5)                                  | 50% (Min \$5)                                  | \$35                                           | 50%               | 50%               | 30%<br>(min \$25, max \$50)         | 50%                                   | 50%                                   | 50%                                   |

NOTES:

(1) BATC plan information not available at the time of printing

Table 2  
UCAT Health Insurance Plans  
2006-07

|                                                        | <u>SLTATC</u>  |                  |                | <u>SEATC <sup>(2)</sup></u> |             | <u>SWATC <sup>(3)</sup></u> | <u>UBATC</u> |                |
|--------------------------------------------------------|----------------|------------------|----------------|-----------------------------|-------------|-----------------------------|--------------|----------------|
| <i>Insurance Provider</i>                              | PEHP Preferred | PEHP Summit Care | PEHP Advantage | PEHP Preferred              | PEHP Summit | EMIA                        | PEHP Altius  | PEHP Preferred |
| <i>2006-07 Total Premium Increase (Percent)</i>        | 7.2%           | 7.2%             | 7.0%           | 7.2%                        | 7.2%        |                             | 7.2%         | 7.20%          |
| <i>Annual Premium Cost to Institution per Employee</i> |                |                  |                |                             |             |                             |              |                |
| Single                                                 | \$4,137        | \$4,054          | \$4,054        | \$4,158                     | \$4,137     |                             | \$4,054      | \$4,137        |
| Employee + 1 dependent                                 | \$8,529        | \$8,358          | \$8,358        | \$8,572                     | \$8,529     |                             | \$8,358      | \$8,529        |
| Family                                                 | \$11,386       | \$11,158         | \$11,158       | \$11,444                    | \$11,386    |                             | \$11,158     | \$11,386       |
| <i>Annual Premium Cost to Employee per Employee</i>    |                |                  |                |                             |             |                             |              |                |
| Single                                                 | \$311          | \$83             | \$83           | \$290                       | \$0         |                             | \$83         | \$311          |
| Employee + 1 dependent                                 | \$642          | \$171            | \$171          | \$599                       | \$0         |                             | \$171        | \$642          |
| Family                                                 | \$857          | \$228            | \$228          | \$799                       | \$0         |                             | \$228        | \$857          |
| <i>Key Coverage Provisions</i>                         |                |                  |                |                             |             |                             |              |                |
| Yearly Out of Pocket Max                               |                |                  |                |                             |             |                             |              |                |
| Individual                                             | \$2,000        | \$2,000          | \$2,000        | \$2,000                     | \$2,000     |                             | \$2,000      | \$2,000        |
| Family                                                 | \$4,000        | \$4,000          | \$4,000        | \$4,000                     | \$4,000     |                             | \$4,000      | \$4,000        |
| Hospitalization (1st day)                              |                |                  |                |                             |             |                             |              |                |
| Deductible                                             | \$0            | \$0              | \$0            | \$250                       | \$150       |                             | \$250        | \$250          |
| Co-pay                                                 | 0%             | 0%               | 0%             | 0%                          | 0%          |                             | \$0          | 0%             |
| Coverage after deductible/co-pay                       | 85%            | 90%              | 90%            | 85%                         | 90%         |                             | 90%          | 85%            |
| Emergency Room                                         |                |                  |                |                             |             |                             |              |                |
| Deductible                                             | 0              | \$0              | \$0            | \$0                         | \$0         |                             | \$0          | \$0            |
| Co-pay                                                 | \$75           | \$75             | \$75           | \$75                        | \$75        |                             | \$75         | \$75           |
| Coverage after deductible/co-pay                       | 85%            | 90%              | 90%            | 100%                        | 100%        |                             | 100%         | 100%           |
| Office Visit Co-pay                                    | \$25           | \$20             | \$20           | \$25                        | \$20        |                             | \$20         | \$25           |
| <i>Prescription Benefits</i>                           |                |                  |                |                             |             |                             |              |                |
| Generic                                                | 25% (Min \$5)  | \$5              | 25%            | 25% (Min \$5)               | 500%        |                             | \$5          | 25%            |
| Brand Name - Preferred                                 | 30% (Min \$5)  | \$15             | 30%            | 30% (Min \$5)               | 1500%       |                             | \$15         | 30%            |
| Brand Name - Non-preferred                             | 50% (Min \$5)  | \$35             | 50%            | 50% (Min \$5)               | 3500%       |                             | \$30         | 50%            |

**NOTES:**

(2) SEATC is on the PEHP Preferred plan through College of Eastern Utah

(3) SWATC plan information not available at the time of printing

Table 3

## UCAT Health Insurance Costs and Coverage

Coverage Provision Changes Effective July 1, 2006

| <u>Category Changes</u>                                                                                       | <u>BATC</u> | <u>DATC</u> | <u>DXATC</u> | <u>MATC</u> | <u>OWATC</u> | <u>SLTATC</u> | <u>SEATC</u> | <u>SWATC</u> | <u>UBATC</u> |
|---------------------------------------------------------------------------------------------------------------|-------------|-------------|--------------|-------------|--------------|---------------|--------------|--------------|--------------|
| <b>Employee Premiums</b>                                                                                      |             |             |              |             |              |               |              |              |              |
| Employee Share increasing from 7% to 9%                                                                       |             |             |              |             | ✓            |               |              |              |              |
| <b>Hospitalization (1st day)</b>                                                                              |             |             |              |             |              |               |              |              |              |
| <b>Deductible</b>                                                                                             |             |             |              |             |              |               |              |              |              |
| From \$0 to \$250/individual or \$500/family(over \$350)                                                      |             | ✓           |              |             | ✓            |               |              |              | ✓            |
| <b>Coverage after deductible/co-pay</b>                                                                       |             |             |              |             |              |               |              |              |              |
| Decreased from 90% to 80%                                                                                     |             |             |              |             | ✓            |               |              |              |              |
| <b>Emergency Room</b>                                                                                         |             |             |              |             |              |               |              |              |              |
| <b>Deductible</b>                                                                                             |             |             |              |             |              |               |              |              |              |
| From \$0 to \$250/individual or \$500/family(over \$350)                                                      |             | ✓           |              |             |              |               | ✓            |              |              |
| <b>Co-pay</b>                                                                                                 |             |             |              |             |              |               |              |              |              |
| From \$75 to \$100                                                                                            |             | ✓           |              |             |              |               |              |              |              |
| Network from \$75 to \$100, Out of Network from \$125 to \$150                                                |             | ✓           |              |             |              |               |              |              |              |
| <b>Prescriptions/Pharmacy</b>                                                                                 |             |             |              |             |              |               |              |              |              |
| <b>Generic</b>                                                                                                |             |             |              |             |              |               |              |              |              |
| % of discounted cost went from 25% of discounted cost to 75%, maximum cost added of \$75                      |             |             |              |             |              |               | ✓            |              |              |
| <b>Brand Name - Preferred</b>                                                                                 |             |             |              |             |              |               |              |              |              |
| % of discounted cost went from 30% of discounted cost to 75%, maximum cost added of \$76                      |             |             |              |             |              |               | ✓            |              |              |
| <b>Other Changes</b>                                                                                          |             |             |              |             |              |               |              |              |              |
| INJECTIONS PAID AT 90% UP TO \$5000 (TRIGGER POINT, SACROILIAC JOINT,NERVE BLOCK, EPIDURAL STEROID AND FACET) |             |             |              |             |              |               |              |              | ✓            |

Table 4  
**UCAT Dental Insurance Providers, Premiums, and Enrollment**  
 2006-07

|                                                 | BATC <sup>(1)</sup> | DATC                |                |                   | DXATC | MATC    | OWATC  | SLTATC              |                   |                           | SEATC <sup>(2)</sup> | SWATC <sup>(3)</sup> | UBATC             |
|-------------------------------------------------|---------------------|---------------------|----------------|-------------------|-------|---------|--------|---------------------|-------------------|---------------------------|----------------------|----------------------|-------------------|
| <i>Insurance Provider</i>                       | EMIA                | PEHP<br>Traditional | PEHP<br>Select | PEHP<br>Preferred | PEHP  | EMIA    | EMIA   | PEHP<br>Traditional | PEHP<br>Preferred | Dental Select<br>Platinum | EMIA                 | EMIA                 | PEHP<br>Preferred |
| <i>2006-07 Total Premium Increase (Percent)</i> |                     | 0.0%                | 0.0%           | 0.0%              | 0.0%  | 6.9%    | -11.9% | 0.0%                | 0.0%              | 0.0%                      | 0.0%                 |                      | 0.0%              |
| <i>Annual Premium Cost to Institution</i>       |                     |                     |                |                   |       |         |        |                     |                   |                           |                      |                      |                   |
| Single                                          |                     | \$526               | \$469          | \$526             | \$526 | \$588   | \$522  | \$0                 | \$0               | \$0                       | \$231                |                      | \$526             |
| Employee + 1 dependent                          |                     | \$669               | \$669          | \$669             | \$669 | \$748   | \$662  | \$0                 | \$0               | \$0                       | \$406                |                      | \$669             |
| Family                                          |                     | \$969               | \$969          | \$969             | \$969 | \$1,088 | \$964  | \$0                 | \$0               | \$0                       | \$750                |                      | \$969             |
| <i>Annual Premium Cost to Employee</i>          |                     |                     |                |                   |       |         |        |                     |                   |                           |                      |                      |                   |
| Single                                          |                     | \$168               | \$0            | \$28              | \$28  | \$0     | \$52   | \$694               | \$554             | \$468                     | \$57                 |                      | \$28              |
| Employee + 1 dependent                          |                     | \$220               | \$137          | \$35              | \$35  | \$0     | \$65   | \$888               | \$704             | \$803                     | \$101                |                      | \$35              |
| Family                                          |                     | \$315               | \$203          | \$51              | \$51  | \$0     | \$95   | \$1,284             | \$1,020           | \$1,170                   | \$188                |                      | \$51              |

NOTES:  
 (1) BATC information was not available at the time of printing  
 (2) SEATC is on the Educators Mutual Insurance plan through CEU  
 (3) SWATC information was not available at the time of printing

USHE Finance, Facilities, and Accountabilities Committee

Report on Common Practices and Benchmarks in Health Benefits

June 2006

Common Practices and Benchmarks

I. Cost of Health Insurance

A. **Premium Increases** - The cost of job-based health insurance rose by 9.2% in Spring 2005.

This is the second consecutive year that insurance premiums showed a declining rate of growth.

Increases for the previous 5 years were 11.2% in 2004, 13.9% in 2003, 12.7% in 2002, 11% in 2001, and 8.3% in 2000.

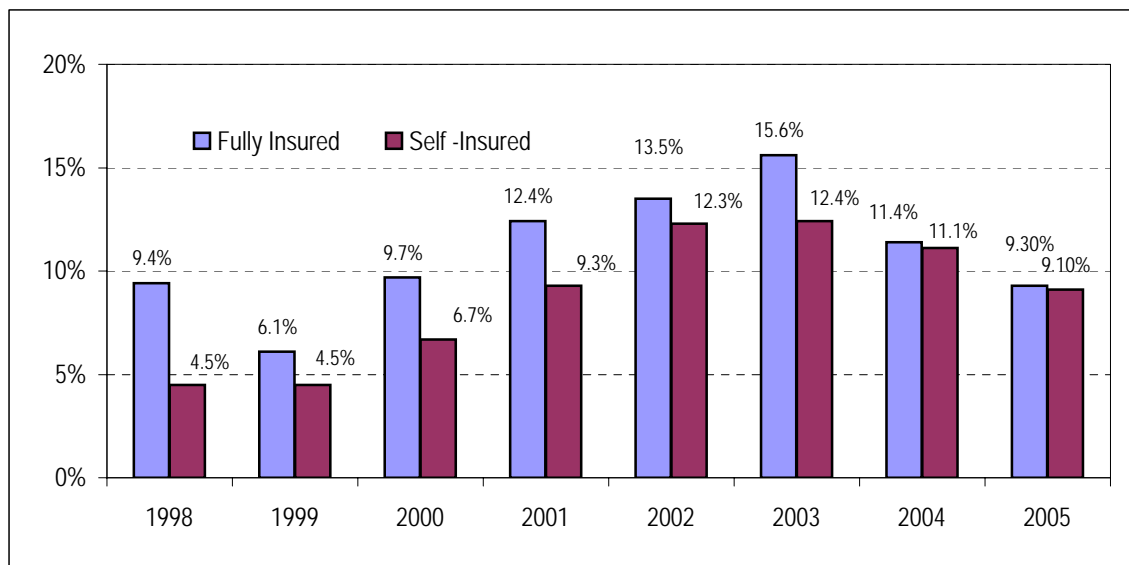
1. **Smaller Rate Increases Outpace Inflation and Wage Gains** - Despite the slowdown in rate increases, premium rate increases (9.2%) continue to exceed inflation (3.5%) and wage gains (2.7%).

2. **Similar Premium Increases for Small and Large Firms** - Employees in small and large firms experienced similar increases in 2005 (9.8% vs 8.9%).

3. **Wide Variation in Premium Increases for Workers and Firms** - 7% of covered workers experienced increases greater than 20% while 32% of covered workers experienced increases of less than or equal to 5%.

4. **Fully-insured vs. Self-insured** - Similar to 2004, premium equivalents for self-funded plans (9.1%) rose at a statistically equivalent rate as premiums for fully insured plans (9.3%). (See Figure 1)

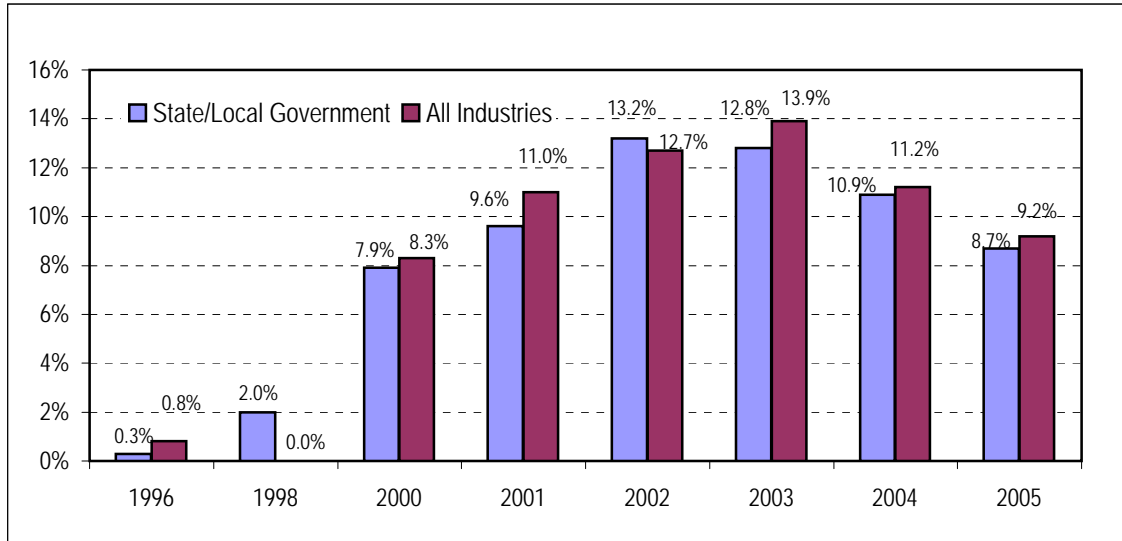
*Figure 1. Premium Increases for Fully-insured vs. Self-insured Firms*





**5. State/Local Government Sector** - In 2005 premium increases for the State/Local Government were lower than the average premium increases for all industry sectors. However in 2002 the premium increases were larger than the average of all sectors (See Figure 2).

**Figure 2. Premium Increases by Industry**



**B. Annual Premium Costs of Single and Family Coverage** - Average annual premiums including employer and employee share equal \$4,024 for single coverage and \$10,880 for family coverage.

- 1. PPO Premiums** - Average annual premiums are \$4,150 for single and \$11,090 for family coverage.
- 2. HMO Premiums** - HMOs remain the lowest cost with monthly premiums of \$3,767 for single coverage and \$10,456 for family coverage.
- 3. Regional Differences** - Cost of coverage in the West is no longer the lowest. Cost of coverage in the South is now the lowest with the West as second lowest. Cost of coverage remains the highest in the Northeast.

## II. Health Insurance Choice

**A. Most Available Plan Option** - PPO coverage continues to be the most available plan option, with 82% of covered employees able to choose a PPO plan. HMO is the next available plan type with 44% of covered employees having this option. This is down from 54% in 2004.

**B. Multiple Plan Options** - The number of covered workers who can choose from multiple plans is 63%, which has been a fairly stable number since 1996. Workers in the large firms are more likely to have more than one plan option (78%), while workers in the small firms are the least likely (33%).

### III. Market Shares of Health Plans

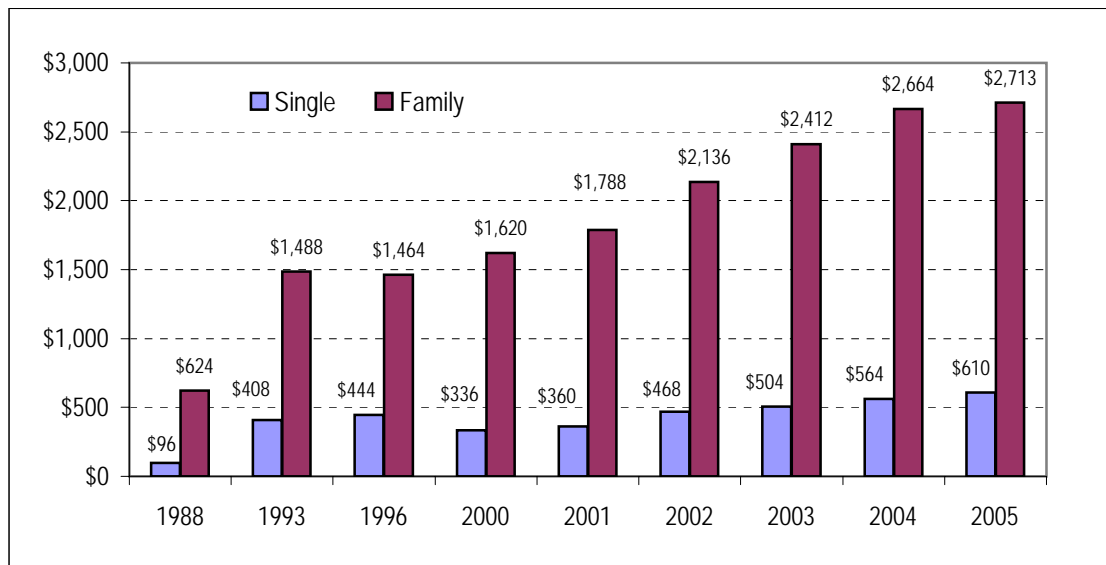
A. **PPO Enrollment** - More than half of covered workers (61%) enroll in PPO plans, up from 55% in 2004.

B. **HMO Enrollment** - Enrollment in HMO plans fell to 21% of total workers compared to 25% in 2004.  
The West Region continues to have a higher enrollment in HMO plans than other regions (32%).

### IV. Employee Contribution for Premiums

A. **Dollars Contributed** - The average monthly workers' contributions for single coverage is \$51 in 2005, while family coverage contributions is \$226. The annual average rates for single coverage and family coverage are \$610 and \$2,713, respectively (See Figure 3).

**Figure 3. Average Annual Employee Premium Contribution**



B. **Employee Percentage Contributed** - 3 different sources (see Table 1)

1. **Kaiser and HRET**: Workers continued to pay about 16% for single coverage and 26% for family coverage (See Figure 4).

a) **Employers Fully Covering Premiums** - Twenty-one percent of covered workers have the full cost of single premiums paid by their employer compared with 9% have the full cost of family premiums covered by the employer.

2. **2003 Medical Expenditure Panel Survey** - Nationally, workers pay 25% of the premium for family coverage and 17% of the premium for single coverage. In Utah, workers pay 28% of the premium for family coverage and 19% for single coverage.

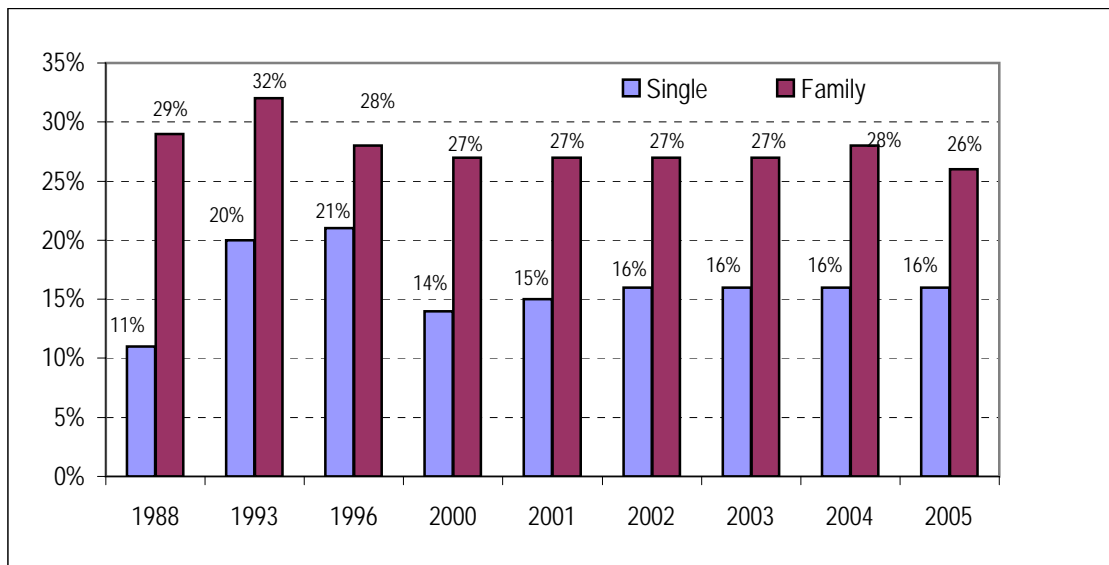
3. **U.S. Department of Labor** - Employee contributions toward the premium for single coverage

were 18% and 29% for family coverage.

**Table 1. Employee Premium Contribution**

| Survey               | Employee Share of Premium |        |        |        |
|----------------------|---------------------------|--------|--------|--------|
|                      | U.S.                      |        | Utah   |        |
|                      | Single                    | Family | Single | Family |
| Kaiser/HRET, 2005    | 16.0%                     | 26.0%  |        |        |
| MEP Survey, 2003     | 17.0%                     | 25.0%  | 19.0%  | 28.0%  |
| Dept. of Labor, 2005 | 18.0%                     | 29.0%  |        |        |

**Figure 4. Percentage of Employee Contribution to Premium**



Source: Kaiser and HRET, 2005

## V. Employee Cost Sharing

**A. Deductibles** - In 2005, annual deductibles in PPO plans - the most common plan type - are stable. Average deductibles for single PPO Coverage are \$323 for preferred providers and \$679 for family coverage.

**B. Coinsurance** -The vast majority of covered workers (83%) in HMOs, PPOs, POSs face a fixed-dollar co-payment rather than a percentage coinsurance (10%) when they visit a physician.

**C. Co-payments**- Among covered workers with copayments around 20% pay a copayment for in-network services of \$5 or \$10 per visit, 61% pay \$15 or \$20 per visit and 17% pay \$25 or \$30 per visit.

**D. Effects of Greater Employee Cost-Sharing** - Research has demonstrated that higher co-pays and deductibles save costs, but may also discourage use of needed services, particularly among lower-income individuals.

**VI. High Deductible Health Plans and Savings Account Options**

**A. Availability of HDHP Options** - Twenty percent of firms now offer HDHP plans, up from 10% in 2004 and 5% in 2003. 33% of Jumbo firms (5000 or more workers) offer some version of an HDHP plan to at least some of their workers. The number of firms offering the HDHP plan appears likely to grow over the next year.

**VII. Prescription Drug Benefits**

**A. Prescription Benefit Coverage** - Ninety-eight percent of covered workers in employee sponsored health plans have a prescription benefit. Of these 89% participate in a tiered cost sharing formula.

**B. Three or Four-tier Cost-Sharing Arrangements Increasing** - The use of tiered cost sharing arrangements to encourage the use of generic drugs and preferred brand name drugs has increased over the past year growing from 55% of covered workers in 2002 to 63% in 2003, 68% in 2004 and 74% in 2005.

**C. Pharmaceutical Co-payments** - The average drug co-payments for generic (\$10), preferred (\$22) and non-preferred (\$35) drugs increased slightly over the last year. Average co-payments for a four-tier drug are \$74.

**D. Pharmaceutical Co-payments** - The average drug co-payments for generic (\$10), preferred (\$22) and non-preferred (\$35) drugs increased slightly over the last year. Average co-payments for a four-tier drug are \$74.

**E. Pharmaceutical Coinsurance** - Cost-sharing for workers with coinsurance averages 20% for generic, 25% for preferred and 33% for non-preferred drugs and 43% for four-tier drugs.

**F. Other Prescription Benefit Strategies** - Some firms are implementing a separate prescription drug deductible to decrease the cost of coverage. For covered workers with prescription drug benefits 10% have a separate deductible. The average annual deductible amount is \$122.

**VIII. Plan Funding**

**A. Level of Self-Funding** - Similar to 2004, 54% of covered employees are in a plan that is completely or partially self-insured in 2005. This has remained relatively stable over the last few years.

**B. Related to Size of Firm** - The amount of covered workers in self-funded plans varies dramatically by size of firm. Thirteen percent of covered workers in small firms (3 to 199 workers) are in self-insured plans compared to 53% of workers in mid-size firms (200 to 999 workers), 78% in large firms (1,000 - 4,999 workers) and 80% of workers in jumbo firms (5000+ workers).

**C. Coverage of Self Insured Plans** - Firms that self-insure are least likely to cover workers in HMO plans (32%) and most likely to cover workers in PPO plans (65%)

## Sources

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A national survey of 400 questions to 2,013 employers categorized by industry, size of firm, and region.  
*Note: All data comes from this report unless otherwise referenced.*

- Agency for Healthcare Research and Quality, Center for Cost and Financing Studies. 2003. 2003 *Medical Expenditure Panel Survey (MEPS) - Insurance Component*. Accessed through the Kaiser Family Foundation "State Health Facts Online" website, found at

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<http://statehealthfacts.org/cgi-bin/healthfacts.cgi?action=compare&category=Health+Costs+%26+Budgets&subcategory=Employment-Based+Health+Premiums&topic=Single+Coverage&gsaview=1>

May 15, 2006.

The Medical Expenditure Panel Survey - Insurance Component is an annual survey of establishments that collects information about employer-sponsored health insurance offerings in the United States.

- U.S. Department of Labor, Bureau of Labor Statistics. 2005. *National Compensation Survey: Employee Benefits in Private Industry in the United States, March 2005*. Found at <http://www.bls.gov/ncs/ebs/sp/ebsm0003.pdf> May 15, 2006.

May 31, 2006

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: USHE – Preliminary Review of Proposed Changes to the Q&P Process

Each year the Board of Regents submits a prioritized list of projects for consideration for state funding. The most important element in the recommendation is the Qualification and Prioritization (Q&P) Process. The Q&P is a multi-step process that calculates the highest space needs on each of the nine USHE campuses and provides a method to rank projects among institutions with widely divergent missions.

A key concern for the Regents is the perception that USHE priorities are not given appropriate consideration by the Building Board. In an attempt to correct this perception, the Regents asked staff to suggest ways to make the Q&P more transparent in an effort to gain more understanding from stakeholders and state policy makers.

We are bringing a two-step process to the Regents for suggesting change. Step one is the presentation of the attached recommendations for general discussion in the June, 2006, Regents' meeting. Step two is the potential approval of selected recommendations in the July Regents' meeting.

The attached draft document provides the first step by outlining eight key issues for consideration by the Regents.

1. Counting of all instructional space – including leased space and extension centers;
2. Expansion of life/safety category;
3. Continue emphasis on Regents' top priorities;
4. Find means to get Building Board to maintain Regents' priority order;
5. Application of "Other Funds";
6. Addressing the size and scope of projects;
7. Addressing range of Q Scores;
8. Restore ability of schools to submit multiple projects.

Staff created this document in consultation with institutions although not all institutions agree that all points should be adopted. Regents are asked to consider each point and provide direction to staff in drafting formal changes to *Policy R741 Capital Facilities Qualification and Prioritization Process*.

Commissioner's Recommendation

Information only.

REK/MHS/KGW  
Attachment

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Richard E. Kendell, Commissioner

## Review of Proposed Changes to the Q&P Process

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### SUMMARY OF STAFF RECOMMENDATIONS:

#### 1 *Counting leased space*

The Q&P student FTE number used by some institutions includes some students in leased space, yet the leased space may not be counted in the institution's Q&P space inventory. It seems reasonable to have both in or both out. In addition, through cooperative arrangements, space at one institution may be dedicated for use by another institution, whether or not there is a formal lease agreement.

**We recommend that if students in leased space are counted, the leased space should also be counted in the Q&P space inventory.**

**We recommend that if students at other institutional sites are counted, the "hosted" space should also be counted in the inventory of the institution counting the FTE students.**

#### 2 *Expanding the "life/safety" category*

We are aware that a building might have low functional usability without necessarily having dire life/safety issues.

**We recommend re-titling the "life/safety" category to "facility condition assessment" with four sub-categories of points: structural/seismic, electrical, mechanical, and other (which would be an overall assessment of functional usability).**

#### 3 *Annual emphasis on fewer projects*

**We recommend that the commissioner and the regents emphasize as a priority only the top three to five new projects. The regents should list the top priority for each of the ten institutions for planning purposes but should go forward with presentations on a smaller number of projects.**

#### 4 *Building Board*

**We recommend that the commissioner and regents request that the Building Board endorse the priority order of the Board of Regents for higher education projects.**



## 5 *Other funds applied to state-funded projects*

There may be a need to create a stronger incentive for garnering private funds, short of instituting an requirement of some private funds for every project. There is recognition that smaller institutions have more difficulty in raising private funds. Therefore, there may be a need to adjust the point structure for private funds by size or type of institution. There is also clarification needed as to when offers of private funds will be acknowledged with points, whether student fees should be treated as other funds, and how to treat funds from partnering public entities.

**We recommend that institutions be encouraged to raise private funds for every project. We recommend a sliding scale of “other funds” points by type of institution: “These points are awarded to projects that are funded partly by documented non-state funds. Between 0 and 15 points are available depending on the proportion of non-state funding in the project. *For technical and community colleges, a project receives 1 point for each 3% that is non-state funded. For state colleges and regional universities, a project receives 1 point for each 4% that is non-state funded. For research universities, a project receives 1 point for every 5% that is non-state funded. At 75% and above, the project receives 15 points. (R741.5.3.2)***

**We recommend a firmer stand regarding when promised funds can earn points. Commissioner’s staff will evaluate each request for other funds points on a case by case basis.**

**We recommend that funding from other public entities, which includes rights for shared or exclusive use or some other equity interest by the other public entity, be considered useful partnerships but not “other funds.”**

**We recommend that student fees not count as “other funds” for regular academic space.**

## 6. Size and scope of new projects

It is understood that replacement projects will often be larger than the buildings they are replacing in order to accommodate future growth. However, recent replacement projects which are substantially larger have raised concern. It is not well understood that the “Q” score takes into account the proposed size of projects. That is, if a proposed building is greater than the institution’s space “gap” for that category of space, the building actually loses gap points.

**We recommend that staff develop a method of explaining the “gap” process to the Board of Regents, the Building Board, the Governor, and the Legislature.**

7. Reflecting the range between raw “Q” scores

The current two-point scoring system, i.e. 50, 48, 46, etc., does not always reflect the actual difference among Q scores. A graduated scale of points three through zero was considered. Also considered was changing the interval between raw scores from two to three.

**We recommend that Q points be allotted in increments of two points, except where the Q scores are essentially identical, when a tie score would be awarded. We recommend that Q scores be rounded to two decimal places rather than four.**

8. Two projects per institution

**In order to more fully develop a long-term plan, we recommend that each institution may submit two capital development projects per year to be scored through the Q&P process.**

May 31, 2006

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: USHE Update on Possible Consolidation of Administrative Data Processing

Issue

Eight of the ten institutions in USHE currently utilize SunGard's Banner software solution for Administrative Data Processing (ADP). Because of the costs associated with each of the eight having its own full implementation of Banner, the Commissioner asked staff to review the feasibility of consolidating Banner implementation sites so that one or more of the smaller institutions are served by one of the larger institutions, or at some central location. The matter of consolidating Banner implementation sites was discussed at the Regents meeting at the College of Eastern Utah. While it is clear that Banner implementation has been a challenge at CEU the concerns are broader than a single institution. The proposed study assumes implications for CEU and other small institutions.

Background

The USHE engaged a consultant in 2001 to provide "an assessment of its current administrative computing environment" and to assess "potential cost-saving options such as hosting arrangements, consortial arrangements, and group purchasing." In late 2001, the consultant reported that ADP within the USHE was ineffective and recommended transitioning from the existing "legacy" software to a new web-based enterprise-wide computing environment.

Two institutions, the University of Utah and Salt Lake Community College, had already started down the path toward modernizing ADP. The University began a conversion to Peoplesoft and SLCC began with SunGard's Banner. The consultant strongly recommended that the remaining seven institutions (UCAT was not part of the study) select one of these two products from among the five or six competing software vendors. After careful review, the seven institutions decided to join SLCC in using Banner. While none of the seven elected to enter into a shared service arrangement, they did agree to coordinate transition efforts and to coordinate purchasing the same hardware platform, Sun Microsystems, and the same database, Oracle.

The seven institutions are three years into the ADP migration with mixed results. In the larger institutions with a critical mass of staff expertise, the migration has been difficult but is now functioning well. In the smaller institutions, CEU, Snow, and to some extent DSC, administrators report significant difficulty in receiving timely information from the system. Two or three staff members at a small institution struggle with the same tasks assigned to six or eight staff members at a larger institution.

State Board of Regents  
June 1, 2006

I have asked Mark Spencer, Associate Commissioner, and Steve Hess, CIO, to study the feasibility of consolidating Banner implementation sites. Their study will be guided by the following questions:

1. What is the current level of effectiveness of Banner at CEU, Snow, and DSC? If improvement is needed, what additional resources would be necessary to achieve full effectiveness?
2. Would full effectiveness be more cost-effectively achieved by consolidating one or more of the smaller institutions with a larger institution which has effectively implemented Banner?
3. Which larger institution is the most reasonable candidate to assist with consolidation? What additional resources would be needed at that institution? What is a reasonable consolidation timeline?
4. How feasible would it be to create some central location, such as the Office of the Commissioner or UEN, to host Banner for one or more institutions?

Mark and Steve will report their findings to me by June 30. I will then provide a summary report to the Board of Regents and convene the appropriate presidents to discuss whether to proceed with any consolidation.

#### Recommendation

This item is for information only.

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Richard E. Kendell, Commissioner

REK/MHS

May 31, 2006

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: U of U – Follow-up Report on Proposed Hospital Construction Bond Financing

Following approval of the University of Utah's proposal to increase the bond amount for its hospital expansion Regents requested an update as the project moved forward. Attached to this memo is a briefing from the University of Utah.

Gordon Crabtree, UU Hospital CEO, will provide additional information for regent consideration at the June 9 meeting.

Recommendation

Information only.

REK/MHS/KGW  
Attachment

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Richard E. Kendell, Commissioner

May 31, 2006

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Dixie State College – Multi-Department Building Concept

Washington County's growth over the next 25 years likely will see a doubling of the County's population. Dixie State College anticipates similar growth and is developing a unique capital facility strategy to accommodate its changing campus.

The attached presentation provides an overview of the concept. With Regent permission the College would like to make a request to the State Building Board for programming funds to fine tune the proposal in preparation for the upcoming capital facility cycle. Typically the Building Board has approximately \$100,000 to use for early stage programming. The Dixie State College request would be approximately \$50,000.

My recommendation to allow Dixie State College to seek programming funds is conditioned by several points. First, program planning provides no priority standing with respect to the Q&P process. Second, the Board of Regents will determine the ranking of projects to be forwarded to the Building Board regardless of programming status. The proposed project may be an innovative model useful in a variety of institutional settings and could be shared with others.

REK/MHS/KGW  
Attachments

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Richard E. Kendell, Commissioner



## Board of Regents



June 9, 2006



## Higher Ed's Short/Long Range Plan for Washington County?

In less than 25 years, more people will live in Washington County than in Weber County, according to the Governor's Office of Planning and Budget.

By 2038, more than 600,000 people will live in Washington County, outnumbering those living in Davis County, according to Carter (Allan Carter – Southern Utah Title Company), who believes the state's population projections are too conservative.

Deseret News March 26, 2006

## Changing Landscape

- **Ranked #2 in US, Best place to do business**  
– Inc Magazine, April 2006
- **Ranked #11, “Smart Places to Live”**  
– Kiplinger Personal Finance magazine, May 2006
- **Rated 5<sup>th</sup>, Top 10 Small Cities Index,**  
– CareerBuilder.com
- **One of America’s Job Hotspots, Milken  
Institute Best Performing Cities Index**

Utah State Legislature

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**Dixie State**  
**College of Utah**

D  
F  
C  
M

State Funded Capital  
Development Projection

Utah State Board of Regents Q&P



## Challenges of Growth: Size & Fit

| Building Name                      | Yr Const | Yr Rem | Gross SF       |
|------------------------------------|----------|--------|----------------|
| GYMNASIUM                          | 1966     | 0      | 38063          |
| GRAFF FINE ARTS CENTER             | 1962     | 2004   | 6822           |
| EDUCATION AND FAMILY STUDIES       | 1963     | 1984   | 18352          |
| NORTH INSTRUCTIONAL BUILDING       | 1963     | 1990   | 33662          |
| SCIENCE BUILDING                   | 1963     | 1989   | 46402          |
| BROWNING LIBRARY                   | 1966     | 1993   | 47055          |
| AUTOMOTIVE MECHANICS BUILDING      | 1968     | 1996   | 15686          |
| MCDONALD CENTER                    | 1968     | 1993   | 19815          |
| TECHNOLOGY BUILDING                | 1968     | 0      | 7812           |
| NORTH PLAZA                        | 1969     | 1999   | 39315          |
| JENNINGS, HEALTH TECHNOLOGY CENTER | 1979     | 2002   | 28113          |
| COX AUDITORIUM                     | 1986     | 0      | 36713          |
| ECCLES FITNESS CENTER              | 1986     | 0      | 10388          |
| SMITH'S COMPUTER CENTER            | 1986     | 0      | 20320          |
| AUTOMOTIVE STORAGE                 | 1990     | 0      | 1079           |
| BROWNING LEARNING RESOURCE CENTER  | 1990     | 0      | 18314          |
| UDVAR-HAZY BUSINESS                | 1996     | 0      | 58160          |
| HURRICANE EDUCATION CENTER         | 2000     |        | 11107          |
| DELORE DORES' ECCLES               | 2004     | 0      | 78000          |
| Russell Taylor Health Science      | 2008     |        | 78000          |
|                                    |          |        | <b>613,178</b> |

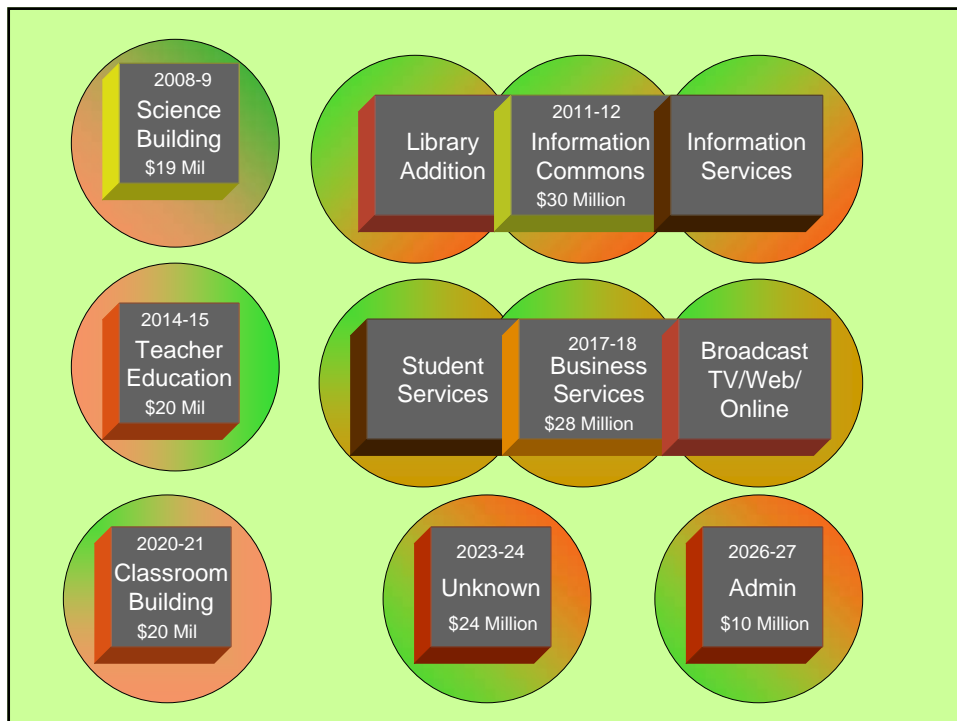
## Utah's Capital Investment In Dixie

- **1987 to 2001 (FTE growth 1,800 to 4,000)**
  - \$12,500,000, Capital Facility \$'s to Dixie
  - last place among Utah Higher Education institutions
- **2002**
  - Delores Dore Eccles Fine Arts
    - \$14,088,800 State Legislature Appropriation
    - \$ 1,500,000 Private Contributions + O&M \$30,000 yr
- **2005**
  - Russell Taylor Health Science
    - \$15,743,000 State Legislature Appropriation
    - \$ 3,582,500 Private Contributions

# Challenges & Opportunities

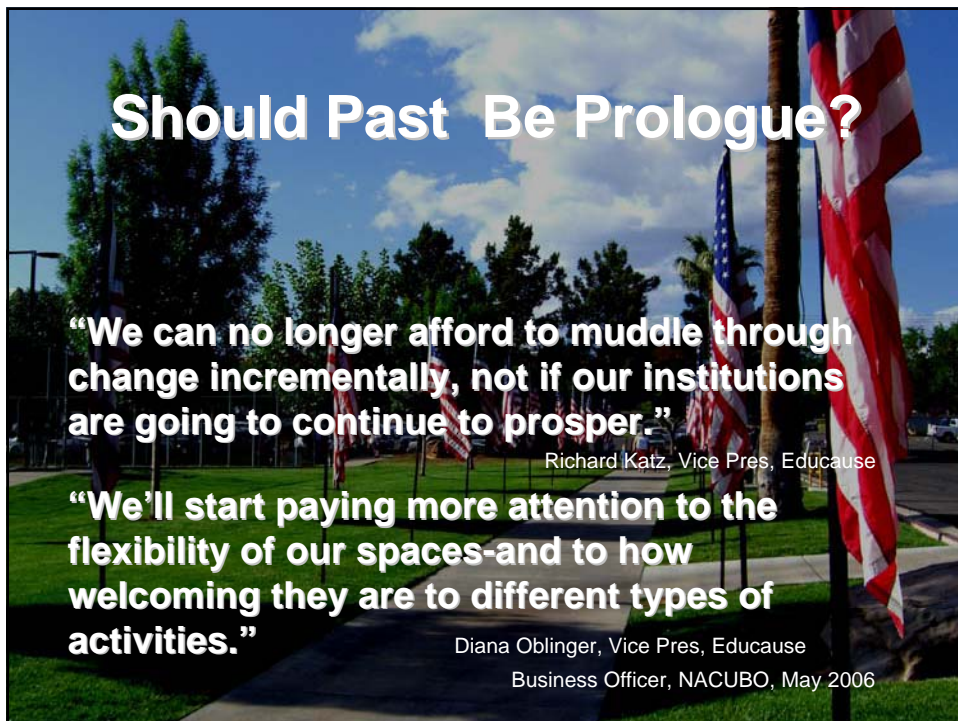
DIXIE STATE  
COLLEGE OF UTAH

- ✓ 110 Acre St. George Urban Campus
- ✓ Historical
  - Dixie ranks near or at the bottom in state support for capital funding
  - Private support for every building in the last 30 years
- ✓ Degree and Program Growth
- ✓ Enrollment Growth
- ✓ O&M Challenges



## 20-25 Year Summary

- ❑ 7 New Buildings
- ❑ 33,587 gsf replaced
- ❑ 600,000 gsf new space
- ❑ \$150,000,000 estimated cost



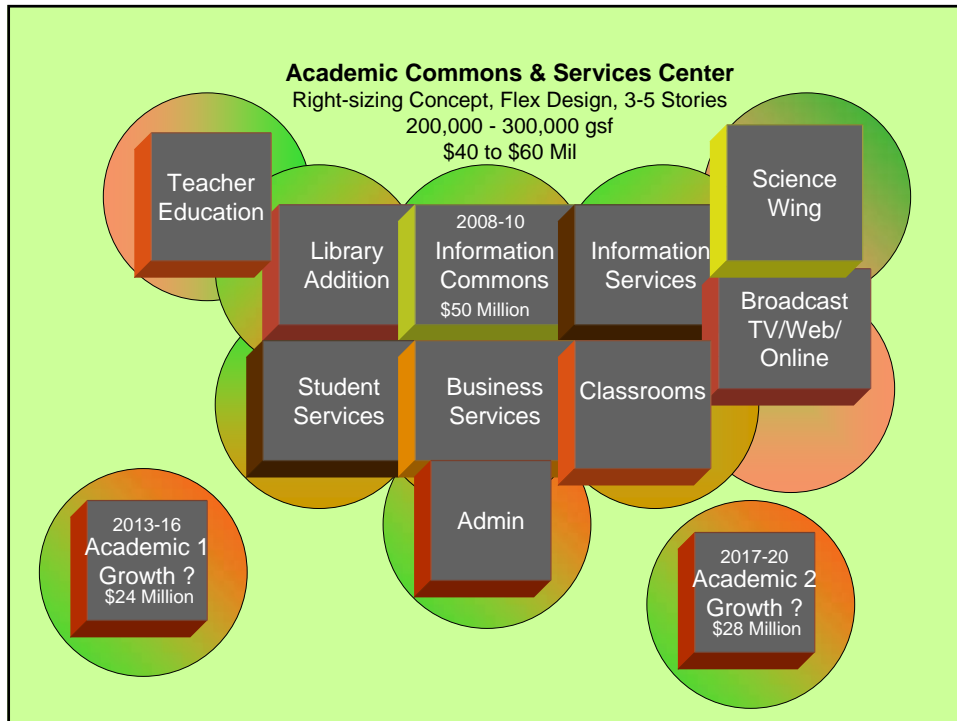
### Should Past Be Prologue?

**“We can no longer afford to muddle through change incrementally, not if our institutions are going to continue to prosper.”**

Richard Katz, Vice Pres, Educause

**“We’ll start paying more attention to the flexibility of our spaces-and to how welcoming they are to different types of activities.”**

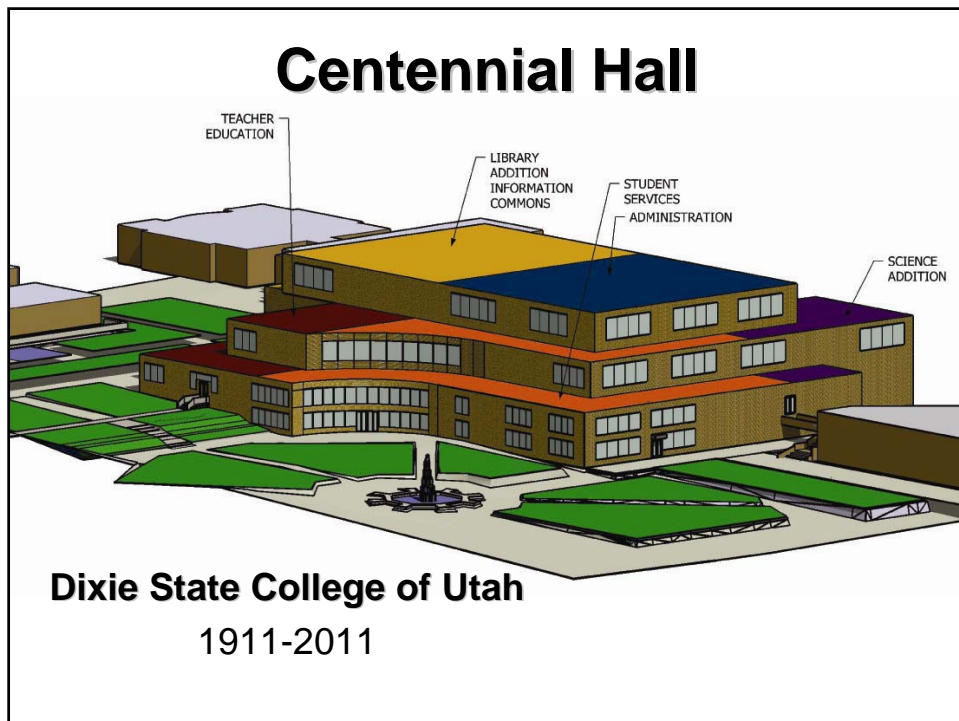
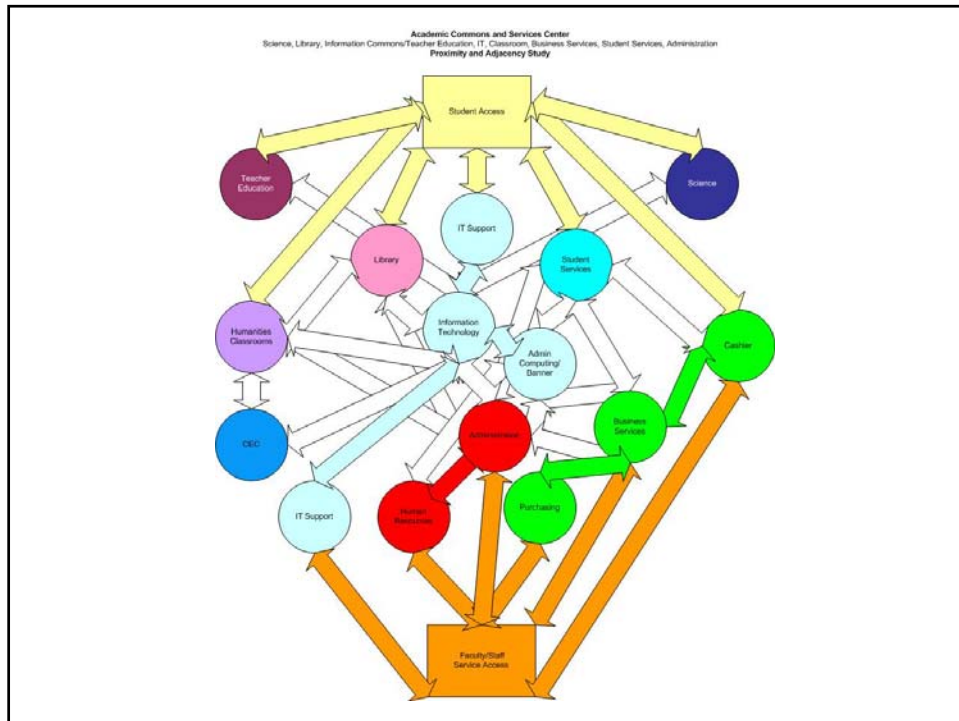
Diana Oblinger, Vice Pres, Educause  
Business Officer, NACUBO, May 2006

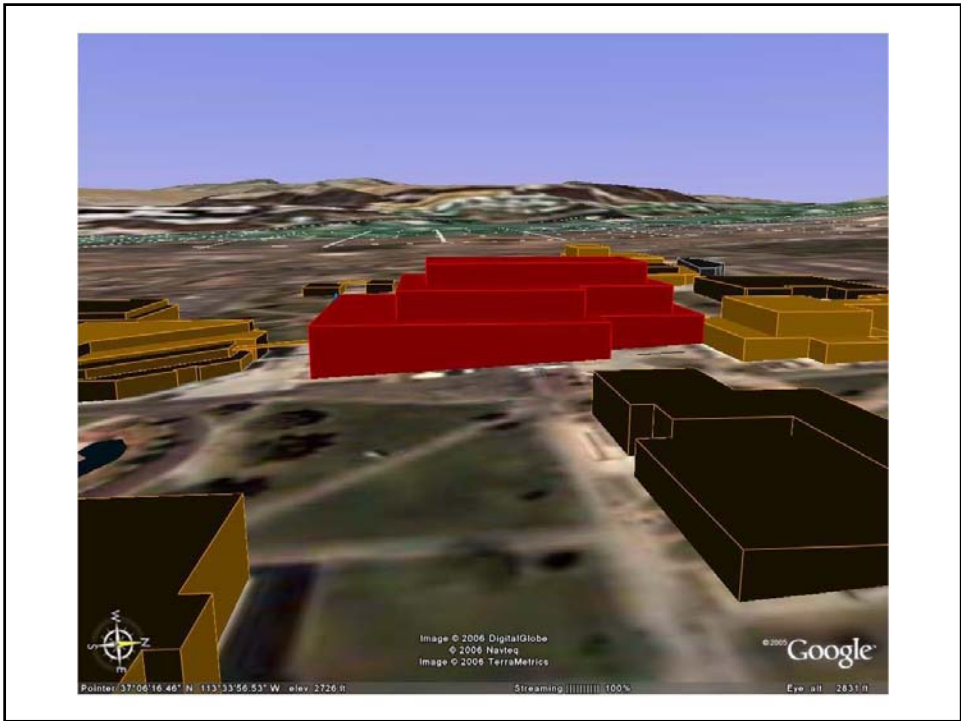
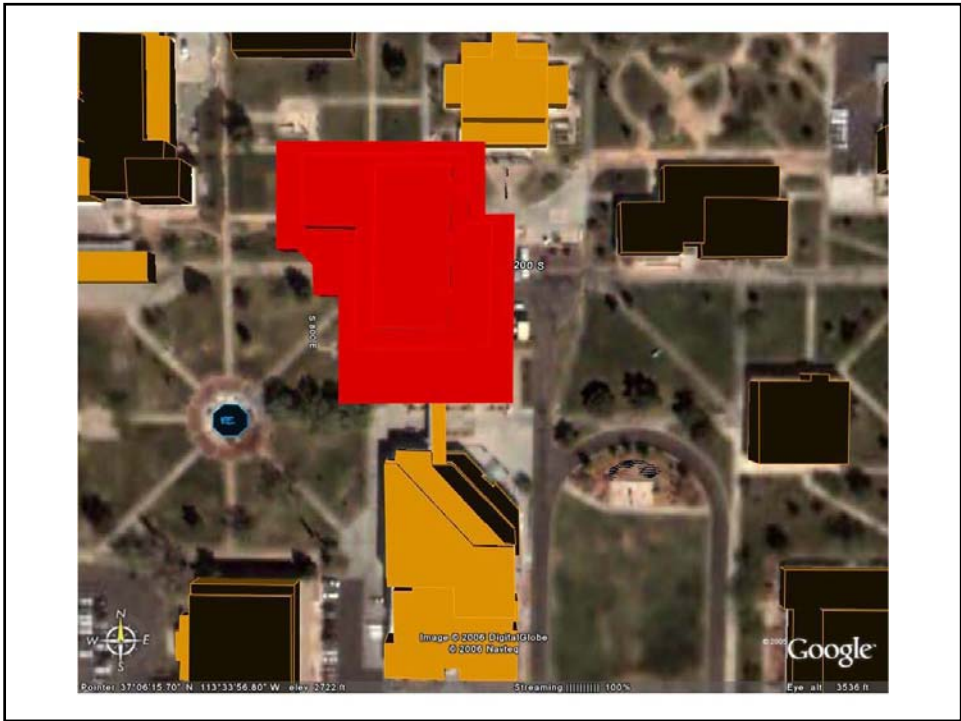


## Facility Growth Strategy

- The Academic Commons & Services Center (ACSC) will be built to allow the greatest possible flexibility for future remodeling and renovation.
- Academic programs will vacate the ACSC as enrollment and funding dictate.
- The Vacated space will be remodeled to accommodate future needs:
  - Additional space for Library, Information Services, Student Services, and Business Services.
  - Space for new degrees and programs







May 31, 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 April 21, 2006, at the College of Eastern Utah in Price, Utah
2. Minutes of the Special Meeting of the State Board of Regents held May 15, 2006, at the Regents' Offices in Salt Lake City, Utah

B. Grant Proposals

1. University of Utah – US Department of Energy; "Degradation-Resistant Catalysts;" \$2,996,647. Anil Vasudeo Virkar, Principal Investigator.
2. University of Utah – Xenome Research Institute; "Tropical Pipeline Alliance;" \$1,868,750. Chris M. Ireland, Principal Investigator.
3. University of Utah – David and Lucille Packard; "Optical Magnet Reson Imaging;" \$1,187,500. Christoph Boehme, Principal Investigator.
4. University of Utah – National Institutes of Health; "Biochemistry of HIV-1 Budding;" \$2,713,494. Wesley I. Sundquist, Principal Investigator.
5. University of Utah – National Institutes of Health; "ECGH Contract;" \$2,361,281. Matthew Peterson, Principal Investigator.
6. University of Utah – National Institutes of Health; "Genetics of Diabetic Nephropathy and Retinopathy;" \$1,133,625. Kang Zhang, Principal Investigator.
7. University of Utah – US Army; "Perspectives in Asynchronous Collaboration;" \$1,448,217. Stefano A. Foresti, Principal Investigator.

8. Utah State University – US Department of Labor; “Sustainable Lean Economic Development (SLED);” \$14,775,419. Ross Robson, Principal Investigator.
9. Utah State University – SERDP; “Development of Biomarkers to Evaluate TCE Degradative Potential in Complex Microbial Communities;” \$1,317,088.30. R. Dupont, Principal Investigator.
10. Utah State University – US Department of Defense/Air Force Space & Missile Systems Center; “Proposal to Develop a Novel Neutral Particle Detector for Space Environment Measurements;” \$3,843,683. James Marshall, Principal Investigator.
11. Utah State University – Department of Homeland Security; “Botnet Detection and Mitigation Tool;” \$1,386,007. James Marshall, Principal Investigator.
12. Utah State University – Department of Homeland Security; “Exercise Scenario Modeling Tool;” \$1,654,477. James Marshall, Principal Investigator.
13. Utah State University – US Department of Education; “To Operate Regional Resource Center, Region NO. 5, Utah State University;” \$1,300,000. John Copenhaver, Principal Investigator.
14. Utah State University – US Department of Defense/Missile Defense Agency; “Microsat Phase III Fabrication, Test, & Assembly;” \$7,434,493. Dean Wada, Principal Investigator.
15. Utah State University – US Agency for International Development; “Human Capacity Building in Integrated Water Resources Management for the Middle East;” \$9,997,953.97. Jagath Kaluarachchi, Principal Investigator.
16. Utah State University – US Department of Education; “Supporting Utah’s Children through Comprehensive Early Educator Development (SUCCEED);” \$4,756,723. Lisa Boyce, Principal Investigator.
17. Utah State University – USDA Cooperative State Research Service; “Functional Genomics in Nature;” \$1,372,467. Bart Weimer, Principal Investigator.
18. Utah State University – USDOC National Institute of Standards & Technology; “A NIST/Utah State University Research Foundation Joint Research Program in Optical Sensor Calibration;” \$1,772,777. Vern Thurgood, Principal Investigator.
19. Utah Valley State College – National Science Foundation; “STEM Talent Search: Mechatronics and Curriculum Development (Computer Science);” \$1,900,000. Gordon Stokes, Principal Investigator; Janis Raje and Curtis Pendleton, Co-Principal Investigators.
20. Utah Valley State College – National Science Foundation; “STEM Talent Search: Science Lab Improvement at UVSC and SLCC (Science & Health);” \$1,200,000. Mark Bracken, Principal Investigator.



21. Utah Valley State College – TRIP Educational Opportunity Center; “Student Preparation for Higher Education (Student Services);” \$1,200,000. Barney Nye, Principal Investigator; Janis Raje and Curtis Pendleton, Co-Principal Investigators.

C. Grant Awards

1. University of Utah – National Institutes of Health/National Institute of Neurology; “Prevention of Epilepsy;” \$2,312,778. H. Steve White, Principal Investigator.
2. University of Utah – National Institutes of Health/National Center for Research; “General Clinical Research Center;” \$2,713,349. A. Lorris Betz, Principal Investigator.
3. Utah State University – US Department of Defense/US Navy; “Time Critical Sensor Image/Data Processing;” \$1,053,000. Niel Holt, Principal Investigator.
4. Utah State University – NASA Jet Propulsion Laboratory; “Wide-field Infra-red Survey Explorer (WISE);” \$2,706,956. Scott Schick, Principal Investigator.
5. Utah State University – US Department of Defense/Missile Defense Agency; “Micro Satellite Distributed Sensing Experiment Critical Design Phase;” \$1,365,497. Dean Wada, Principal Investigator.
6. Utah State University – US Department of Defense/US Navy; “Time Critical Sensor Image/Data Processing;” \$1,995,950. Niel Holt, Principal Investigator.
7. Utah State University – NASA Jet Propulsion Laboratory; “Wide-field Infra-red Survey Explorer (WISE);” \$2,028,127. Scott Schick, Principal Investigator.
8. 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.

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Richard E. Kendell, Commissioner

MINUTES OF MEETING  
UTAH STATE BOARD OF REGENTS  
COLLEGE OF EASTERN UTAH, PRICE, UTAH  
April 21, 2006

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MINUTES OF MEETING  
UTAH STATE BOARD OF REGENTS  
COLLEGE OF EASTERN UTAH, PRICE, UTAH  
APRIL 21, 2006

Regents Present

Nolan E. Karras, Chair  
Jerry C. Atkin  
Daryl C. Barrett  
Bonnie Jean Beesley  
Janet A. Cannon  
Rosanita Cespedes  
Katharine B. Garff  
David J. Grant  
Greg W. Haws  
Meghan Holbrook  
Michael R. Jensen  
David J. Jordan  
Josh M. Reid  
Sara V. Sinclair

Regents Excused

Jed H. Pitcher, Vice Chair  
James S. Jardine  
Gaby Kingery  
Marlon O. Snow

Office of the Commissioner

Richard E. Kendell, Commissioner  
David L. Buhler, Associate Commissioner for Public Affairs  
Joyce Cottrell, Executive Secretary  
Amanda Covington, Director of Communications  
David S. Doty, Assistant Commissioner and Director of Policy Studies  
Harden R. Eyring, Director of Human Resources  
David A. Feitz, UHEAA Associate Executive Director for Policy and Development  
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  
Paul T. Brinkman, Associate Vice President for Budget and Planning  
Michael G. Perez, Associate Vice President for Administrative Services

Utah State University

Stan A. Albrecht, President

Joyce Kinkad, Vice President for Undergraduate Studies and Research

Weber State University  
F. Ann Millner, President

Southern Utah University  
Steven D. Bennion, President

Snow College  
Michael T. Benson, President

Dixie State College  
Lee G. Caldwell, President  
Donna Dillingham-Evans, Academic Vice President  
Stanley J. Plewe, Vice President of College Services  
Scott Talbot, Executive Director, Business 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  
William Cobb, Dean of Humanities, Arts and Social Sciences  
Gary Naisbitt, Director of Forensic Science  
D. Terry Petrie, Theatre Department  
J. Karl Worthington, Associate Vice President of Academic Affairs

Salt Lake Community College  
David Richardson, Vice President for Academic Services  
Julie Curtis, Assistant Vice President for Academic Services  
Kent Ferrel, Interim Vice President for Business Services

Utah College of Applied Technology  
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

Steve Allred, Legislative Fiscal Analyst's Office  
Brian Baker, Zions Bank Public Finance  
Mark Edminster, Lewis Young Inc  
Carl Empey, Zions Bank Public Finance  
Kim Hood, Governor's Office of Planning and Budget  
Randy Larsen, Ballard Spahr  
Spencer Pratt, Legislative Fiscal Analyst's Office

### COMMITTEE OF THE WHOLE

The Regents met in the Jennifer Leavitt Student Center on the College of Eastern Utah campus in Price. Chair Karras called the meeting to order at 8:00 a.m. Regent Atkin moved that the Board meet in executive session to discuss personnel and property issues. Regent Grant seconded the motion, which carried.

The group reconvened in Committee of the Whole at 9:12 a.m. Chair Karras excused Vice Chair Pitcher and Regents Jardine, Kingery, and Snow.

Appointment of SUU Interim President. Chair Karras announced that Dr. Gregory L. Stauffer had been appointed Interim President of Southern Utah University, effective on a date in mid-May agreeable to Dr. Stauffer and President Bennion.

SUU Presidential Search Committee. Chair Karras announced a search committee had been appointed for the SUU presidency. Regent David Grant will chair the committee, assisted by Regents Jerry Atkin and Meghan Holbrook. Other members of the committee include trustees, faculty, staff, students, alumni, and representatives of the community.

The Regents were dismissed at 9:15 a.m. to meet with their respective committees. The Committee of the Whole reconvened at 10:15 a.m.

### REPORTS OF BOARD COMMITTEES

Programs Committee (Regent David Jordan, Acting Chair)

Utah Valley State College – Bachelor of Arts Degree in Forensic Science (Tab A). Chair Jordan said this program was built upon the strong programs already in place in the criminal justice area as well as the computer science and accounting departments. The request was approved by the Program Review Committee, and the Commissioner recommended approval. No negative comments were received from other institutions. UVSC provided evidence of student and market demand. Chair Jordan said UVSC had received some one-time federal funding to purchase lab equipment. The college is establishing a full forensics laboratory. UVSC has received assurances from the crime labs that this program will be certified within the state system. Students will receive in-service training at this lab and in this program for law enforcement officials in Utah County and other areas of the state. Regent Karras asked to see the data from the institutional survey. **Chair Jordan**

**moved approval of UVSC's Bachelor of Arts Degree in Forensic Science. Regent Beesley seconded the motion. Vote was taken on the motion, which was adopted.**

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 (Tab B). Chair Jordan said this request had been held back by the moratorium and came back to the PRC as a much stronger proposal. He thanked Vice President Brad Cook for his thorough report to the committee. The proposal has received institutional input and peer review, and there is strong student demand. Theatre education is in significant demand in secondary education. **Chair Jordan moved approval of UVSC's theatre programs. The motion was seconded by Regent Garff and adopted.**

Consent Calendar, Programs Committee (Tab C). Chair Jordan called attention to Weber State University's proposal to eliminate its Bachelor of Applied Technology Degree on page 3. The BAT Degree was created by the Legislature and approved by the Regents three years ago. However, there has not been interest in this degree. Students coming from the UCAT campuses are interested in more traditional degrees. Chair Jordan reflected that the system was doing such a good job of articulating into traditional degree programs that the BAT Degree is not perceived necessary. **Upon motion by Chair Jordan and second by Regent Cespedes, the following items were approved on the Programs Committee's Consent Calendar:**

1. University of Utah – Undergraduate Certificate, Alcohol and Drug Abuse Treatment Training Program
2. Weber State University
  - A. New Department of Automotive Technology
  - B. Discontinue Emphasis Areas in Bachelor of Visual Arts Program
  - C. Discontinue Bachelor of Applied Technology Degree
3. Salt Lake Community College – Fast-track Medical Billing Certificate of Proficiency
4. Utah College of Applied Technology – Fast-track Certificates of Proficiency
  - A. Davis ATC – Pharmacy and Composite Materials
  - B. Mountainland ATC – Certificates Approved for Financial Aid

Information Calendar (Tab D). Regent Karras referred to pages 10-12, Salt Lake Community College, and asked if this was typical of the data coming out of institutional surveys. Students, employers, and alumni are surveyed and the data collected for each survey. Chair Jordan commended the Academic Affairs staff for the thorough report.

Academic Majors' Meeting (Tab E). Chair Jordan asked Assistant Commissioner Safman to report on the work of the committee. Dr. Safman reported that Majors' meetings are held annually, assisted by the General Education Task Force. Attendance has outgrown the capacity of the Board of Regents Building. This year the meetings were held on SLCC's Larry H. Miller Campus, where institutional representatives from 30 majors met on the same day. Faculty appreciate the opportunity to meet with colleagues in their respective disciplines to discuss what is going on at each of the institutions. There is no longer concern about common course numbers. This year transfer and articulation were primary concerns. Concurrent enrollment was discussed as well. Dr. Safman noted some faculty misconception about concurrent enrollment. Policy R165

gives departments control over concurrent enrollment programs. They approve curriculum and faculty and assure that the same standards are met in the high schools as on the college campuses. The discussion revealed the need to bring developmental education representatives together, which was done subsequently. Faculty appreciated the opportunity to discuss content and expectations of the students.

Dr. Safman said the majors' meetings are totally faculty-driven. There is some concern that the information does not filter down far enough so that faculty understand what is being done across the system. Notes and changes will be posted to the Web CT and USHE web sites. Dr. Safman noted that Utah is the only state to hold majors' meetings. Utah has also been at the forefront of transfer and articulation.

Regent Beesley stated it is important to recognize when something important happens. Utah is able to lead these efforts because of our strong system. Chair Jordan referred to page 7 of the report, noting the institutions are working on these issues and recognize the challenges. Regent Karras thanked Dr. Safman for her report and credited her with the program's success. He commended Chair Jordan for his succinct report.

Finance Committee (Regent Jerry Atkin, Chair)

Engineering, Computer Science and Technology 2006-2007 Funding Recommendations from the Technology Initiative Advisory Board (Tab N). John Sutherland, Chair of the TIAB, participated in the discussion by Polycom. Commissioner Kendell thanked Mr. Sutherland for his service over the years as chair of the Technology Initiative Advisory Board. The TIAB was originally organized during Governor Leavitt's administration, in conjunction with the Engineering Initiative. Allocations for the Engineering Initiative have had a tremendous impact on the state, clearly showing the results of the Legislature's investment. The TIAB has met with every institution and their respective deans. This year their work was complicated by the fact that the Legislature appropriated only \$500,000 ongoing and \$700,000 one-time funding to the Initiative.

Mr. Sutherland said he appreciated the opportunity to meet with the Regents electronically. Each year the TIAB gathers reports from the institutions on how they have spent the money they were allocated the previous year. Board members meet with the deans to understand how the money was used and what is needed to continue going forward at their respective institutions. The TIAB has broad representation with members from several areas of the state. The board agreed on the principles by which to make decisions, and there were no dissenting votes.

Mr. Sutherland noted a nearly 50% increase in the number of graduates throughout the institutions. Governor Leavitt's challenge was to double the number of engineering graduates in five years. Although this goal has not quite been reached, neither has the funding been appropriated as hoped. Ongoing allocations have enabled the institutions to grow the programs and their capacity and hire new faculty for new programs. Proposed distribution for 2006-2007 was shown on page 3 of the Commissioner's cover memo to Tab N.

Regent Jensen asked for the cumulative allocations for the institutions and how funding had been allocated. He asked if the board had looked at transfer students at the community colleges as well as at the universities. Allocations have been directed more at the research universities than at helping transfer students. He pointed out an unusually high percentage of students from CEU go on to computer sciences, technology or professional degrees at other institutions. Those students also need ongoing support.



Mr. Sutherland said bottlenecks were initially identified in the four-year institutions. The University of Utah has 30% transfer students, most of whom transfer from SLCC. One of the challenges faced by the institutions is knowing how many students will transfer. If institutions were able to track this more thoroughly, it would help the TIAB in its deliberations. Some of the requests for ongoing funds have been to create computer labs. Priority was given to the hiring of new faculty, however, rather than to funding laboratories.

SLCC Vice President Richardson pointed out that SLCC completion is not necessarily indicated by the degrees awarded. Some students transfer to the University or elsewhere before they get a degree from a community college. The University of Utah would be able to report how many of their transfer students come from SLCC. Before an institution can hire new faculty, it needs instrumentation, equipment, instructional materials and labs to attract students and to help them get into the educational experience. Mr. Sutherland responded that the TIAB only had \$500,000 ongoing funding this year, and it was allocated to institutions that (1) wanted to hire new faculty and (2) had a documented growth of graduates. The board feels strongly that labs should not be funded with ongoing money from the Engineering Initiative, especially in times of scarce resources. Equipment should be funded with other sources, such as private donations.

**Regent Beesley moved approval of the Technology Initiative Advisory Board's recommendations. Regent Grant seconded the motion, which carried, with Regent Jensen voting against the motion.** Regent Jensen said his vote had not been a reflection of the hard work of the TIAB. It was a plea for the board to look out for the transfer students. Mr. Sutherland thanked him and said he respected Regent Jensen's point of view. He asked for more data to support his request next year.

Chair Karras said the Regents appreciate the money from the Legislature but could not understand, in a year with more revenues than usual, why the Legislature did not better fund its own initiatives. Commissioner Kendell said the Higher Education Appropriations Subcommittee is very supportive of the Engineering Initiative. All of the engineering companies have openings in high-paying jobs. E-Systems cannot fill all of their openings, and ATK Thiokol is in the same situation. Other engineering companies are experiencing many openings. More than 30 people from the engineering industry filled the hearing room this year when this line item was presented to the Higher Education Subcommittee. When the discussion ended, the room emptied. He asked Mr. Sutherland to comment.

Mr. Sutherland responded that allocating the money is a data-driven process. Are the institutions using the funds in a way to get results? Are the programs growing? He committed to take a strong message to the Legislature next year that more funding is needed. He requested clearer data on transfer students when decisions are made next year. Chair Karras asked Associate Commissioner Buhler to work with the legislators on this issue prior to the next legislative session.

University of Utah – Sale of Property (Tab F). Chair Atkin explained that the property in question was a condo in Utah County that had been donated to the University. Proceeds of the sale will be used by the Department of Hematology in the manner intended by the donors. **Chair Atkin moved approval of the sale. Regent Grant seconded the motion, which carried unanimously.**

Dixie State College – Approving Resolution, Auxiliary System Revenue Bonds (Tab G). Chair Atkin explained that this purchase had previously been approved as a non-state funded project. Dixie State College now proposes to purchase the building for student housing. A \$350,000 down payment will be made from the college's auxiliary reserve, with the balance financed through a revenue bond backed by all college auxiliary revenues. **Chair Atkin moved approval of the bond purchase. The motion was seconded by Regent Grant and adopted with the following vote:**

AYE:

Jerry C. Atkin  
Daryl C. Barrett  
Bonnie Jean Beesley  
Rosanita Cespedes  
Katharine B. Garff  
David J. Grant  
Meghan Holbrook  
Michael R. Jensen  
David J. Jordan  
Nolan E. Karras  
Josh Reid  
Sara V. Sinclair

NAY:

(None)

Dixie State College – Approving Resolution, Refunding Bonds (Tab H). Chair Atkin explained that the Regents had issued bonds in 1999 to refinance the costs incurred in conjunction with the college's acquisition of the Dixie Center (now the Avenna Center). College officials wish to refund the Series 1999A Bond to achieve interest rate savings. The proposed bond will result in anticipated net savings of approximately \$270,000. **Chair Atkin moved approval of the bond authorization. The motion was seconded by Regent Grant and adopted with the following vote:**

AYE:

Jerry C. Atkin  
Daryl C. Barrett  
Bonnie Jean Beesley  
Rosanita Cespedes  
Katharine B. Garff  
David J. Grant  
Meghan Holbrook  
Michael R. Jensen  
David J. Jordan  
Nolan E. Karras  
Josh Reid  
Sara V. Sinclair

NAY:

(None)

Salt Lake Community College – Purchase of Property Adjacent to South City Campus (New agenda item). Chair Atkin explained that this item had been pulled from the previous agenda at the request of SLCC Trustees. The property will be purchased at its appraised value of \$250,000, with funding from one-time reserves in the physical plant specifically set aside for property acquisition. **Chair Atkin moved approval of SLCC's property purchase. Regent Grant seconded the motion, which carried.**

College of Eastern Utah – Campus Master Plan (Tab I). President Thomas distributed copies of the San Juan Campus Master Plan to replace the copy mailed with the agenda. The Library and Health Sciences Building is new to the San Juan master plan. It will open in June and is very important to the community, as well as being a wonderful anchor for the campus. A new education building and pavilion and residential quad have also been added since the master plan was last approved. The 2011 plan for the San Juan Campus shows the addition of a wellness center which will be funded with a revenue bond involving the city of Blanding as well as student funds. This facility will provide recreational facilities to be shared with the city. The original building on campus would become an administration building. The major change on the Price Campus master plan is the new Reeves Building. The college wishes to purchase the Armory, LDS Church building (which would become home of the SEATC), and an existing rest home to be acquired as expansion space. By 2011 the campus would include a new health sciences center, a library to be shared with the cities of Price and Wellington, expansion of the ATE space, the addition of physical education space in the present Armory space, and a new fine arts complex. President Thomas said the Price campus had an enrollment of 2300 (headcount) and the San Juan campus has a headcount enrollment between five and six hundred. **Chair Atkin moved approval of CEU's Master Plans for both campuses. Regent Holbrook seconded the motion, which carried.** Chair Karras said President Thomas would like the Regents to see the existing fine arts facility following their meeting with the CEU Board of Trustees.

College of Eastern Utah – Purchase of Energy Center (Tab J). Chair Atkin reported the Legislature had appropriated \$1.1 million to CEU for the purchase of a facility to house the Western States Energy Center. President Thomas explained that the Center is a collaborative effort between CEU, SEATC, the USHE, the Division of Vocational Rehabilitation, the Department of Workforce Services, and an industry group comprised of more than 200 companies. It is in the area of the Willow Creek Mine, located ten miles north of Price. Reclamation has already been done on the 271 acres. The purchase includes three buildings already on the property. President Thomas said the Energy Center is vital to the Price area, with more than 500 producing wells south of Price and that many more north of town. Two coal mines are slated to open in the next two years, each of which will employ approximately 250 miners. In addition, a major oil field was discovered recently south of Richfield. Projections are that energy-related positions will be among the fastest-growing sector of employment for the next several years at an approximately 16% increase per year. Two-year and four-year degrees are very attractive to major industry producers. The Energy Center will also provide CEU an opportunity to create joint research efforts and manufacturing potential.

Regent Beesley noted that the Uintah Basin ATC had been increasing its training programs to address opportunities in the field of energy. She asked if there had been coordination with CEU. President Thomas responded that CEU had indicated it would like to be UBATC's marketing partner. A similar offer could be made to Snow/Richfield.

Regent Jordan referred to the Reclamation Obligations on page 2 of the summary agreement, noting that the title to 3.9 acres was conditional upon reclamation. He asked if this was a potential liability to the college. David Jones, Assistant Attorney General, responded that the college would take title before the bond is released. Anticipated closing date is July 15, with the bond release expected this fall. There are conditions that would limit liability to use and access the 3.9 acres, but those 3.9 acres will not be used until the State Division of Oil, Gas and Mining (DOGM) releases the bond. Permanent reclamation obligations would remain with DOGM, not with CEU. Regent Jordan said the reality of the contractual agreement between the buyer and seller was that the college would inherit reclamation obligations under the law. The bond would cover these reclamations. Mr. Jones said the 3.9 acres have been completely reclaimed. He clarified that the bond would cover much more than the 271 acres. Language was written into the agreement to hold the college harmless from any reclamation obligations or the need to comply with those obligations. The 3.9-acre portion was omitted in error; it should have been included when the property was rezoned for industrial use.

Chair Atkin moved approval of CEU's purchase of the Western States Energy Center and indicated the Legislature had given tacit approval by approving the bond. Regent Beesley seconded the motion. Vote was taken; the motion carried.

Consent Calendar, Finance Committee (Tab K). On motion by Chair Atkin and second by Regent Grant, the Regents approved the University of Utah's and Utah State University's Capital Delegation Reports.

Financial Aid Briefing (Tab L) and Capital Improvement Allocations (Tab M). Chair Atkin called attention to the reports which were included for the Regents' information only.

#### General Consent Calendar

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

- A. Minutes – Minutes of the Regular Meeting of the State Board of Regents held March 10, 2006, at the Board of Regents' offices in Salt Lake City, Utah
- B. Grant Proposals – On file in the Commissioner's Office
- 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

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 policy, 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.

#### Commissioner's Report

Commissioner Kendell thanked President Thomas and his wife, Ann, for their hospitality. He noted Ann had helped with the breakfast earlier. He congratulated Dr. Stauffer on his appointment as Interim President of Southern Utah University. The Commissioner reported that qualifications for the New Century Scholarship have been revised to include a 3.0 GPA for applicants. A math and science option has also added to promote a more rigorous high school curriculum. Formal requirements will be developed for Regent action.

Commissioner Kendell reported the institutions would receive \$36.6 million for the ongoing maintenance and improvements of USHE facilities. He thanked the Legislature for their support. He called attention to an article from *Money Magazine* citing UESP as one of the greatest programs in the country of its kind. UESP investments currently exceed \$1.5 billion. Investors also receive a tax credit. Commissioner Kendell said he hoped this credit could be continued when the tax system is revised.

The Commissioner asked the Regents to read his report of Institutional Highlights. Remarkable achievements are taking place at our institutions. He commented briefly on each institution's success.

### USTAR Initiative Update

Commissioner Kendell referred to Tab Q and asked Associate Commissioner Buhler to comment on some of the most important things to emerge from the report, followed by comments from UofU Senior Vice President Pershing and USU President Albrecht. Chair Karras remarked that one of the Senators had challenged the Regents to make sure the USTAR program works.

Associate Commissioner Buhler said the USTAR Initiative was a business-led effort. He recognized Scott Anderson, CEO of Zions Bank, for spearheading the legislation on behalf of the business community. He thanked Regent Holbrook, in her capacity as a Zions Bank employee, for coordinating lobbying efforts at the Capitol in support of the legislation. The Legislature appropriated \$11 million for research teams at the two research universities, \$250,000 for administrative costs, and \$4 million for technology outreach. This is in addition to continuing the \$4 million funded in 2005. Legislation provided bonding authorization of \$111 million in general obligation bonds (\$70.7 million for the University of Utah and \$40.4 for Utah State University), with the requirement for a \$40 million match from non-state funds (\$10 million from USU and \$30 million from UU). An additional \$4 million was provided for technology outreach programs to be established at up to five locations, to be determined by the governing authority. The goal is to help connect the research universities to resources across the state and to other higher education institutions.

The USTAR Governing Authority was created by the Legislature. Members include the State Treasurer, three members appointed by the Governor, two members appointed by the President of the Senate, two members appointed by the Speaker of the House, and one member appointed by the Commissioner of Higher Education. The Governor will appoint the chair, and the vice chair will be appointed jointly by the Senate President and Speaker of the House. Responsibilities of the Governing Authority were outlined in the attachment to Tab Q. A 12-member advisory council will also be established, with membership outlined in the report.

Dr. Pershing explained the concept of the USTAR Initiative was for the research universities to add new faculty, particularly in the form of teams, to help grow the state's economy. The University of Utah will construct teams of four faculty members in each area, working with graduate and postdoctoral students. In the area of neuroscience, the University is moving an entire group of researchers and investigators from a major East Coast university. The group has been spending time in Salt Lake City and collaborating with the university where they are presently located. Four faculty members are being recruited in computing, bioengineering, electrical engineering, and computer engineering. One of the four groups has accepted; offers have been extended to the other three.

Dr. Pershing explained that USTAR allows the universities to recruit faculty at a salary level not otherwise possible. The new faculty will, in turn, attract other top researchers to join them. The first program will focus on nanotechnology, nanoscience, information technology, energy, and personalized medicine.

President Albrecht shared Dr. Pershing's excitement at the opportunities the legislation has created. USU has hired new faculty for whom the institution would not otherwise have been competitive. They were given three criteria: (1) build on USU's current strengths, (2) in areas with high potential for commercial

success, and (3) align with strong Utah industry clusters. There is great synergy in collaboration with business and industry.

USU's focus areas are microtechnology, advanced nutrition, independent systems, infectious diseases, and water and watershed. Many areas of completion are possible in each of these fields. President Albrecht said one of his new faculty members had already received over \$24 million in grants and contracts. Another has 15 currently issued patents with others pending and has created three start-up companies as well.

Commissioner Kendell said he was pleased to see the outreach program included in USTAR legislation. The Initiative will not be successful unless the rest of the state is also engaged. Real opportunity exists for all of the institutions for workforce development, research opportunities, and local economic development. More work will need to be done to connect USTAR to other institutions and to foster regional economic development. Regent Grant requested the Regents be sent a summary of the ideas coming out of the USTAR Initiative.

#### Strategic Directions Update

Commissioner Kendell referred to Tab P. The Regents met in St George a year ago to discuss the most crucial issues for higher education. Some of those issues will lead to legislative issues and will require legislative support. The Commissioner briefly reported progress on each of the six strategic directions identified last year.

I. K-16: Increasing Expectations and Enhancing Student Success. The K-16 Alliance has made very good progress. The Alliance is meeting regularly and putting together some discipline-specific task forces to eliminate bottlenecks and articulation issues. The Alliance will launch an "Achieve to Succeed" program later this year to encourage eighth graders to prepare for college. The Regents Scholar Award has been approved in concept by the Regents, Presidents, and the State Board of Education, with good potential to energize the state. On behalf of the Alliance, Assistant Commissioner Doty applied for and received a \$300,000 WICHE grant to help increase rigor in the high school curriculum.

II. Improving Student Retention and Graduation Rates: Role of Remedial Education, Access, and Concurrent Enrollment. Higher education's request for a Student Success Initiative was not funded by the Legislature, but concurrent enrollment received much attention during the session. A bill to allow higher education institutions to charge up to \$30 per credit hour for concurrent enrollment classes offered in the high schools was later vetoed by the Governor.

III. Meeting the Needs of Disadvantaged and Minority Students. A task force has been organized on closing the achievement gap with minority and disadvantaged students. The task force is co-chaired by SLCC Vice President David Richardson and Assistant Commissioner David Doty.

IV. Building Utah's Workforce. A successful outcome of this goal is the Jobs Now Initiative. The Nursing and Engineering Initiatives have helped drive Utah's economy. Commissioner Kendell is working with the State

Board of Education on a Teacher Education Initiative to address the anticipated need in Utah for teachers in the public schools. Dr. David Sperry, retiring as Dean of the College of Education at the University of Utah, will coordinate this effort.

V. Linking Funding to Institutional Missions and Roles. The higher education community was disappointed that money was not appropriated by the Legislature for mission-based funding. We had also hoped for a 75/25 split on state appropriations to student tuition. The salary retention appropriation last year made a great difference on all campuses. This year's proposal failed in the final hours of the legislative session. Funding for infrastructure needs was provided for most categories.

VI. Economic Development/Building Institutional and Business Partnerships. Higher education is supportive of USTAR as a business-driven initiative. It will benefit all institutions through its regional innovation centers and outreach program. More planning and development must be done in this area.

Commissioner Kendell said it is important that the higher education community communicate better with the larger communities – businesses, parents, teachers, and others. He and his staff are working on a messaging strategy. Surveys and focus groups will be statewide. The message we need to convey is that higher education is the key to the state's future. Together, public and higher education drive the state's economy.

The Commissioner concluded that great progress has been made, but much still remains to be done. Support will be requested from the Legislature again next year for these important initiatives.

Chair Karras thanked Commissioner Kendell and commended him for all he has accomplished.

#### Report of the Chair

Chair Karras announced that Regent Josh Reid had been appointed to the Professional Educator Job Enhancement Committee (PEJEC), created by the Legislature in 2001 to advance the education of math and science teachers.

#### Adjournment

Chair Karras thanked President Thomas for hosting the Regents and asked him to convey the Board's appreciation to his staff. He asked the Regents to accompany President Thomas to the fine arts facility before they leave campus.

President Thomas invited Regents and others to tour the Prehistoric Museum. Tours to the Range Creek area can be arranged by calling the President's office.

**Regent Jensen moved adjournment of the meeting. Regent Atkin seconded the motion, which carried unanimously.** The meeting adjourned at 12:05 p.m., after which the Regents met with the CEU Board of Trustees for lunch.



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Joyce Cottrell CPS  
Executive Secretary

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Date Approved

MINUTES OF MEETING  
UTAH STATE BOARD OF REGENTS  
COLLEGE OF EASTERN UTAH, PRICE, UTAH  
APRIL 21, 2006

Regents Present

Nolan E. Karras, Chair  
Jerry C. Atkin  
Daryl C. Barrett  
Bonnie Jean Beesley  
Janet A. Cannon  
Rosanita Cespedes  
Katharine B. Garff  
David J. Grant  
Greg W. Haws  
Meghan Holbrook  
Michael R. Jensen  
David J. Jordan  
Josh M. Reid  
Sara V. Sinclair

Regents Excused

Jed H. Pitcher, Vice Chair  
James S. Jardine  
Gaby Kingery  
Marlon O. Snow

Office of the Commissioner

Richard E. Kendell, Commissioner  
David L. Buhler, Associate Commissioner for Public Affairs  
Joyce Cottrell, Executive Secretary  
Amanda Covington, Director of Communications  
David S. Doty, Assistant Commissioner and Director of Policy Studies  
Harden R. Eyring, Director of Human Resources  
David A. Feitz, UHEAA Associate Executive Director for Policy and Development  
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  
Paul T. Brinkman, Associate Vice President for Budget and Planning  
Michael G. Perez, Associate Vice President for Administrative Services

Utah State University

Stan A. Albrecht, President

Joyce Kinkad, Vice President for Undergraduate Studies and Research

Weber State University  
F. Ann Millner, President

Southern Utah University  
Steven D. Bennion, President

Snow College  
Michael T. Benson, President

Dixie State College  
Lee G. Caldwell, President  
Donna Dillingham-Evans, Academic Vice President  
Stanley J. Plewe, Vice President of College Services  
Scott Talbot, Executive Director, Business 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  
William Cobb, Dean of Humanities, Arts and Social Sciences  
Gary Naisbitt, Director of Forensic Science  
D. Terry Petrie, Theatre Department  
J. Karl Worthington, Associate Vice President of Academic Affairs

Salt Lake Community College  
David Richardson, Vice President for Academic Services  
Julie Curtis, Assistant Vice President for Academic Services  
Kent Ferrel, Interim Vice President for Business Services

Utah College of Applied Technology  
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

Steve Allred, Legislative Fiscal Analyst's Office  
Brian Baker, Zions Bank Public Finance  
Mark Edminster, Lewis Young Inc  
Carl Empey, Zions Bank Public Finance  
Kim Hood, Governor's Office of Planning and Budget  
Randy Larsen, Ballard Spahr  
Spencer Pratt, Legislative Fiscal Analyst's Office

#### COMMITTEE OF THE WHOLE

The Regents met in the Jennifer Leavitt Student Center on the College of Eastern Utah campus in Price. Chair Karras called the meeting to order at 8:00 a.m. Regent Atkin moved that the Board meet in executive session to discuss personnel and property issues. Regent Grant seconded the motion, which carried.

The group reconvened in Committee of the Whole at 9:12 a.m. Chair Karras excused Vice Chair Pitcher and Regents Jardine, Kingery, and Snow.

Appointment of SUU Interim President. Chair Karras announced that Dr. Gregory L. Stauffer had been appointed Interim President of Southern Utah University, effective on a date in mid-May agreeable to Dr. Stauffer and President Bennion.

SUU Presidential Search Committee. Chair Karras announced a search committee had been appointed for the SUU presidency. Regent David Grant will chair the committee, assisted by Regents Jerry Atkin and Meghan Holbrook. Other members of the committee include trustees, faculty, staff, students, alumni, and representatives of the community.

The Regents were dismissed at 9:15 a.m. to meet with their respective committees. The Committee of the Whole reconvened at 10:15 a.m.

#### REPORTS OF BOARD COMMITTEES

Programs Committee (Regent David Jordan, Acting Chair)

Utah Valley State College – Bachelor of Arts Degree in Forensic Science (Tab A). Chair Jordan said this program was built upon the strong programs already in place in the criminal justice area as well as the computer science and accounting departments. The request was approved by the Program Review Committee, and the Commissioner recommended approval. No negative comments were received from other institutions. UVSC provided evidence of student and market demand. Chair Jordan said UVSC had received some one-time federal funding to purchase lab equipment. The college is establishing a full forensics laboratory. UVSC has received assurances from the crime labs that this program will be certified within the state system. Students will receive in-service training at this lab and in this program for law enforcement officials in Utah County and other areas of the state. Regent Karras asked to see the data from the institutional survey. **Chair Jordan**

**moved approval of UVSC's Bachelor of Arts Degree in Forensic Science. Regent Beesley seconded the motion. Vote was taken on the motion, which was adopted.**

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 (Tab B). Chair Jordan said this request had been held back by the moratorium and came back to the PRC as a much stronger proposal. He thanked Vice President Brad Cook for his thorough report to the committee. The proposal has received institutional input and peer review, and there is strong student demand. Theatre education is in significant demand in secondary education. **Chair Jordan moved approval of UVSC's theatre programs. The motion was seconded by Regent Garff and adopted.**

Consent Calendar, Programs Committee (Tab C). Chair Jordan called attention to Weber State University's proposal to eliminate its Bachelor of Applied Technology Degree on page 3. The BAT Degree was created by the Legislature and approved by the Regents three years ago. However, there has not been interest in this degree. Students coming from the UCAT campuses are interested in more traditional degrees. Chair Jordan reflected that the system was doing such a good job of articulating into traditional degree programs that the BAT Degree is not perceived necessary. **Upon motion by Chair Jordan and second by Regent Cespedes, the following items were approved on the Programs Committee's Consent Calendar:**

1. University of Utah – Undergraduate Certificate, Alcohol and Drug Abuse Treatment Training Program
2. Weber State University
  - A. New Department of Automotive Technology
  - B. Discontinue Emphasis Areas in Bachelor of Visual Arts Program
  - C. Discontinue Bachelor of Applied Technology Degree
3. Salt Lake Community College – Fast-track Medical Billing Certificate of Proficiency
4. Utah College of Applied Technology – Fast-track Certificates of Proficiency
  - A. Davis ATC – Pharmacy and Composite Materials
  - B. Mountainland ATC – Certificates Approved for Financial Aid

Information Calendar (Tab D). Regent Karras referred to pages 10-12, Salt Lake Community College, and asked if this was typical of the data coming out of institutional surveys. Students, employers, and alumni are surveyed and the data collected for each survey. Chair Jordan commended the Academic Affairs staff for the thorough report.

Academic Majors' Meeting (Tab E). Chair Jordan asked Assistant Commissioner Safman to report on the work of the committee. Dr. Safman reported that Majors' meetings are held annually, assisted by the General Education Task Force. Attendance has outgrown the capacity of the Board of Regents Building. This year the meetings were held on SLCC's Larry H. Miller Campus, where institutional representatives from 30 majors met on the same day. Faculty appreciate the opportunity to meet with colleagues in their respective disciplines to discuss what is going on at each of the institutions. There is no longer concern about common course numbers. This year transfer and articulation were primary concerns. Concurrent enrollment was discussed as well. Dr. Safman noted some faculty misconception about concurrent enrollment. Policy R165

gives departments control over concurrent enrollment programs. They approve curriculum and faculty and assure that the same standards are met in the high schools as on the college campuses. The discussion revealed the need to bring developmental education representatives together, which was done subsequently. Faculty appreciated the opportunity to discuss content and expectations of the students.

Dr. Safman said the majors' meetings are totally faculty-driven. There is some concern that the information does not filter down far enough so that faculty understand what is being done across the system. Notes and changes will be posted to the Web CT and USHE web sites. Dr. Safman noted that Utah is the only state to hold majors' meetings. Utah has also been at the forefront of transfer and articulation.

Regent Beesley stated it is important to recognize when something important happens. Utah is able to lead these efforts because of our strong system. Chair Jordan referred to page 7 of the report, noting the institutions are working on these issues and recognize the challenges. Regent Karras thanked Dr. Safman for her report and credited her with the program's success. He commended Chair Jordan for his succinct report.

Finance Committee (Regent Jerry Atkin, Chair)

Engineering, Computer Science and Technology 2006-2007 Funding Recommendations from the Technology Initiative Advisory Board (Tab N). John Sutherland, Chair of the TIAB, participated in the discussion by Polycom. Commissioner Kendell thanked Mr. Sutherland for his service over the years as chair of the Technology Initiative Advisory Board. The TIAB was originally organized during Governor Leavitt's administration, in conjunction with the Engineering Initiative. Allocations for the Engineering Initiative have had a tremendous impact on the state, clearly showing the results of the Legislature's investment. The TIAB has met with every institution and their respective deans. This year their work was complicated by the fact that the Legislature appropriated only \$500,000 ongoing and \$700,000 one-time funding to the Initiative.

Mr. Sutherland said he appreciated the opportunity to meet with the Regents electronically. Each year the TIAB gathers reports from the institutions on how they have spent the money they were allocated the previous year. Board members meet with the deans to understand how the money was used and what is needed to continue going forward at their respective institutions. The TIAB has broad representation with members from several areas of the state. The board agreed on the principles by which to make decisions, and there were no dissenting votes.

Mr. Sutherland noted a nearly 50% increase in the number of graduates throughout the institutions. Governor Leavitt's challenge was to double the number of engineering graduates in five years. Although this goal has not quite been reached, neither has the funding been appropriated as hoped. Ongoing allocations have enabled the institutions to grow the programs and their capacity and hire new faculty for new programs. Proposed distribution for 2006-2007 was shown on page 3 of the Commissioner's cover memo to Tab N.

Regent Jensen asked for the cumulative allocations for the institutions and how funding had been allocated. He asked if the board had looked at transfer students at the community colleges as well as at the universities. Allocations have been directed more at the research universities than at helping transfer students. He pointed out an unusually high percentage of students from CEU go on to computer sciences, technology or professional degrees at other institutions. Those students also need ongoing support.

Mr. Sutherland said bottlenecks were initially identified in the four-year institutions. The University of Utah has 30% transfer students, most of whom transfer from SLCC. One of the challenges faced by the institutions is knowing how many students will transfer. If institutions were able to track this more thoroughly, it would help the TIAB in its deliberations. Some of the requests for ongoing funds have been to create computer labs. Priority was given to the hiring of new faculty, however, rather than to funding laboratories.

SLCC Vice President Richardson pointed out that SLCC completion is not necessarily indicated by the degrees awarded. Some students transfer to the University or elsewhere before they get a degree from a community college. The University of Utah would be able to report how many of their transfer students come from SLCC. Before an institution can hire new faculty, it needs instrumentation, equipment, instructional materials and labs to attract students and to help them get into the educational experience. Mr. Sutherland responded that the TIAB only had \$500,000 ongoing funding this year, and it was allocated to institutions that (1) wanted to hire new faculty and (2) had a documented growth of graduates. The board feels strongly that labs should not be funded with ongoing money from the Engineering Initiative, especially in times of scarce resources. Equipment should be funded with other sources, such as private donations.

**Regent Beesley moved approval of the Technology Initiative Advisory Board's recommendations. Regent Grant seconded the motion, which carried, with Regent Jensen voting against the motion.** Regent Jensen said his vote had not been a reflection of the hard work of the TIAB. It was a plea for the board to look out for the transfer students. Mr. Sutherland thanked him and said he respected Regent Jensen's point of view. He asked for more data to support his request next year.

Chair Karras said the Regents appreciate the money from the Legislature but could not understand, in a year with more revenues than usual, why the Legislature did not better fund its own initiatives. Commissioner Kendell said the Higher Education Appropriations Subcommittee is very supportive of the Engineering Initiative. All of the engineering companies have openings in high-paying jobs. E-Systems cannot fill all of their openings, and ATK Thiokol is in the same situation. Other engineering companies are experiencing many openings. More than 30 people from the engineering industry filled the hearing room this year when this line item was presented to the Higher Education Subcommittee. When the discussion ended, the room emptied. He asked Mr. Sutherland to comment.

Mr. Sutherland responded that allocating the money is a data-driven process. Are the institutions using the funds in a way to get results? Are the programs growing? He committed to take a strong message to the Legislature next year that more funding is needed. He requested clearer data on transfer students when decisions are made next year. Chair Karras asked Associate Commissioner Buhler to work with the legislators on this issue prior to the next legislative session.

University of Utah – Sale of Property (Tab F). Chair Atkin explained that the property in question was a condo in Utah County that had been donated to the University. Proceeds of the sale will be used by the Department of Hematology in the manner intended by the donors. **Chair Atkin moved approval of the sale. Regent Grant seconded the motion, which carried unanimously.**

Dixie State College – Approving Resolution, Auxiliary System Revenue Bonds (Tab G). Chair Atkin explained that this purchase had previously been approved as a non-state funded project. Dixie State College now proposes to purchase the building for student housing. A \$350,000 down payment will be made from the college's auxiliary reserve, with the balance financed through a revenue bond backed by all college auxiliary revenues. **Chair Atkin moved approval of the bond purchase. The motion was seconded by Regent Grant and adopted with the following vote:**

AYE:

Jerry C. Atkin  
Daryl C. Barrett  
Bonnie Jean Beesley  
Rosanita Cespedes  
Katharine B. Garff  
David J. Grant  
Meghan Holbrook  
Michael R. Jensen  
David J. Jordan  
Nolan E. Karras  
Josh Reid  
Sara V. Sinclair

NAY:

(None)

Dixie State College – Approving Resolution, Refunding Bonds (Tab H). Chair Atkin explained that the Regents had issued bonds in 1999 to refinance the costs incurred in conjunction with the college's acquisition of the Dixie Center (now the Avenna Center). College officials wish to refund the Series 1999A Bond to achieve interest rate savings. The proposed bond will result in anticipated net savings of approximately \$270,000. **Chair Atkin moved approval of the bond authorization. The motion was seconded by Regent Grant and adopted with the following vote:**

AYE:

Jerry C. Atkin  
Daryl C. Barrett  
Bonnie Jean Beesley  
Rosanita Cespedes  
Katharine B. Garff  
David J. Grant  
Meghan Holbrook  
Michael R. Jensen  
David J. Jordan  
Nolan E. Karras  
Josh Reid  
Sara V. Sinclair

NAY:

(None)



Salt Lake Community College – Purchase of Property Adjacent to South City Campus (New agenda item). Chair Atkin explained that this item had been pulled from the previous agenda at the request of SLCC Trustees. The property will be purchased at its appraised value of \$250,000, with funding from one-time reserves in the physical plant specifically set aside for property acquisition. **Chair Atkin moved approval of SLCC's property purchase. Regent Grant seconded the motion, which carried.**

College of Eastern Utah – Campus Master Plan (Tab I). President Thomas distributed copies of the San Juan Campus Master Plan to replace the copy mailed with the agenda. The Library and Health Sciences Building is new to the San Juan master plan. It will open in June and is very important to the community, as well as being a wonderful anchor for the campus. A new education building and pavilion and residential quad have also been added since the master plan was last approved. The 2011 plan for the San Juan Campus shows the addition of a wellness center which will be funded with a revenue bond involving the city of Blanding as well as student funds. This facility will provide recreational facilities to be shared with the city. The original building on campus would become an administration building. The major change on the Price Campus master plan is the new Reeves Building. The college wishes to purchase the Armory, LDS Church building (which would become home of the SEATC), and an existing rest home to be acquired as expansion space. By 2011 the campus would include a new health sciences center, a library to be shared with the cities of Price and Wellington, expansion of the ATE space, the addition of physical education space in the present Armory space, and a new fine arts complex. President Thomas said the Price campus had an enrollment of 2300 (headcount) and the San Juan campus has a headcount enrollment between five and six hundred. **Chair Atkin moved approval of CEU's Master Plans for both campuses. Regent Holbrook seconded the motion, which carried.** Chair Karras said President Thomas would like the Regents to see the existing fine arts facility following their meeting with the CEU Board of Trustees.

College of Eastern Utah – Purchase of Energy Center (Tab J). Chair Atkin reported the Legislature had appropriated \$1.1 million to CEU for the purchase of a facility to house the Western States Energy Center. President Thomas explained that the Center is a collaborative effort between CEU, SEATC, the USHE, the Division of Vocational Rehabilitation, the Department of Workforce Services, and an industry group comprised of more than 200 companies. It is in the area of the Willow Creek Mine, located ten miles north of Price. Reclamation has already been done on the 271 acres. The purchase includes three buildings already on the property. President Thomas said the Energy Center is vital to the Price area, with more than 500 producing wells south of Price and that many more north of town. Two coal mines are slated to open in the next two years, each of which will employ approximately 250 miners. In addition, a major oil field was discovered recently south of Richfield. Projections are that energy-related positions will be among the fastest-growing sector of employment for the next several years at an approximately 16% increase per year. Two-year and four-year degrees are very attractive to major industry producers. The Energy Center will also provide CEU an opportunity to create joint research efforts and manufacturing potential.

Regent Beesley noted that the Uintah Basin ATC had been increasing its training programs to address opportunities in the field of energy. She asked if there had been coordination with CEU. President Thomas responded that CEU had indicated it would like to be UBATC's marketing partner. A similar offer could be made to Snow/Richfield.

Regent Jordan referred to the Reclamation Obligations on page 2 of the summary agreement, noting that the title to 3.9 acres was conditional upon reclamation. He asked if this was a potential liability to the college. David Jones, Assistant Attorney General, responded that the college would take title before the bond is released. Anticipated closing date is July 15, with the bond release expected this fall. There are conditions that would limit ability to use and access the 3.9 acres until the State Division of Oil, Gas and Mining (DOGM) releases the bond. Permanent reclamation obligations would remain with DOGM, not with CEU. Regent Jordan said the reality of the contractual agreement between the buyer and seller was that the college would inherit reclamation obligations under the law. The bond would cover these reclamations. Mr. Jones said the 3.9 acres have been completely reclaimed. He clarified that the bond would cover much more than the 271 acres. Language was written into the agreement to hold the college harmless from any reclamation obligations or the need to comply with those obligations. The 3.9-acre portion was erroneously omitted by the seller when the larger parcel was reclaimed for industrial use, and was instead reclaimed for wildlife use.

**Chair Atkin moved approval of CEU's purchase of the Western States Energy Center and indicated the Legislature had given tacit approval by approving the bond. Regent Beesley seconded the motion. Vote was taken; the motion carried.**

Consent Calendar, Finance Committee (Tab K). **On motion by Chair Atkin and second by Regent Grant, the Regents approved the University of Utah's and Utah State University's Capital Delegation Reports.**

Financial Aid Briefing (Tab L) and Capital Improvement Allocations (Tab M). Chair Atkin called attention to the reports which were included for the Regents' information only.

#### General Consent Calendar

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

- A. Minutes – Minutes of the Regular Meeting of the State Board of Regents held March 10, 2006, at the Board of Regents' offices in Salt Lake City, Utah
- B. Grant Proposals – On file in the Commissioner's Office
- 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

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 policy, 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.

#### Commissioner's Report

Commissioner Kendell thanked President Thomas and his wife, Ann, for their hospitality. He noted Ann had helped with the breakfast earlier. He congratulated Dr. Stauffer on his appointment as Interim President of Southern Utah University. The Commissioner reported that qualifications for the New Century Scholarship have been revised to include a 3.0 GPA for applicants. A math and science option has also added to promote a more rigorous high school curriculum. Formal requirements will be developed for Regent action.

Commissioner Kendell reported the institutions would receive \$36.6 million for the ongoing maintenance and improvements of USHE facilities. He thanked the Legislature for their support. He called attention to an article from *Money Magazine* citing UESP as one of the greatest programs in the country of its kind. UESP investments currently exceed \$1.5 billion. Investors also receive a tax credit. Commissioner Kendell said he hoped this credit could be continued when the tax system is revised.

The Commissioner asked the Regents to read his report of Institutional Highlights. Remarkable achievements are taking place at our institutions. He commented briefly on each institution's success.

### USTAR Initiative Update

Commissioner Kendell referred to Tab Q and asked Associate Commissioner Buhler to comment on some of the most important things to emerge from the report, followed by comments from UofU Senior Vice President Pershing and USU President Albrecht. Chair Karras remarked that one of the Senators had challenged the Regents to make sure the USTAR program works.

Associate Commissioner Buhler said the USTAR Initiative was a business-led effort. He recognized Scott Anderson, CEO of Zions Bank, for spearheading the legislation on behalf of the business community. He thanked Regent Holbrook, in her capacity as a Zions Bank employee, for coordinating lobbying efforts at the Capitol in support of the legislation. The Legislature appropriated \$11 million for research teams at the two research universities, \$250,000 for administrative costs, and \$4 million for technology outreach. This is in addition to continuing the \$4 million funded in 2005. Legislation provided bonding authorization of \$111 million in general obligation bonds (\$70.7 million for the University of Utah and \$40.4 for Utah State University), with the requirement for a \$40 million match from non-state funds (\$10 million from USU and \$30 million from UU). An additional \$4 million was provided for technology outreach programs to be established at up to five locations, to be determined by the governing authority. The goal is to help connect the research universities to resources across the state and to other higher education institutions.

The USTAR Governing Authority was created by the Legislature. Members include the State Treasurer, three members appointed by the Governor, two members appointed by the President of the Senate, two members appointed by the Speaker of the House, and one member appointed by the Commissioner of Higher Education. The Governor will appoint the chair, and the vice chair will be appointed jointly by the Senate President and Speaker of the House. Responsibilities of the Governing Authority were outlined in the attachment to Tab Q. A 12-member advisory council will also be established, with membership outlined in the report.

Dr. Pershing explained the concept of the USTAR Initiative was for the research universities to add new faculty, particularly in the form of teams, to help grow the state's economy. The University of Utah will construct teams of four faculty members in each area, working with graduate and postdoctoral students. In the area of neuroscience, the University is moving an entire group of researchers and investigators from a major East Coast university. The group has been spending time in Salt Lake City and collaborating with the university where they are presently located. Four faculty members are being recruited in computing, bioengineering, electrical engineering, and computer engineering. One of the four groups has accepted; offers have been extended to the other three.

Dr. Pershing explained that USTAR allows the universities to recruit faculty at a salary level not otherwise possible. The new faculty will, in turn, attract other top researchers to join them. The first program will focus on nanotechnology, nanoscience, information technology, energy, and personalized medicine.

President Albrecht shared Dr. Pershing's excitement at the opportunities the legislation has created. USU has hired new faculty for whom the institution would not otherwise have been competitive. They were given three criteria: (1) build on USU's current strengths, (2) in areas with high potential for commercial

success, and (3) align with strong Utah industry clusters. There is great synergy in collaboration with business and industry.

USU's focus areas are microtechnology, advanced nutrition, independent systems, infectious diseases, and water and watershed. Many areas of completion are possible in each of these fields. President Albrecht said one of his new faculty members had already received over \$24 million in grants and contracts. Another has 15 currently issued patents with others pending and has created three start-up companies as well.

Commissioner Kendell said he was pleased to see the outreach program included in USTAR legislation. The Initiative will not be successful unless the rest of the state is also engaged. Real opportunity exists for all of the institutions for workforce development, research opportunities, and local economic development. More work will need to be done to connect USTAR to other institutions and to foster regional economic development. Regent Grant requested the Regents be sent a summary of the ideas coming out of the USTAR Initiative.

#### Strategic Directions Update

Commissioner Kendell referred to Tab P. The Regents met in St George a year ago to discuss the most crucial issues for higher education. Some of those issues will lead to legislative issues and will require legislative support. The Commissioner briefly reported progress on each of the six strategic directions identified last year.

I. K-16: Increasing Expectations and Enhancing Student Success. The K-16 Alliance has made very good progress. The Alliance is meeting regularly and putting together some discipline-specific task forces to eliminate bottlenecks and articulation issues. The Alliance will launch an "Achieve to Succeed" program later this year to encourage eighth graders to prepare for college. The Regents Scholar Award has been approved in concept by the Regents, Presidents, and the State Board of Education, with good potential to energize the state. On behalf of the Alliance, Assistant Commissioner Doty applied for and received a \$300,000 WICHE grant to help increase rigor in the high school curriculum.

II. Improving Student Retention and Graduation Rates: Role of Remedial Education, Access, and Concurrent Enrollment. Higher education's request for a Student Success Initiative was not funded by the Legislature, but concurrent enrollment received much attention during the session. A bill to allow higher education institutions to charge up to \$30 per credit hour for concurrent enrollment classes offered in the high schools was later vetoed by the Governor.

III. Meeting the Needs of Disadvantaged and Minority Students. A task force has been organized on closing the achievement gap with minority and disadvantaged students. The task force is co-chaired by SLCC Vice President David Richardson and Assistant Commissioner David Doty.

IV. Building Utah's Workforce. A successful outcome of this goal is the Jobs Now Initiative. The Nursing and Engineering Initiatives have helped drive Utah's economy. Commissioner Kendell is working with the State

Board of Education on a Teacher Education Initiative to address the anticipated need in Utah for teachers in the public schools. Dr. David Sperry, retiring as Dean of the College of Education at the University of Utah, will coordinate this effort.

V. Linking Funding to Institutional Missions and Roles. The higher education community was disappointed that money was not appropriated by the Legislature for mission-based funding. We had also hoped for a 75/25 split on state appropriations to student tuition. The salary retention appropriation last year made a great difference on all campuses. This year's proposal failed in the final hours of the legislative session. Funding for infrastructure needs was provided for most categories.

VI. Economic Development/Building Institutional and Business Partnerships. Higher education is supportive of USTAR as a business-driven initiative. It will benefit all institutions through its regional innovation centers and outreach program. More planning and development must be done in this area.

Commissioner Kendell said it is important that the higher education community communicate better with the larger communities – businesses, parents, teachers, and others. He and his staff are working on a messaging strategy. Surveys and focus groups will be statewide. The message we need to convey is that higher education is the key to the state's future. Together, public and higher education drive the state's economy.

The Commissioner concluded that great progress has been made, but much still remains to be done. Support will be requested from the Legislature again next year for these important initiatives.

Chair Karras thanked Commissioner Kendell and commended him for all he has accomplished.

#### Report of the Chair

Chair Karras announced that Regent Josh Reid had been appointed to the Professional Educator Job Enhancement Committee (PEJEC), created by the Legislature in 2001 to advance the education of math and science teachers.

#### Adjournment

Chair Karras thanked President Thomas for hosting the Regents and asked him to convey the Board's appreciation to his staff. He asked the Regents to accompany President Thomas to the fine arts facility before they leave campus.

President Thomas invited Regents and others to tour the Prehistoric Museum. Tours to the Range Creek area can be arranged by calling the President's office.

**Regent Jensen moved adjournment of the meeting. Regent Atkin seconded the motion, which carried unanimously.** The meeting adjourned at 12:05 p.m., after which the Regents met with the CEU Board of Trustees for lunch.

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Joyce Cottrell CPS  
Executive Secretary

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Date Approved

May 31, 2006

MEMORANDUM

To: State Board of Regents  
From: Richard E. Kendell  
Subject: Communications

It has become clear that there must be a much higher level of engagement between higher education as an institution and the public it serves. The Commissioner's staff is developing a strategy for engaging the general public and key constituencies that will play a major role in defining the future of higher education in Utah. I will provide an overview of this general plan and strategy at the June 9 meeting.

The attachments indicate examples of the communication strategies we may employ. The first attachment is one in a series of letters to key stakeholders. The second attachment is the premiere issue of our USHE newsletter.

---

Richard E. Kendell, Commissioner

REK:jc  
Attachments





# UTAH SYSTEM OF HIGHER EDUCATION

## STATE BOARD OF REGENTS

Board of Regents Building, The Gateway  
60 South 400 West • Salt Lake City, Utah 84101-1284  
Telephone (801) 321-7101 • FAX (801) 321-7199 • TDD (801) 321-7130 • [www.utahsbr.edu](http://www.utahsbr.edu)

RICHARD E. KENDALL  
Commissioner and  
Chief Executive Officer

May 11, 2006

Mr. Lane Beattie, President/CEO  
Salt Lake Chamber  
175 E 400 S Ste 600  
SLC, UT 84111

Dear Mr. Beattie,

In my last letter, I informed you of the newly formed K-16 Alliance and the State Board of Regents' efforts to provide an incentive for high school students to take a more rigorous curriculum. I am pleased to announce the Utah System of Higher Education (USHE) is continuing to make progress in this effort.

Just last month, USHE learned it, along with the K-16 Alliance, had won a \$300,000 federal grant to partner with four local school districts to encourage junior and senior high school students to take more core courses, like science and math. You may read more about this initiative, nationally named the State Scholar Initiative, in the enclosed newsletter.

The newsletter is a new tool we plan to use to spread the message that higher education is a key infrastructure of the future. Engaging in postsecondary education, whether it is to earn a certificate or a professional degree, is an investment in one's personal progress, a family's ability to sustain itself, and a community's economic development.

Also enclosed is our latest issue of *Measuring Utah Higher Education*. It is imperative that we are accountable to the public and to students regarding their investment in higher education. I hope you will find this report informative and useful.

If you have a comment or wish to discuss the newsletter or report, contact me directly at (801) 321-7103. Please notify Michele Vincent at (801) 321-7104 or e-mail [mvincent@uathsbr.edu](mailto:mvincent@uathsbr.edu) if your contact information has changed.

Sincerely,

Richard E. Kendall  
Commissioner of Higher Education

### Enclosures

UNIVERSITY OF UTAH  
Salt Lake City  
1850

WEBER STATE UNIVERSITY  
Ogden  
1889

SNOW COLLEGE  
Ephraim  
1888

COLLEGE OF EASTERN UTAH  
Price  
1937

SALT LAKE COMMUNITY COLLEGE  
Salt Lake City  
1947

UTAH STATE UNIVERSITY  
Logan  
1888

SOUTHERN UTAH UNIVERSITY  
Cedar City  
1897

DIXIE STATE COLLEGE  
St. George  
1911

UTAH VALLEY STATE COLLEGE  
Orem  
1941

UTAH COLLEGE OF APPLIED TECHNOLOGY  
Statewide  
2001

# A State of MIND

## Special points of interest:

- A RISE in RIGOR - in order to compete in the global economy, we need to provide Utah students with the tools and skills they need. This begins with a rigorous high school curriculum.
- Corndog money - pocket change makes it easy to save for college.
- Accessing financial aid information just got easier at [www.uheaa.org](http://www.uheaa.org).

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## *The Utah System of Higher Education*

Volume I, Issue I

### A RISE in RIGOR — Raising Expectations for High School Grads

The world is changing. Markets are global, technology crosses borders, and science expands horizons.

In order to maintain the quality of life Utahns enjoy and to improve the economic viability of the state.

Utah must produce well-educated, technologically savvy and versatile employees.

Utah colleges and universities produce these employees. Whether high school graduates plan to receive a certificate of training or a doctorate, they must be prepared for post-secondary education.

According to ACT data, of Utah's graduating class of 2004, one in four were **ready** for college and/



or work, half were **nearly ready**, and one in four were **not ready**.

In order to solve this problem, students must decide early on to take a rigorous core curriculum in high school.

The Utah State Board of Regents and the Utah System of Higher Education are partnering with state and local stakeholders to increase awareness and provide

incentives for taking more classes in English, math, science and social studies.

According to U.S. Department of Education researcher Clifford Adelman, "the intensity and quality of one's secondary school curriculum was the strongest influence not merely on college entrance, but more importantly, on bachelor's degree completion for students who attended a four-year college at any time." (Feb. 2006)

In March, regents approved a policy to create the Regents' Scholar Award which will provide incentives for high school students to take a proposed rigorous course of study - the "4-4-3-3."

*Continued on Page 3—See Award*

### Who's Serving Higher Education? Meet the Commissioner

The Office of the Commissioner of Higher Education serves as staff for the Utah State Board of Regents.

Regents named Richard E. Kendell as commissioner in 2003. Since then, Kendell has been proactively working to ensure collaboration between higher and public education; to raise awareness of the

contributions higher education makes to the individual, community and state; to forge partnerships with Utah's business leaders; and to increase high school student preparation and college graduation rates.

Kendell has also been a major player in assisting the regents during presidential searches for

Utah's 10 public colleges and universities. He understands the roles and missions of each school and the benefit of having the best leader at the helm.

Prior to his appointment as commissioner for higher education, Kendell served as Gov. Michael O. Leavitt's deputy for education.

*Continued on Page 2— See Kendell*



## A Full Session: Legislative Update

### Legislation of Interest

#### Passed:

- HB 66, *Tuition Waivers*
- HB 81, *Tuition Program for Students Seeking Teacher Licensure*
- HB 82, *Education Information Technology Systems*
- HB 232, *Higher Education Tuition for Active Duty Military*
- HB 151, *Adjustments in Funding for Concurrent Enrollment (Vetoed)*
- HB 326, *New Century Scholarship Amendments*
- SB 75, *USTAR Initiative*
- SB 174, *In-state Tuition for Members of the National Guard*

#### Failed:

- HB 7, *Repeal of Exemption from Non-resident Tuition*

In a year where large tax cuts and continued robust funding for transportation shared center stage, the Utah State Legislature addressed a number of higher education's most pressing needs, but at lower levels than requested by either the regents or the governor. Altogether, about half of the regents' requests were funded.

The 2006 Legislature increased tax fund appropriations to higher education by \$34.5 million in ongoing funds, representing a 5.1 percent increase. The Legislature also provided one-time appropriations (including supplemental increases) totaling \$10.2 million, representing 1.5 percent of the base budget.

The largest portion of new ongoing funding is for compensation, with \$21 million in new state tax funds for salary increases, health insurance and retirement increases. In addition, \$16.5 million was appropriated in ongoing funding for programs, including \$5 million for utility rate increases. The Legislature approved 78 per-

cent of the amount requested by the Board of Regents for Operations and Maintenance ("O&M") for new buildings coming on-line in 2007, and modest increases for the Engineering and Computer Science Initiative (\$500,000 ongoing and \$700,000 one-time), the Nursing Initiative (\$250,000 ongoing and \$500,000 one-time) and Jobs Now (\$500,000 one-time). Student Financial Aid received \$500,000 in ongoing funds and \$2.25 million in one-time funding. No additional funding was provided for retention of key faculty or for the Student Success initiative.

Although not part of the USHE budget, the Legislature did make a significant commitment to fund the USTAR initiative to further economic development in the state.

**Capital Facilities.** The Legislature appropriated \$68 million for the following USHE priority projects: \$46.75 million for UVSC's Digital Learning Center, \$5 million to complete relocation of USU

agricultural functions to allow expansion of the Innovation Campus, and \$2 million for design of the WSU classroom replacement and chiller plant. UCAT's second priority was also funded, with \$9.9 million allocated for a Vernal Campus of the Uintah Basin ATC. In addition, Mountainland ATC received \$3.25 million for a land purchase, and CEU received \$1.1 million to purchase an energy center building in Helper. In addition, the Legislature approved \$105.8 million for capital projects funded with non-state funds. The Legislature also appropriated \$62.9 million for capital improvements, which has been allocated by the State Building Board. USHE facilities received 61 percent of that funding.

USHE supported several bills that were considered essential for higher education. All of the bills passed.

Visit <http://legislature.utah.gov>.

## Kendell - Continued from Page 1



Commissioner of Higher Education Dr. Richard E. Kendell

He was also superintendent of schools for Davis School District, and has worked twice in the private sector. Kendell began his career as a high school English teacher.

Kendell's experience in higher education includes: acting chair of the Department of Leadership and Policy in the University of Utah's (U of U) School of Education,

Associate Dean of the U of U School of Education, and associate dean of the U of U Graduate School.

Kendell earned a Bachelor of Science degree in English from Weber State University and his Master of Science and doctorate degrees in leadership and policy from the U of U.

Kendell is married to Joan, who has been an elementary school teacher and is active in educational programs. They are the parents of four married children and have 11 grandchildren.

For more information about Kendell or the Office of the Commissioner of Higher Education, please visit [www.utahsbr.edu](http://www.utahsbr.edu) or call 801.321.7100.

## Corndog Money Makes it Easy to Start Saving for College

College is one of the largest expenses a family will ever have. The Utah Educational Saving's Plan's (UESP) new media campaign is showing Utahns that the cost of a corndog can start their children's college savings accounts. UESP's TV ad is directed at young Utah families, showing that starting to save for college is easier than one might think, despite tight budgets.

UESP is Utah's only 529 college savings program, and is administered by the Utah State Board of Regents and the Utah Higher Edu-

cation Assistance Authority. Currently, UESP has nearly **70,000** accounts and **\$1.5 billion** in assets under management.

UESP requires no minimum deposits or balances. UESP offers favorable Utah state tax benefits and reduced fees for Utah taxpayers. UESP does not require the funds be used within the state of Utah, but does require that the funds be used for qualified higher education expenses at eligible educational institutions in order to take advantage of the federal and

state tax benefits.

Before investing, carefully read the Program Description as it provides important information about investment objectives, risks, and responsibilities as investors could lose money. The investments are not guaranteed by UESP, the Board of Regents, the Utah Higher Education Assistance Authority, the FDIC, or any other federal or state agency. Non-Utah taxpayers should consider their home state or their beneficiary's state for any tax benefits.



UESP's TV commercial.

To learn more, call 1.800.418.2551 or visit [www.uesp.org](http://www.uesp.org).

## Financial Aid at the Click of a Mouse

Information on student grants and loans is now easier to access online. The Utah Higher Education Assistance Authority (UHEAA) recently launched its redesigned Web site, [www.uheaa.org](http://www.uheaa.org), to help Utah college students "borrow wisely for a better tomorrow."

UHEAA Associate Executive Director for Policy and Development David Feitz believes online

customer service is key to helping students access and manage their information.

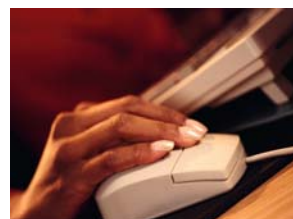
The improved site allows customers to complete loan applications, make payments, receive information on loan consolidation, and calculate loan payments and interest.

Students and parents interested in scholarship information can also

visit [www.utahmentor.org](http://www.utahmentor.org). This online tool also helps visitors select a college, apply for admission, and plan for financing higher education.

For more information on financial aid, scholarships or college application materials, please call 1.877.336.7378 or e-mail [uheaa@utahsbr.edu](mailto:uheaa@utahsbr.edu).

Get financial aid information online at [www.uheaa.org](http://www.uheaa.org)



## Award - Continued from Page 1

This formula includes four years of English, four years of math (including the senior year), three years of science, and three years of social studies. Students must pass the curriculum with an overall grade point average of "B" (3.0 on a 4.0 scale) and no final course grade below a "C" (2.0 on a 4.0 scale).

The proposed award would then

include admission to state colleges and universities, omission of ACT or SAT minimum scores, and an opportunity scholarship of \$1,000 (if funding is secured).

In April, USHE and the K-16 Alliance won a \$300,000 federal grant to promote this issue in Granite, Jordan, Park City and Provo City school districts. Look for the launch of this initiative in August.

USHE is convinced that raising expectations among Utah high school students will set the tone for continued educational and economic success.





## The Utah System of Higher Education

Board of Regents Building  
The Gateway  
60 S. 400 W.  
Salt Lake City, UT 84101-1284  
Phone: 801.321.7100  
Fax: 801.321.7199  
E-mail: [acovington@utahsbr.edu](mailto:acovington@utahsbr.edu)

**Visit us online at**  
**[www.utahsbr.edu](http://www.utahsbr.edu)**

## **“Higher Education — An investment in the future”**

**The Utah System of Higher Education includes 10 public institutions as follows:**

**Doctoral/Research:** University of Utah and Utah State University

**Master’s Universities:** Weber State University and Southern Utah University

**Baccalaureate:** Dixie State College and Utah Valley State College

**Community/Associate’s Colleges:** Snow College, College of Eastern Utah, Salt Lake Community College

**Technical College (certificate granting):** Utah College of Applied Technology

**The Utah System of Higher Education is governed by the State Board of Regents:**

Nolan E. Karras, Chair; Jed H. Pitcher, Vice Chair; Jerry C. Atkin; Daryl C. Barrett; Bonnie Jean Beesley; Janet A. Cannon\*; Rosanita Cespedes; Katharine B. Garff; David J. Grant; Greg W. Haws\*; Meghan Holbrook; James S. Jardine; Michael R. Jensen; David J. Jordan; Gaby Kingery\*\*;  
Josh Reid; Sara V. Sinclair; Marlon Snow

\*Ex-Officio Member, representing the Utah State Board of Education

\*\*Student Regent, serves a one-year term

**Commissioner of Higher Education:** Dr. Richard E. Kendell

## Upcoming Meetings and Announcements



Board of Regents Chairman  
Nolan E. Karras

### Board of Regents Meetings in 2006

- June 9 at Snow College
- July 27-28 at SUU (Planning Retreat)
- Sept. 14-15 at the Gateway (with the State Building Board)
- Oct. 27 at the Gateway
- Dec. 8 at the Gateway

For information regarding the Board of Regents or its meetings, please contact **Joyce Cottrell** at 801.321.7103 or e-mail [jcottrell@utahsbr.edu](mailto:jcottrell@utahsbr.edu).

Copies of the meeting agendas and minutes may be downloaded from our Web site at [www.utahsbr.edu](http://www.utahsbr.edu) and select “Board of Regents.”

### Data Book 2006

The Office of the Commissioner is reducing printing costs by producing the new Data Book CD-ROM. E-mail [khenrie@utahsbr.edu](mailto:khenrie@utahsbr.edu) for a copy. Also, access information, enrollment numbers, tuition costs and historical data for all 10 USHE schools online at [www.utahsbr.edu](http://www.utahsbr.edu).

May 31, 2006

MEMORANDUM

To: State Board of Regents  
From: Richard E. Kendell  
Subject: Forecasting Study: Enrollments, Budget, Tuition, Facilities

A forecasting study is being designed as an update of the planning matrix presented to the Board in August 2004.

Our intent is to outline scenarios for future planning that would consider enrollment levels, state appropriations, tuition, and physical facility needs. We will outline the study and receive suggestions from the Board of Regents in terms of how this study might be conducted in its final form.

What will be presented on June 9 is the first iteration of the design. Through the process of discussion and questions, this design will be refined and elaborated.

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Richard E. Kendell, Commissioner

REK:jc