

AGENDA

MEETING OF THE UTAH STATE BOARD OF REGENTS

July 27-28, 2006

**Utah State Board of Regents
Office of the Commissioner of Higher Education
Board of Regents Building, The Gateway
60 South 400 West
Salt Lake City, Utah 84101-1284**

STATE BOARD OF REGENTS MEETING
SOUTHERN UTAH UNIVERSITY, CEDAR CITY, UTAH
SHARWAN SMITH STUDENT CENTER
JULY 27-28, 2006
AGENDA

THURSDAY, JULY 27

12:00 NOON - 4:00 P.M.	LUNCH AND PLANNING RETREAT – REGENTS, PRESIDENTS, COMMISSIONER & STAFF STARLIGHT ROOM
5:00 P.M.	DINNER MEETING – REGENTS AND SUU TRUSTEES TV Lounge
EVENING	SHAKESPEARE PRODUCTIONS

FRIDAY, JULY 28

7:30 A.M. - 9:00 A.M.	EXECUTIVE SESSION BREAKFAST MEETING – REGENTS ZION A & B
9:15 A.M. - 11:15 A.M.	MEETINGS OF BOARD COMMITTEES

PROGRAMS COMMITTEE
REGENT JAMES S. JARDINE, CHAIR
BRIAN HEAD ROOM

ACTION:

- | | |
|--|-------|
| 1. UNIVERSITY OF UTAH – REVISED MISSION STATEMENT | TAB A |
| 2. WEBER STATE UNIVERSITY – MASTER OF ARTS DEGREE IN ENGLISH | TAB B |
| 3. SOUTHERN UTAH UNIVERSITY – BACHELOR OF SCIENCE DEGREE IN HUMAN NUTRITION | TAB C |
| 4. DIXIE STATE COLLEGE – BACHELOR OF ARTS/BACHELOR OF SCIENCE DEGREES IN ENGLISH | TAB D |
| 5. DIXIE STATE COLLEGE – BACHELOR OF SCIENCE DEGREE IN BIOLOGY | TAB E |
| 6. UTAH VALLEY STATE COLLEGE – BACHELOR OF ARTS/BACHELOR OF SCIENCE DEGREES IN MUSIC;
BACHELOR OF SCIENCE DEGREE IN MUSIC EDUCATION; MINOR IN MUSIC | TAB F |
| 7. UTAH VALLEY STATE COLLEGE – BACHELOR OF ARTS/BACHELOR OF SCIENCE DEGREES IN
COMMUNICATION | TAB G |

CONSENT:

- | | |
|--|-------|
| 8. CONSENT CALENDAR, PROGRAMS COMMITTEE | TAB H |
| A. UTAH STATE UNIVERSITY | |
| I. REMOVAL OF BUSINESS ANALYSIS AND DECISION MAKING SPECIALIZATION | |
| II. REMOVAL OF BUSINESS INFORMATION SYSTEMS SPECIALIZATION | |

- III. REMOVAL OF INTERNATIONAL ECONOMICS SPECIALIZATION
- IV. REMOVAL OF QUANTITATIVE ECONOMIC ANALYSIS SPECIALIZATION
- B. SOUTHERN UTAH UNIVERSITY – DISCONTINUE UNDERGRADUATE PHYSICAL EDUCATION MINOR WITH AN ATHLETIC TRAINING EMPHASIS

INFORMATION:

- 9. INFORMATION CALENDAR, PROGRAMS COMMITTEE TAB I
 - A. UNIVERSITY OF UTAH
 - I. INTERDISCIPLINARY UNDERGRADUATE MINOR IN LEADERSHIP STUDIES
 - II. UNDERGRADUATE INTERDISCIPLINARY MINOR IN APPLIED ETHICS AND HUMAN VALUES
 - B. SOUTHERN UTAH UNIVERSITY
 - I. CONSOLIDATION OF EXISTING PHYSICAL EDUCATION MAJOR AND MINOR PROGRAMS
 - II. PHYSICAL EDUCATION MAJOR AND MINOR WITH EXERCISE SCIENCE EMPHASIS
 - III. RESTRUCTURE OF UNDERGRADUATE MINOR IN HEALTH EDUCATION
 - IV. NAME CHANGE OF EXISTING PROGRAM AND ACADEMIC DEPARTMENT FROM PHYSICAL EDUCATION TO PHYSICAL EDUCATION AND HUMAN PERFORMANCE
 - C. UTAH VALLEY STATE COLLEGE
 - I. PROGRAM AND NAME CHANGES TO EMPHASES IN BACHELOR OF FINE ARTS DEGREE
 - II. INTERDISCIPLINARY MINOR IN PEACE AND JUSTICE STUDIES
 - III. RESTRUCTURE OF AVIATION SCIENCE PROGRAM
 - IV. INTERDISCIPLINARY MINOR IN GENDER STUDIES
 - V. PROFESSIONAL CHEMISTRY AND FORENSIC CHEMISTRY EMPHASES WITHIN THE CHEMISTRY MAJOR
 - D. PROGRAMS UNDER CONSIDERATION/DEVELOPMENT
- 10. NEW CENTURY SCHOLARSHIP, MATH AND SCIENCE CURRICULUM TAB J

FINANCE AND FACILITIES COMMITTEE

REGENT JERRY C. ATKIN, CHAIR

ESCALANTE ROOM

ACTION:

- 1. USHE – PROPOSED REVISIONS TO POLICY R741, *Capital Facilities Qualification and Prioritization* (Q&P) PROCESS TAB K
- 2. USHE – LONG-TERM ENROLLMENT SCENARIOS TAB L
- 3. UHEAA – RESOLUTION APPROVING AMENDMENT TO GENERAL STUDENT LOAN PROGRAM INDENTURE AND REPLACEMENT OF A CASH-FUNDED RESERVE WITH A SURETY BOND TAB M
- 4. SOUTHERN UTAH UNIVERSITY – CAMPUS MASTER PLAN UPDATE TAB N
- 5. SOUTHERN UTAH UNIVERSITY – PROPERTY PURCHASE TAB O

CONSENT:

- 6. CONSENT CALENDAR, FINANCE COMMITTEE TAB P
 - A. 2005-2006 FINAL WORK PROGRAM REVISIONS
 - B. 2006-2007 INITIAL WORK PROGRAM
 - C. 2006-2007 BUDGET IMPLEMENTATION REPORTS
 - D. 2006-2007 APPROPRIATED OPERATING BUDGETS
 - E. SPRING SEMESTER AND END-OF-TERM ENROLLMENT REPORTS

- F. PROPOSED REVISIONS TO POLICY R165, *CONCURRENT ENROLLMENT*
- G. PROPOSED REVISIONS TO POLICY R548, *INSTITUTIONAL DISCRETIONARY FUNDS ADMINISTRATION*
- H. UofU AND USU – CAPITAL FACILITIES DELEGATION REPORTS

INFORMATION/DISCUSSION:

- 7. INFORMATION CALENDAR, FINANCE COMMITTEE TAB Q
 - A. UPDATE ON POSSIBLE CONSOLIDATION OF ADMINISTRATIVE DATA PROCESSING
 - B. PREVIEW LIST OF 2007-2008 CAPITAL DEVELOPMENT PROJECTS
 - C. ANNUAL REPORT ON RESEARCH GRANT AWARDS

11:30 A.M. - REGULAR BUSINESS MEETING OF THE BOARD
 1:00 P.M. BALLROOM

- 1. REPORT OF NOMINATING COMMITTEE
- 2. RESOLUTION IN MEMORY OF R. J. SNOW
- 3. 2007 MEETING SCHEDULE TAB R
- 4. OPEN MEETINGS ACT – CHANGES AND TRAINING
- 5. GENERAL CONSENT CALENDAR TAB S
- 6. REPORTS OF BOARD COMMITTEES
 - PROGRAMS COMMITTEE – TABS A - J
 - FINANCE COMMITTEE – TABS J - Q
- 7. REPORT OF THE CHAIR
- 8. REPORT OF THE COMMISSIONER

1:00 P.M. - LUNCHEON MEETING – REGENTS AND DIXIE TRUSTEES
 2:00 P.M. CEDAR BREAKS ROOM

LUNCH – ALL OTHERS
 BALLROOM LOBBY

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PROJECTED TIMES FOR THE VARIOUS MEETINGS ARE ESTIMATES ONLY. THE BOARD CHAIR RETAINS THE RIGHT TO TAKE ACTION ON EITHER DAY. 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.



July 19, 2006

**MEMORANDUM**

To: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: University of Utah Mission Statement -- Action Item

Issue

The Board of Regents 2002 Master Planning Task Force on Missions and Roles recommended the development of policy R3I2, Configuration of the Utah System of Higher Education, and Institutional Mission and Roles. This policy, approved May 2003, will eventually contain a new mission and role statement for each institution of higher education in Utah. As a result, attached is the University of Utah's statement of mission and roles for Regents' consideration.

Background

Policy R3I2 describes the categories in which institutions in the Utah System of Higher Education are placed according to their approved specific mission and roles. The policy reflects changes that have occurred within the system during the last decade and establishes missions and roles for the institutions for a five-year period. This statement from the University of Utah reflects a stronger and more focused approach to interdisciplinary inquiry and to international involvement than was reflected in their former statement.

The University of Utah has submitted its mission and roles statement for Board of Regents approval. The statement has been approved by the University's Board of Trustees and has been reviewed by all Utah System of Higher Education institutions. All unanimously supported this proposed statement.

Commissioner's Recommendation

The Commissioner recommends the Board review and approve the University of Utah's Mission Statement, and include it in Policy R3I2, *Configuration of the Utah System of Higher Education and Institutional Missions and Roles*. Copies of Policy R3I2 and the newly established Carnegie Classifications for higher education institutions are attached.

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Richard E. Kendell, Commissioner

REK/LS

## **University of Utah Mission Statement**

**Spring 2006**

The mission of the University of Utah is to serve the people of Utah and the world through the discovery, creation and application of knowledge; through the dissemination of knowledge by teaching, publication, artistic presentation and technology transfer; and through community engagement. As a preeminent research and teaching university with national and global reach, the University cultivates an academic environment in which the highest standards of intellectual integrity and scholarship are practiced. Students at the University learn from and collaborate with faculty who are at the forefront of their disciplines. The University faculty and staff are committed to helping students excel. We zealously preserve academic freedom, promote diversity and equal opportunity, and respect individual beliefs. We advance rigorous interdisciplinary inquiry, international involvement, and social responsibility.

## University of Utah Mission Statement

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July 19, 2006

**MEMORANDUM**

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Weber State University – Master of Arts Degree in English Effective Spring 2007 – Action Item

Issue

Weber State University requests approval to offer a Master of Arts in English (MA English) degree, effective Spring 2007. This program was approved by the WSU Board of Trustees on February 14, 2006.

Background

The MA English program is designed to fill an unmet need in the Weber-Davis-Morgan County area. The proposed program is designed to provide access for working adults who wish to advance their careers in any profession requiring advanced preparation in English language and literature, and the writing and critical thinking skills which the program develops. Although other graduate English programs are offered by sister institutions, the target clientele cannot readily travel to a program outside the area where they live and work. In Weber and Davis Counties, over 100 schools employ English teachers. Further, it is clear from feedback from the community that many other professional people in the area are interested in a Master's degree in English.

The WSU Master of Arts in English (MA English) will be offered evenings and summers to accommodate a working student population who cannot travel to a program outside the area where they live and work. Currently, about 400 English teachers are employed in the three-county area (Weber, Davis, Morgan) that WSU serves. The degree program will require 35 semester hours in a format that will allow most students to complete the program in two years while maintaining their current professional employment. The MA English degree will satisfy a growing demand for better preparation in content areas for public school teachers.

There will not be a need to hire additional faculty unless the program experiences considerable growth in the next five years. Ultimately, 40 students are expected to enroll annually.

### Policy Issues

Utah State University found the program to be well designed and not in conflict with its own program. Utah Valley State College raised issues regarding the curriculum, intended audience, and advisement which were successfully answered by WSU officials. No substantive issues were raised.

### Commissioner's Recommendation

The Commissioner recommends that the Regents approve the request by Weber State University to offer a Master of Arts Degree in English effective Spring 2007.

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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 Arts in English

Effective Fall 2006

Weber State University

Prepared for

Richard E. Kendell

by

Phyllis C. Safman

July 19, 2006



## SECTION I: The Request

Weber State University requests approval to offer a Master of Arts in English (MA English) degree effective Spring 2007. This program was approved by the WSU Board of Trustees on February 14, 2006.

## SECTION II: Program Description

The WSU Department of English proposes to offer a Master of Arts in English (MA English) program for students with a bachelor's degree who wish to enhance their understanding and knowledge of English language, literature, rhetoric and pedagogy as teachers of English or in English-related professions. This program will serve a number of needs in WSU's service area. One of the primary student markets is secondary school teachers. Teachers are increasingly required to continue their education to receive salary increases and to meet the requirements associated with No Child Left Behind legislation. An important focus of this legislation is increased content knowledge for teachers. Many English teachers choose this path because of their love of literature and rhetoric. Therefore, they are interested in a graduate program where they can deepen and broaden their knowledge of the subject they teach. In addition, many of the schools in Utah are increasing their offerings of Advanced Placement classes, Honors programs and the International Baccalaureate diploma. All of these programs demand increased expertise in English literature from teachers.

Secondly, while the majority of students entering the proposed program are expected to be teachers, a survey conducted by WSU shows that almost twenty-five percent of students requesting such a program are non-teaching professionals. Frequently, career promotion for these professionals requires an advanced degree, but often the field of that degree is not specified.

Prior to the design of the WSU program, faculty examined over 200 MA English programs throughout the United States and adapted the best elements of those programs to the needs of the community and of WSU's student population. The design of this program offers a strong core of required courses along with electives allowing students to place more focus on literature, linguistics, rhetoric or pedagogy.

The WSU Master of Arts in English (MA English) will be offered evenings and summers to accommodate a working student population who cannot travel to a program outside the area where they live and work. Currently, about 400 English teachers are employed in the three-county area (Weber, Davis, Morgan) that WSU serves. The degree will be a rigorous program requiring 35 semester hours in a format that will allow most students to complete the program in two years while maintaining their current professional employment. The MA English degree will satisfy a growing demand for better preparation in content areas for public school teachers.

|                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| All students must complete English 6010 and 6020. Students must satisfy one of three options: 29 credit hours and a 6 credit hour thesis, or 32 credit hours and a 3-hour masters project, or 35 credit hours. Students must complete a minimum of 26 credit hours at the 6000 level or higher. Students must also demonstrate competency in a foreign language through course work at the undergraduate level or by testing. |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                      |
|--------------------------------------|
| All courses included in the program: |
|--------------------------------------|

|           |                                                 |
|-----------|-------------------------------------------------|
| Engl 5510 | World Literature (3)                            |
| Engl 5520 | American Literature: Early and Romantic (3)     |
| Engl 5530 | American Literature: Realism and Naturalism (3) |
| Engl 5540 | American Literature: Modern (3)                 |

|           |                                                                                                                                           |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------|
| Engl 5550 | American Literature: Contemporary (3)                                                                                                     |
| Engl 5610 | British Literature: Medieval (3)                                                                                                          |
| Engl 5620 | British Literature: Renaissance (3)                                                                                                       |
| Engl 5630 | British Literature: Neoclassical and Romantic (3)                                                                                         |
| Engl 5640 | British Literature: Victorian (3)                                                                                                         |
| Engl 5650 | British Literature: Modern (3)                                                                                                            |
| Engl 5660 | British Literature: Contemporary (3)                                                                                                      |
| Engl 5730 | Literatures of Cultures and Places (3)                                                                                                    |
| Engl 5750 | Classical Literature (3)                                                                                                                  |
| Engl 6010 | Literature in Context (3)                                                                                                                 |
| Engl 6020 | Foundations (2)                                                                                                                           |
| Engl 6030 | Studies in Literacy and Cultural Theory (2)                                                                                               |
| Engl 6110 | Writing for Teachers (3)                                                                                                                  |
| Engl 6210 | Teaching Literature in the Secondary Schools (3)                                                                                          |
| Engl 6240 | Seminar in American Literature (3.5)                                                                                                      |
| Engl 6250 | Seminar in British Literature (3.5)                                                                                                       |
| Engl 6260 | Seminar in World Literature (3.5)                                                                                                         |
| Engl 6310 | Languages and Linguistics for Teachers (3)                                                                                                |
| Engl 6320 | World Languages (2)                                                                                                                       |
| Engl 6330 | Literary and Rhetorical Stylistics (2)                                                                                                    |
| Engl 6400 | Multi-cultural Perspectives on Literature for Young People (3)                                                                            |
| Engl 6410 | Strategies and Methodology of Teaching ESL/Bilingual Teachers (3)                                                                         |
| Engl 6420 | English Phonology and Syntax for ESL/Bilingual Teachers (3)                                                                               |
| Engl 6450 | ESL/Bilingual Assessment: Theory, Methods and Practices (2)                                                                               |
| Engl 6510 | Graduate Seminar in Eminent Writers (2)                                                                                                   |
| Engl 6520 | Graduate Seminar in Shakespeare (3)                                                                                                       |
| Engl 6540 | Contemporary American Literature (2)                                                                                                      |
| Engl 6550 | Contemporary British Literature (2)                                                                                                       |
| Engl 6560 | Contemporary World Literature (2)                                                                                                         |
| Engl 6610 | Advanced Studies in Genre (2)                                                                                                             |
| Engl 6710 | Variable Topics (2)                                                                                                                       |
| Engl 6821 | Teaching Developmental Reading and Writing (2)                                                                                            |
| Engl 6822 | Teaching College Writing (2)                                                                                                              |
| Engl 6823 | Teaching Practicum (1)                                                                                                                    |
| Engl 6830 | Directed Readings (3)                                                                                                                     |
| Engl 6940 | Master's Project (3)                                                                                                                      |
| Engl 6960 | Thesis (3)                                                                                                                                |
|           | Highlighted courses are presently offered by the WSU English Department and support the existing WSU Master of Teacher Education Program. |

## Program Outline

Degree: Master of Arts in English

Hours required to graduate: 35 credit hours

Students must satisfy one of three options: 29 credit hours course work and a 6 credit hour thesis, or 32 credit hours and a three hour masters project, or 35 credit hours. Students must complete a minimum of 26 credit hours at the 6000 level or higher.

*All MA candidates must consult the Program Advisor at least once a term.*

## *Required Courses*

### *Both of the following*

- \* **Engl 6010**, Literature in Context (3.5)  
Must be taken concurrently with **Engl 6020**
- Engl 6020**, Foundations (2)  
Must be taken concurrently with **Engl 6010**

### *2 of the following 3 courses*

- \* \*\* **Engl 6240**, Seminar in American Literature (3.5)
- \* \*\* **Engl 6250**, Seminar in British Literature (3.5)
- \* \*\* **Engl 6260**, Seminar in World Literature (3.5)

### *2 of the following 3 courses*

- Engl 6540**, Contemporary American Literature (2)
- Engl 6550**, Contemporary British Literature (2)
- Engl 6560**, Contemporary World Literature (2)

### *1 course in 3 of the following 4 areas (3 courses)*

#### Area 1

- \*\* **Engl 6030**, Studies in Literary and Cultural Theory (2)
- \*\* **Engl 6710**, Variable Topics (2)

#### Area 2

- \*\* **Engl 6510**, Graduate Seminar in Eminent Writer (2)
- Engl 6520**, Graduate in Studies in Shakespeare (3)

#### Area 3

- \*\* **Engl 6610**, Advanced Studies in Genres (2)

#### Area 4

- Engl 6310**, Language and Linguistic for Teachers (3)
- Engl 6320**, World Languages (2)
- Engl 6330**, Literary and Rhetorical Stylistics (2)

## *Elective Courses*

All program courses not used to fulfill requirements may be taken as electives.  
The following restrictions apply to certain course groups.

\* The .5 hour attached to these courses is for intensive writing requirements for portfolio evaluation.

\*\* Courses so designated may be repeated for credit with different content.

**Engl 6930**, Directed Readings (1-2)

No more than 2 hours of directed readings credit may apply toward the MA degree unless approved by the program director.

**No more than 2 of the following 3 courses.**

**Engl 6410**, Strategies and Methodology of Teaching English ESL/Bilingual (3)

**Engl 6420**, English Phonology and Syntax for ESL/Bilingual Teachers (3)

**Engl 6450**, ESL/Bilingual Assessment: Theory, Methods, and Practices (2)

**The following three courses may be taken only by students who are teaching writing for WSU for the first time.**

**Engl 6821**, Teaching Developmental Reading and Writing (2)

**Engl 6822**, Teaching College Writing (2)

**Engl 6823**, Teaching Practicum (1 hour)

## **Faculty and Staff**

The WSU English Department presently has 26 doctorally qualified faculty in the English Department. It will not be necessary to hire new graduate faculty in the first three years of the program. After three years, program growth could require the additional faculty. The doctoral faculty are active scholars with a diverse range of scholarly expertise that will provide breadth and depth for a strong program.

The Department does not immediately anticipate adding any new staff personnel. Initially the staff secretarial position will be shared with the Davis Campus, making more efficient use of existing personnel. At some point, probably within the first year, the Department will seek to hire one student aide to assist with clerical work.

## **Library and Information Resources**

The current library holdings, together with electronic and other information resources, are sufficient for graduate student use. Faculty will continue to add to the present resources vigorously. One advantage of the Davis Campus location for the program is in its state-of-the-art electronics. It has a satellite library, and faculty are committed to expanding its materials and services as rapidly as student needs dictate.

## **Admissions Requirements**

Admission to the program requires demonstration of readiness and qualification for study at the Master's level. Admission to the program requires a Bachelor's degree in English. Students with less English preparation may petition for probationary admission which might require additional classes at the 5000 level preparatory to full matriculation.

Criteria to be considered for acceptance into the program include:

- Undergraduate Degree in English.
- Undergraduate GPA.
- Professional experience.
- Letters of Recommendation.
- Writing samples.
- Adequacy of academic preparation.
- Interview by program advisor.

### **Foreign Language Requirement for the MA in English**

The Standard Language Proficiency requirement may be met by fulfilling one of the following options:

1. Completion of the third semester or higher course in the language with a grade of C or better.
2. Passing a reading exam in a foreign language.
3. Other comparable language experience (must be approved by the Graduate English Committee and the program director).
4. Students for whom English is a second language may meet the language requirement by verifying proficiency in their native language by any of the means provided in options 1 or 2 above,  
Or  
By passing the TOEFL requirement as outlined in **Additional Requirements for International Students** listed in the general entry requirements for the MA English program.

### **Additional requirements for international students**

All international students and any applicants educated outside the United States must demonstrate proficiency in English. Those whose native language is not English must submit an official score from the Test of English as a Foreign Language (TOEFL) of 550 (paper-based), or 213 (computer-based). The score may not be more than two years old.

### **Student Advisement**

The graduate program will have an advisement committee composed of graduate English faculty. Each student will meet with an advisor at least once each semester. Especially in the first three years, this will assure a quality program that meets student needs. Also, student needs and success will be monitored continuously throughout the program.

### **Projected Enrollment**

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

| Program Year                       | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|------------------------------------|--------|--------|--------|--------|--------|
| Projected Student Enrollment       | 20     | 40     | 40     | 40     | 40     |
| Faculty FTE                        | 3.95   | 3.95   | 3.95   | 3.95   | 3.95   |
| Student/<br>Faculty FTE Enrollment | 5.06   | 10.1   | 10.1   | 10.1   | 10.1   |

Anticipated is that the program will admit 20 students in the first year and an additional 20 students in the second year. Given that the average student will complete the program in two years, the program will reach a steady-state enrollment of 80 students in the third year.

### SECTION III: Program Need

The MA English program is designed to fill an unmet need in the Weber-Davis-Morgan county area where WSU is charged by the Regents to meet the higher education needs of Northern Utah.

The MA English program is designed to provide access for working adults who wish to advance their careers in any profession requiring advanced preparation in English language and literature, and the writing and critical thinking skills which the program develops. Although Master's English programs are offered by sister institutions, the target clientele cannot readily travel to a program outside the area where they live and work. In Weber and Davis counties, over 100 schools employ English teachers. Further, it is clear from feedback from the community that many other professional people in the area are interested in a Master's degree in English.

In spring 2001, Weber State University conducted a survey to ascertain interest in an MA English program in the school districts in Weber, Davis and Morgan counties (Davis, Weber, Ogden, and Morgan School Districts). WSU officials ascertained that approximately 200 of these teachers would be candidates for a WSU program offering an MA in English. In addition, the survey indicated a substantial number of people employed in other professions would be interested in an MA in English offered by WSU. In March, 2005 faculty began compiling a list of names of people asking about an MA in English. The list numbers more than 100 individuals and is growing rapidly despite the fact that WSU officials have not so far solicited names for the list. The interest from potential students lends support to the survey findings. This proposed program will be housed on the WSU Davis campus since that is central to the largest population and provides easy access from all directions.

## **Market Demand**

The MA in English program is designed to fill an unmet need in the Weber-Davis-Morgan county area. The program will provide access for working adults who wish to further their careers in any profession requiring advanced preparation in English language and literature, and the writing, editing, and critical thinking skills that it develops.

Utah is facing an enormous increase in the student population in K-12 schools, and meeting the demand for a significant increase in teachers is a serious problem for all school districts. Moreover, these teachers must be highly qualified as defined by the Federal No Child Left Behind (NCLB) Act. NCLB defines highly qualified teachers as having a major at the undergraduate level. This program would offer those already teaching, who may have had English as a minor, the opportunity to seek the designation "highly qualified" at the graduate level and to expand their expertise. The Utah State Department of Education reported that school enrollment rose by 1.2 percent in the 2003-2004 school year and projects that Utah schools will accept another 180,000 new students through 2015.

The MA in English will help to provide a supply of teachers highly qualified in the content area, thus addressing an increasing concern for all the school districts. An increasing demand exists within the field of education as well as other professions for workers with advanced preparation and proficiency in all aspects of language skills together with editing, critical thinking, and creative ability. WSU officials anticipate the number of interested students will exceed proposed program capacity and will continue to do so in the foreseeable future.

## **Student Demand**

The demand for teachers expands with both population growth and expectations of increased levels of educational preparation. The rapid population growth along the Wasatch Front, and especially in Davis County, means that the need for highly prepared English teachers will continue to increase. The above mentioned 2001 survey indicated that approximately 200 of these teachers would be candidates for a local program offering an MA in English. In addition, the survey of the area indicated that a substantial number of people employed in other professions are interested in an MA in English.

WSU has received unsolicited inquiries regarding the availability of a graduate program in English. In June 2005, staff began compiling a list of names of people inquiring about the program. The list currently numbers about 100 and is growing steadily despite the fact that the proposed program has not been promoted.

## **Similar Programs**

Both the University of Utah and Utah State University offer Master's Degrees in English. However, the majority of working professionals in the Weber-Davis-Morgan County area cannot readily travel to a program outside the area where they live and work. Currently, no other MA in English is offered to the student population targeted in this proposal at times and locations which will allow students to attend. Since WSU is responsible to meet the higher education needs in the Weber-Davis-Morgan county area, this program is designed to meet this large, currently unmet need.

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

The impact of this program on other USHE institutions will be negligible because this degree program is being targeted toward a regional student population of working adults.

### **Benefits**

The benefits of this program are numerous. Teachers will be provided advanced preparation in the content area, (a serious concern in all the school districts) thus enhancing the level and quality of teaching. Employers in a wide range of professions need workers with advanced English language skills.

### **Consistency with Institutional Mission**

The mission of Weber State University is to “provide learning opportunities appropriate to a comprehensive institution of higher education to meet the educational needs of Utah through roles assigned by the state Board of Regents in the liberal arts and sciences and a variety of vocations and professions.” WSU has a long history in teacher education. WSU has established a campus in Davis County to better fulfill its responsibilities there. The proposed MA in English program is designed to meet the educational needs of this rapidly growing area, and the specific and unique educational needs of students in these three counties.

## **SECTION IV: Program Assessment**

The MA in English will be assessed in many ways. Each proposed graduate class syllabus will be evaluated and approved by the English graduate committee. At the end of each term, students will evaluate each class using an instrument already developed by the English Department to assess the quality of instruction, the appropriateness of class objectives, and the intellectual stimulation and overall value of the class.

Students will also meet with an advisor at least once each semester. In addition to student advisement, these sessions will provide constant feedback on the quality of teaching and on how well the program is meeting needs of students.

Following each term, the graduate faculty will meet to assess student feedback, both formal and informal, and identify needs and changes in program operation, class offering and faculty instruction. Faculty performance summaries and recommendations will be part of ongoing graduate faculty review. A series of graduate faculty meetings will discuss the results of evaluations and provide consensus on needed changes. The program director together with the advisement committee will then make changes and refinements to the program as needed.

## Expected Standards of Performance

Students admitted to the program will have already demonstrated high levels of performance in analytic reading, synthesis, research and writing. Such skills will be demanded at the highest level in all graduate classes. No grade below a B will be accepted for credit in the graduate program.

## Student Assessment

Besides traditional methods of assessing student performance in individual classes, each student will build a portfolio of writing that grows out of designated classes. This writing will cross individual class boundaries for a broader focus provided by clusters of interrelated classes. Each student will complete at least three of these inter-class writing assignments that will be evaluated as part of the ongoing student advisement for the program. This portfolio will also serve as part of the final assessment of student performance at the end of the program.

## SECTION V: Finance

The WSU graduate English program will be closely affiliated with the undergraduate English Department, but the budgets will be separate. Thus, the five-year budget presented here will be for the MA English program only.

The following Table shows the projected budget for the first five years of the MA English program.

**Table 1: Five Year Budget Projection**

|                         | 2006-07   | 2007-08   | 2008-09   | 2009-10   | 2010-11   |
|-------------------------|-----------|-----------|-----------|-----------|-----------|
| Faculty                 | \$339,700 | \$339,700 | \$339,700 | \$339,700 | \$339,700 |
| Secretarial<br>(Hourly) | \$5,000   | \$6,000   | \$6,000   | \$6,000   | \$6,000   |
| Operational             | \$15,800  | \$15,800  | \$15,800  | \$15,800  | \$15,800  |
| Faculty<br>Enrichment   | \$30,000  | \$35,000  | \$35,000  | \$35,000  | \$35,000  |
| First Year<br>Start-up  | \$6,000   | ----      | ----      | ----      | ----      |
| <b>TOTAL</b>            | \$396,500 | \$396,500 | \$396,500 | \$396,500 | \$396,500 |

## Funding Sources

Funding will come from tuition revenues generated by the program and from reallocation of funds.

## **Reallocation**

The English Department presently offers 20 hours of graduate-level classes to meet the needs of the Master of Teacher Education; the resources devoted to these classes will support the new MA in English while continuing to support the existing Master of Teacher Education.

## **Impact on Existing Budgets**

Since the program is projected to be funded from tuition and from pre-existing program components, the impact on existing budgets will be negligible.

## APPENDIX A: PROGRAM CURRICULUM

All courses to be included in the program:

|           |                                               |     |
|-----------|-----------------------------------------------|-----|
| Engl 5510 | World Literature                              | 3   |
| Engl 5520 | American Literature: Early and Romantic       | 3   |
| Engl 5530 | American Literature: Realism and Naturalism   | 3   |
| Engl 5540 | American Literature: Modern                   | 3   |
| Engl 5550 | American Literature: Contemporary             | 3   |
| Engl 5610 | British Literature: Medieval                  | 3   |
| Engl 5620 | British Literature: Renaissance               | 3   |
| Engl 5630 | British Literature: Neoclassical and Romantic | 3   |
| Engl 5640 | British Literature: Victorian                 | 3   |
| Engl 5650 | British Literature: Modern                    | 3   |
| Engl 5660 | British Literature: Contemporary              | 3   |
| Engl 5730 | Literatures of Cultures and Places            | 3   |
| Engl 5750 | Classical Literature                          | 3   |
| Engl 6010 | Literature in Context                         | 3.5 |
| Engl 6020 | Foundations                                   | 2   |
| Engl 6030 | Studies in Literary and Cultural Theory       | 2   |
| Engl 6110 | Writing for Teachers                          | 3   |
| Engl 6210 | Teaching Literature in the Secondary Schools  | 3   |
| Engl 6240 | Seminar in American Literature                | 3.5 |
| Engl 6250 | Seminar in British Literature                 | 3.5 |
| Engl 6260 | Seminar in World Literature                   | 3.5 |
| Engl 6310 | Language and Linguistics for Teachers         | 3   |
| Engl 6320 | World Languages                               | 2   |

|           |                                                               |   |
|-----------|---------------------------------------------------------------|---|
| Engl 6330 | Literary and Rhetorical Stylistics                            | 2 |
| Engl 6400 | Multi-cultural Perspectives on Literature for Young People    | 3 |
| Engl 6410 | Strategies and Methodology of Teaching ESL/Bilingual Teachers | 3 |
| Engl 6420 | English Phonology and Syntax for ESL/Bilingual Teachers       | 3 |
| Engl 6450 | ESL/Bilingual Assessment: Theory, Methods and Practices       | 2 |
| Engl 6510 | Graduate Seminar in Eminent Writers                           | 2 |
| Engl 6520 | Graduate Seminar in Shakespeare                               | 3 |
| Engl 6540 | Contemporary American Literature                              | 2 |
| Engl 6550 | Contemporary British Literature                               | 2 |
| Engl 6560 | Contemporary World Literature                                 | 2 |
| Engl 6610 | Advanced Studies in Genre                                     | 2 |
| Engl 6710 | Variable Topics                                               | 2 |
| Engl 6821 | Teaching Developmental Reading and Writing                    | 2 |
| Engl 6822 | Teaching College Writing                                      | 2 |
| Engl 6823 | Teaching Practicum                                            | 1 |
| Engl 6830 | Directed Readings                                             | 3 |
| Engl 6940 | Master's Project                                              | 3 |
| Engl 6960 | Thesis                                                        | 3 |

\*Highlighted courses are presently offered by the WSU English Department and will support the WSU Master of English program.

## APPENDIX B : GRADUATE COURSE DESCRIPTIONS

\*Designates courses presently offered which will become part of the MA Program.

**\*ENGL 5510. World Literature (3)**

This is a selection of masterworks from a variety of authors, regions, and eras – expressly to introduce literatures other than British and American. The required readings may vary considerably from semester to semester. This course may not be applied to graduate degree requirements if an undergraduate survey covering the same period was applied towards an undergraduate degree.

**\*ENGL 5520. American Literature: Early and Romantic (3)**

This historical survey follows waves of European immigration, the Revolutionary War and the intense age of American Romanticism, which occurred in the decades just before the Civil War. This course may not be applied to graduate degree requirements if an undergraduate survey covering the same period was applied toward an undergraduate degree.

**\*ENGL 5530. American Literature: Realism and Naturalism (3)**

This historical survey runs from the Civil War to WWI – emphasis reconstruction, *laissez-faire* economics, growing imperialism, and universal suffrage. This course may not be applied to graduate degree requirements if an undergraduate survey covering the same period was applied toward an undergraduate degree.

**\*ENGL 5540. American Literature: Modern (3)**

This historical survey focuses on the first half of the 20<sup>th</sup> century, with its profound political and social changes: entry into World War I and II, and Prohibition. This course may not be applied to graduate degree requirements if an undergraduate survey covering the same period was applied toward an undergraduate degree.

**\*ENGL 5550. American Literature: Contemporary (3)**

This historical survey focuses on American literature from the 1950s to the present within the context of the dramatic political and cultural changes that have shaped contemporary American culture, such as the Cold War, Vietnam, the Civil Rights movement, feminism and multiculturalism. Like its modernist predecessor, it ranges across genres and media to survey various emergent traditions and tendencies in contemporary and postmodern U.S. letters. This course may not be applied to graduate degree requirements if an undergraduate survey covering the same period was applied toward an undergraduate degree.

**\*ENGL 5610. British Literature: Medieval (3)**

This historical survey runs from the eighth century to the end of the fifteenth century – roughly from the reign of Alfred the Great to Henry VII. Works written in Anglo-Saxon English and northern medieval dialects will be read in modern translations. This course may not be applied to graduate degree requirements if an undergraduate survey covering the same period was applied toward an undergraduate degree.

**\*ENGL 5620. British Literature: Renaissance (3)**

This historical survey runs from just before the beginning of the sixteenth century to just after the middle of the seventeenth – roughly from the reign of Henry VII, through the reign of Elizabeth Tudor, to the restoration of Charles II. (Note: this survey typically omits its largest figure, Shakespeare – for whom the

department has established separate courses). This course may not be applied to graduate degree requirements if an undergraduate survey covering the same period was applied toward an undergraduate degree.

**\*ENGL 5630. British Literature: Neoclassical and Romantic (3)**

This historical survey links two periods: the first frequently referred to as the Enlightenment of the Eighteenth Century – 1660-1780. The second period covers the relatively short but intense age of English Romanticism – 1780-1830. This course may not be applied to graduate degree requirements if an undergraduate survey covering the same period was applied toward an undergraduate degree.

**\*ENGL 5640. British Literature: Victorian (3)**

This historical survey follows the long span of Queen Victoria's reign: from about 1837 when she came to the throne to 1901 when her funeral widely symbolized the passing of the age. Not merely a placid time of Victorian propriety, this era was marked by many philosophical upheavals. This course may not be applied to graduate degree requirements if an undergraduate survey covering the same period was applied toward an undergraduate degree.

**\*ENGL 5650. British Literature: Modern (3)**

This historical survey focuses on the first half of the twentieth century, a time of great social change for Great Britain and Ireland that led to a rich outpouring of traditional and experimental writing. This course may not be applied to graduate degree requirement if an undergraduate survey covering the same period was applied toward an undergraduate degree.

**\*ENGL 5660. British Literature: Contemporary (3)**

This historical survey examines British and Anglo-Irish literature since 1950 as Britain metamorphosed from a world power into an integral member of the European Community. The course asks what it means to be a "British" writer in the second half of a century increasingly multi-cultural in outlook. This course may not be applied to graduate degree requirements if an undergraduate survey covering the same period was applied toward an undergraduate degree.

**\*ENGL 5730. Literature of Cultures and Places (3)**

This course examines literature, cultures and nations beyond England and America. Students will be introduced to the ways in which texts are closely tied to the geographical and cultural setting as well as the historical movement from which they emerge. This course may focus on a single national culture or, alternately, offer representative works from various cultures. This course may not be applied to graduate degree requirements if an undergraduate survey covering the same period was applied toward an undergraduate degree.

**\*ENGL 5750. Classical Literature (3)**

This course is a survey of 3,000 years of intellectual and cultural advancement paralleled with the ascent of civilization from Crete to the Roman Empire. This course explores the significance of myths in the process of literary development. This course is a foundation course preparing students for more advanced courses in the study of the enduring classical literature in the Masters Degree Program. This course may not be applied to graduate degree requirements if an undergraduate survey covering the same period was applied toward an undergraduate degree.

**ENGL 6010 (3.5 cr.) Literature in Context**

This course examines two substantial literary texts (usually by different authors) in the context of time, place, and critical history. It teaches research and bibliographic skills with the application of appropriate critical theory. Co-requisite with Engl 6020. The (.5) credit attached to this course is for intensive writing to be collected in a portfolio for evaluation of student performance in the program.

**ENGL 6020 (2 cr.) Foundations**

This course applies research and bibliographic skills and strategies expected of all students in the graduate program to the study of specific literary texts studied in Engl 6010. Students also select and apply appropriate critical theory to their text analysis. Co-requisite with Engl 6010.

**ENGL 6030 (2 cr.) Studies in Literary and Cultural Theory**

This is an applied literary criticism course in which students enhance their critical skills by selecting and applying appropriate critical and cultural theory to select major literary texts. This variable title course may be repeated for credit with different content.

**\*ENGL 6110 (3 cr.) Writing for Teachers**

Designed primarily for teachers already in service, this course explores the most current research and theory concerning the teaching of writing and applies it to real problems they face in the secondary classroom.

**\*ENGL 6210 (3 cr.) Teaching Literature in the Secondary Schools**

Designed primarily for teachers already in service, this course explores the most current research and theory concerning the teaching of literature and applies it to real problems they face in the secondary classroom.

**ENGL 6240 (3.5 cr.) Seminar in American Literature**

Not a survey, this seminar explores, in their entirety, major texts of one particular American era. Rather than establishing a canon, the course focuses on the literature which defines and articulates that period of American cultural history. This variable title course may be repeated for credit with different content. The (.5) credit attached to this course is for intensive writing to be collected in a portfolio for evaluation of student performance in the program.

**ENGL 6250 (3.5 cr.) Seminar in British Literature**

Not a survey, this seminar explores major texts, in their entirety, of one particular British era. Rather than establishing a canon, the course focuses on the literature which defined and articulates that period of British cultural history. This variable title course may be repeated for credit with different content. The (.5) credit attached to this course is for intensive writing to be collected in a portfolio for evaluation of student performance in the program.

**ENGL 6260 (3.5 cr.) Seminar in World Literature**

Not a survey, this seminar explores, in depth, major texts of a time and region of World Literature (literature other than American or British). Rather than establishing a canon, the course focuses on the literature which defines and articulates a time and place in world culture. This variable title course may be repeated twice for credit with different subject matter. The (.5) credit attached to this course is for intensive writing to be collected in a portfolio for evaluation of student performance in the program.

**\*ENGL 6310 (3 cr.) Language and Linguistics for Teachers**

Designed primarily for teachers already in service, this course will explore the current controversies, to which will be applied the latest research and theories about the nature of language, and linguistics and the impact they have on language instruction in the secondary classroom.

**ENGL 6320 (2 cr.) World Languages**

One of three core courses in the linguistics offerings for the MA program in English, this course aims to broaden students' awareness of the diversity inherent in the world's languages, thereby fostering a greater understanding and appreciation of the nature of human language in general. The course does not presuppose linguistic expertise. Students will study profiles of selected languages representing major language families of the world, all geographical areas, and a variety of language issues, which may include language obsolescence and maintenance, writing systems of the world, prosody and poetic forms in other languages, language history, and language families.

**ENGL 6330 (2 cr.) Literary and Rhetorical Stylistics**

One of three core courses in the linguistics offerings, this course has historical, theoretical, and analytical dimensions, surveying the literature style in three intersecting domains: linguistics, literature, and rhetoric. Students will read historical and contemporary texts from all three disciplines as well as engage in quantitative and qualitative stylistic analysis of the writing of a literary period and genre. They will learn how diction, syntax, and figurative language can be deployed to various communicative and artistic ends in different genres of written discourse.

**\*ENGL 6400 (3 cr.) Multicultural Perspectives on Literature for Young People**

Students will study the principles of literature for young people in combination with the theories of multicultural education. Designed for teachers or those preparing to teach, it will address issues connected to schools, teaching strategies and pedagogy, and the selection and evaluation of materials for diverse populations.

**\*ENGL 6410 (3 cr.) Strategies and Methodology of Teaching ESL/Bilingual**

This course emphasizes practical strategies and methods of teaching English as a Second Language in the public school systems of this country.

**\*ENGL 6420 (3 cr.) English Phonology and Syntax for ESL/Bilingual Teachers**

This course provides the essential foundation for ESL/Bilingual teachers in the workings of the English language: its pronunciation and spelling systems, its word-forming strategies, and its sentence structure patterns.

**ENGL 6450 (2 cr.) ESL/Bilingual Assessment: Theory, Methods, and Practices**

This course explores how to effectively evaluate and implement assessment processes for ESL/Bilingual pupils in public schools. Students will gain experience with both standardized tests and authentic assessment.

**ENGL 6510 (2 cr.) Graduate Seminar in Eminent Writers**

This seminar examines major texts and relevant lesser texts of a writer or small group of writers whose works have established their permanence in the world of literature. This variable title course may be repeated for credit with different content.

**ENGL 6520 (3 cr.) Graduate Seminar in Shakespeare**

This seminar examines a range of plays and major relevant criticism of Shakespeare.

**ENGL 6540 (2 cr.) Contemporary American Literature**

Contemporary literature corresponding in theme, genre and/or form to the seminar (6240) with which it is paired, this course examines in depth the writing of a single writer or a small group who are major contributors to contemporary American Literature.

**ENGL 6550 (2 cr.) Contemporary British Literature**

Contemporary literature corresponding in theme, genre and/or form to the seminar (6250) with which it is paired, this course examines in depth the writing of a single writer or a small group who are major contributors to contemporary British Literature.

**ENGL 6560 (2 cr.) Contemporary World Literature**

Contemporary literature corresponding in theme, genre and/or form to the seminar (6260) with which it is paired, this course examines in depth the writing of a single writer or a small group who are major contributors to contemporary World Literature.

**ENGL 6610 (2 cr.) Advanced Studies in Genre**

In this course students will examine the artistic elements of one literary genre (i.e. poetry, drama, fiction, etc.) or sub-genre (i.e. lyrical poetry, dramatic poetry, etc.). Students will analyze both major and minor literary texts as they develop a working definition of the form and effectiveness of a literary genre. This variable title course may be repeated for credit with different content.

**ENGL 6710 (2 cr.) Variable Topics**

This course provides a vehicle for advanced study that goes beyond the level of core program courses. Topics will vary and specifics of classes will emerge in response to the interest and talents of the most advanced students in the program. This variable title course may be repeated for credit with different content.

**ENGL 6821 (2 cr.) Teaching Developmental Reading and Writing**

Designed to support beginning teaching assistants, this course is a hands-on training for first time teachers of developmental reading and writing courses. Teaching assistants will review and understand text materials used in their teaching. They will review department syllabi for developmental courses they will be teaching, develop strategies for teaching and articulating reading and writing skills, plan work assignments for students, and practice grading from department's rubrics.

**ENGL 6822 (2cr.) Teaching College Writing**

Designed especially to support graduate teaching for the first time, Teaching College Writing is a hands-on training in which new teachers will review and understand department syllabi for the course(s) they will be teaching, develop strategies for teaching specific writing concepts and skills, and practice grading using a common rubric.

**ENGL 6823 (1 cr.) Teaching Practicum**

The Teaching Practicum is a support course for teachers in their first semester of teaching college writing. Students will meet twice weekly to develop teaching strategies, enhance grading skills, resolve problems that have arisen in their classes, and plan strategies and procedures for classes they are teaching.

**ENGL 6830 (1-2 cr.) Directed Readings**

This course allows students credit for individual study with a professor, usually for further study that grows out of course work. The student and professor agree to a written contract for study which must be approved by the program director. No more than 2 credit hours of Directed Readings may apply toward the MA degree unless approved by the program director. This course is designed to allow students to explore in depth and/or breadth subject matter which goes beyond the established courses in the masters Degree Program.

**ENGL 6940 (3 cr.) Masters Project**

This course provides for the creation and execution of a project growing out of graduate study particularly as it applies to the workplace.

**ENGL 6960 (6 cr.) Thesis**

Thesis credit may be taken in increments of 1-3 hours in any term. The thesis is a capstone research and scholarly writing course for the Master,s Degree Program.

## APPENDIX C: COURSE OFFERING CYCLE

### Summer 1<sup>st</sup> Year

|      |                                               |   |
|------|-----------------------------------------------|---|
| 5530 | American Literature: Realism and Naturalism   | 3 |
| 5630 | British Literature: Neoclassical and Romantic | 3 |
| 6510 | Graduate Seminar in Eminent Writers           | 2 |
| 6710 | Variable Topics                               | 2 |

### Fall 1<sup>st</sup> Year

|      |                                            |     |
|------|--------------------------------------------|-----|
| 5510 | World Literature                           | 3   |
| 5520 | American Literature: Early and Romantic    | 3   |
| 5540 | American Literature: Modern                | 3   |
| 5610 | British Literature: Medieval               | 3   |
| 5620 | British Literature: Renaissance            | 3   |
| 5640 | British Literature: Victorian              | 3   |
| 5650 | British Literature: Modern                 | 3   |
| 5750 | Classical Literature                       | 3   |
| 6010 | Literature in Context                      | 3.5 |
| 6020 | Foundations                                | 2   |
| 6260 | Seminar in World Literature                | 3.5 |
| 6540 | Contemporary American Literature           | 2   |
| 6560 | Contemporary World Literature              | 2   |
| 6821 | Teaching Developmental Reading and Writing | 2   |
| 6822 | Teaching College Writing                   | 2   |

### Spring 1<sup>st</sup> Year

|      |                  |   |
|------|------------------|---|
| 5510 | World Literature | 3 |
|------|------------------|---|

|      |                                               |     |
|------|-----------------------------------------------|-----|
| 5530 | American Literature: Realism and Naturalism   | 3   |
| 5550 | American Literature: Contemporary             | 3   |
| 5630 | British Literature: Neoclassical and Romantic | 3   |
| 5640 | British Literature: Victorian                 | 3   |
| 5660 | British Literature: Contemporary              | 3   |
| 5730 | Literature of Cultures and Places             | 3   |
| 5750 | Classical Literature                          | 3   |
| 6240 | Seminar in American Literature                | 3.5 |
| 6250 | Seminar in British Literature                 | 3.5 |
| 6320 | World Languages                               | 2   |
| 6510 | Graduate Seminar in Eminent Writers           | 2   |
| 6550 | Contemporary British Literature               | 2   |
| 6610 | Advance Studies in Genres                     | 2   |
| 6823 | Teaching Practicum                            | 1   |

#### Summer 2<sup>nd</sup> Year

|      |                                         |   |
|------|-----------------------------------------|---|
| 5540 | American Literature: Modern             | 3 |
| 5640 | British Literature: Victorian           | 3 |
| 6030 | Studies in Literary and Cultural Theory | 2 |
| 6320 | World Languages                         | 2 |

#### Fall 2<sup>nd</sup> Year

|      |                                         |   |
|------|-----------------------------------------|---|
| 5510 | World Literature                        | 3 |
| 5520 | American Literature: Early and Romantic | 3 |
| 5540 | American Literature: Modern             | 3 |
| 5610 | British Literature: Medieval            | 3 |

|      |                                            |     |
|------|--------------------------------------------|-----|
| 5620 | British Literature: Renaissance            | 3   |
| 5640 | British Literature: Victorian              | 3   |
| 5650 | British Literature: Modern                 | 3   |
| 5750 | Classical Literature                       | 3   |
| 6010 | Literature in Context                      | 3.5 |
| 6020 | Foundations                                | 2   |
| 6260 | Seminar in World Literature                | 3.5 |
|      |                                            |     |
| 6520 | Graduate Seminar in Shakespeare            | 3   |
| 6550 | Contemporary British Literature            | 2   |
| 6821 | Teaching Developmental Reading and Writing | 2   |

### Spring 2<sup>nd</sup> Year

|      |                                               |     |
|------|-----------------------------------------------|-----|
| 5510 | World Literature                              | 3   |
| 5530 | American Literature: Realism and Naturalism   | 3   |
| 5550 | American Literature: Contemporary             | 3   |
| 5630 | British Literature: Neoclassical and Romantic | 3   |
| 5640 | British Literature: Victorian                 | 3   |
| 5660 | British Literature: Contemporary              | 3   |
| 5730 | Literatures of Cultures and Places            | 3   |
| 5750 | Classical Literature                          | 3   |
| 6030 | Studies in Literary and Cultural Theory       | 2   |
| 6240 | Seminar in American Literature                | 3.5 |
| 6250 | Seminar in British Literature                 | 3.5 |

|      |                                  |   |
|------|----------------------------------|---|
| 6540 | Contemporary American Literature | 2 |
| 6560 | Contemporary World Literature    | 2 |
| 6822 | Teaching College Writing         | 2 |
| 6823 | Teaching Practicum               | 1 |

# APPENDIX D: FACULTY

| Name                  | Degree                                     | Rank                | Status       | Tenure Expertise                                                       | Area of Exp. | Yrs. of |
|-----------------------|--------------------------------------------|---------------------|--------------|------------------------------------------------------------------------|--------------|---------|
| Gordon Allred         | Ph.D. – University of Utah                 | Professor           | Tenured      | Specialized Writing – fiction; biographical, magazine article writing. | 43           |         |
| James Russell Burrows | Ph.D. – Bowling Green University           | Assistant Professor | Tenure Track | American Literature, Rhetoric/Composition                              | 13           |         |
| Shannon Butler        | D.A. – University of Michigan              | Professor           | Tenured      | Teacher Education                                                      | 20           |         |
| Donna Cheney          | Ph.D. – Bowling Green University           | Professor           | Tenure Track | Rhetoric/Composition; Milton                                           | 24           |         |
| Merlin Cheney         | Ph.D. – Bowling Green University           | Professor           | Tenured      | Medieval English Literature (to 1500); British Novel; Senior Seminar   | 41           |         |
| Tim Conrad            | Ph.D. – Indiana University of Pennsylvania | Asst. Professor     | Tenure Track | ESL/Bilingual Education                                                | 23           |         |
| Hal Crimmel           | Ph.D. – SUNY at Albany                     | Asst. Professor     | Tenure Track | Teacher Education; American Literature; Rhetoric/Composition           | 5            |         |
| Gary Dohrer           | Ph.D. – University of Texas                | Professor           | Tenured      | Teacher Education; Teaching Methods                                    | 17           |         |
| Judith Elsley         | Ph.D. – University of Arizona              | Professor           | Tenured      | Drama; Women’s Studies                                                 | 16           |         |
| Kathleen Herndon      | Ed.D. – Vanderbilt University              | Professor           | Tenured      | Teacher Education; Children’s Literature; Young People’s Literature    | 17           |         |
| Robert Hogge          | Ph.D. – University of Arizona              | Professor           | Tenured      | Technical Writing; American Literature (1900 – 1954)                   | 17           |         |
| Diane Krantz          | Ph.D. – University of California, Davis    | Associate Professor | Tenure Track | Medieval English Literature                                            | 11           |         |

|                      |                                   |                       |              |                                                 |    |
|----------------------|-----------------------------------|-----------------------|--------------|-------------------------------------------------|----|
| Mark LeTourneau      | Ph.D. – Purdue University         | Professor             | Tenured      | Linguistics; English Grammar                    | 19 |
| Scott Loughton       | Ph.D. – Loughton                  | Associate Professor   | Tenured      | Contemporary British Literature                 | 26 |
| Susan McKay          | Ph.D. – University of Utah        | Associate Professor   | Tenured      | Linguistics                                     | 17 |
| Becky Jo McShane     | Ph.D. – University of Utah        | Asst. Professor       | Tenure Track | English Literature; Technical Writing & Editing | 6  |
| Karen Moloney        | Ph.D. – University of California  | Professor             | Tenured      | Irish Literature; English Literature            | 14 |
| Victoria Ramirez     | Ph.D. – Binghamton University NY  | Asst. Professor       | Tenure Track | American Literature; Rhetoric/Composition       | 7  |
| Brad Roghaar         | MA – University of Utah           | Instructor Specialist | Tenured      | Composition; General Education                  | 22 |
| John Schwiebert      | Ph.D. – University of Minnesota   | Professor             | Tenured      | Rhetoric/Composition                            | 17 |
| Sally Bishop Shigley | Ph.D. – Oklahoma State University | Professor             | Tenured      | American Literature                             | 14 |
| Mahalingam Subbiah   | Ph.D. – Oklahoma State University | Professor             | Tenured      | Technical Writing                               | 19 |
| Shelley Thomas       | Ph.D. – Oklahoma State University | Asst. Professor       | Tenure Track | Technical Writing                               | 3  |
| L. Mikel Vause       | Ph.D. – Bowling Green University  | Professor             | Tenured      | Colonial American Literature                    | 19 |
| Michael Wutz         | Ph.D. – Emory University          | Professor             | Tenured      | American Literature                             | 14 |
| James Young          | Ph.D. – Vanderbilt University     | Professor             | Tenure Track | Teacher Education; Teaching Methods             | 19 |

## Appendix F: Budget Expenses Budget Expenses (4 year cycle)

Years 1-3

| Credit Hours            | FTE Faculty |
|-------------------------|-------------|
| 77 (Existing courses)   | 3.2         |
| <u>18 (New Courses)</u> | <u>0.75</u> |
|                         | 3.95        |

|                        |                 |
|------------------------|-----------------|
| Average Faculty Salary | \$60,600        |
| Benefits               | <u>\$25,400</u> |
| <b>TOTAL</b>           | <b>\$86,000</b> |

### Faculty Requirements

|                                                      |                    |                   |
|------------------------------------------------------|--------------------|-------------------|
| Faculty                                              | 3.95 X \$ 86,000 = | <u>339,700</u>    |
| <b>TOTAL</b>                                         |                    | \$ 339,700        |
| Secretarial (Hourly)                                 |                    | \$ 5,000          |
| Operational Budget                                   |                    | \$ 15,800         |
| Faculty Enrichment                                   |                    | \$ 30,000         |
| First Year Start Up<br>(office equipment and supply) |                    | \$ 6,000          |
| <b>TOTAL</b>                                         |                    | <b>\$ 396,500</b> |

### Revenue

|                  |                  |
|------------------|------------------|
| Reallocation     | \$275,200        |
| Dual Designation | \$ 20,200        |
| Program Tuition  | \$101,100        |
| <b>Total</b>     | <b>\$396,500</b> |

July 19, 2006

**MEMORANDUM**

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Southern Utah University – Bachelor of Science Degree in Human Nutrition, Effective Fall 2006 – Action Item

Issue

Southern Utah University (SUU) requests approval to change its emphasis in Human Nutrition in the Family and Consumer Sciences (FCS) degree to a Bachelor of Science Degree in Human Nutrition effective Fall, 2006. This proposal was approved by the SUU Board of Trustees on May 6, 2005.

Background

The Bachelor of Science Degree in Human Nutrition will emphasize the biological and physical sciences and will provide students with the background necessary to understand the function and metabolism of nutrients. The program will provide a foundation for students considering careers in dietetics, medicine, dentistry, and other health related science professions. Academic requirements for entering medical school, dental school, or allied health professional may be met through this degree. [This course of study does not, however, meet the undergraduate academic course work requirement of the American Dietetic Association.]

The curriculum during the first two years allows students to explore the general field of Human Nutrition while completing courses in chemistry, biology, and the social sciences that provide the foundation for the Human Nutrition major.

SUU is already authorized to offer a BS degree in Family and Consumer Sciences (FCS) with an emphasis in nutrition. The reorganization of colleges on the campus of Southern Utah University effective July 1, 2004 put the current FCS – Emphasis in Nutrition degree in an interesting position. There is no longer an FCS Department and the nutrition faculty is now housed in the Department of Agriculture and Nutrition Sciences (AGNS) in the College of Science. Students majoring in FCS-Nutrition take the vast majority of their courses in the College of Science yet graduate from the

College of Education (because that is where all other FCS faculty and degrees are housed). Creating a BS in Human Nutrition will allow students to graduate with a degree in a scientific field from the College of Science.

Additionally, the requirements for the proposed degree put an increased emphasis on the sciences. In the FCS-Nutrition degree students are required to take a number of courses that are specifically FCS courses and do not further their study of the sciences. Removal of these courses from the core and from the list of electives will increase the credit hours available for students to concentrate on Human Nutrition and related sciences.

This request repackages courses in the present course catalog to craft a Human Nutrition major. The proposed degree will require the addition of a one (1) credit hour research seminar to be taken during the senior year. All other courses in the proposed degree are currently in place. Support classes for the degree in Human Nutrition are already in place including courses in biology, microbiology, chemistry, anatomy and physiology.

### Policy Issues

The University of Utah (U of U) gave support to the proposed degree program and commented that the graduates of this program would be prepared for graduate work in dietetics, nutrition science or exercise science at the U of U.

Utah State University (USU), which has its own Human Nutrition program, expressed concern with SUU's Human Nutrition proposal for these reasons: the USU program offers more science courses which require pre-requisites that SUU does not require; the USU program is not at enrollment capacity; SUU faculty credentials were not sufficient to determine their qualifications; and the name is misleading because students would assume they are being prepared to sit for the Registered Dietetic license. SUU officials stated that their program is not the same as USU's program, the additional science courses are not required by the accrediting body for dietetics, and SUU students who have not graduated are accepted into USU's program. However, SUU officials acknowledged that their proposed program is not the ideal preparation for students wanting to become registered dietitians (RD); students can prepare for the examination during their graduate education. SUU sees its degree proposal as an extension of the nutrition emphasis it offers with the addition of one two-credit senior research course.

USU encouraged SUU to change the name of the proposed degree and met by telephone to discuss this possibility. The one suggested by USU – BS in Agriculture with an emphasis in Nutrition – was unacceptable to SUU. Consequently, neither institution could come to agreement on the name of the degree nor on the other issues raised by USU. Both respectfully agreed to disagree.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve the request by Southern Utah University to offer the Bachelor of Science Degree in Human Nutrition, effective Fall 2006.

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Richard E. Kendell, Commissioner

REK/PRC  
Attachment



Academic, Applied Technology and Student Success Committee

Action Item

Request to Offer the Bachelor of Science Degree in Human Nutrition

Southern Utah University

Prepared for  
Richard E. Kendell  
By  
Phyllis C. Safman

July 19, 2006

## **SECTION I: The Request**

Southern Utah University (SUU) requests approval to change its emphasis in the Family and Consumer Sciences (FCS) degree to a major in Human Nutrition effective, Fall 2006. This proposal was approved by the SUU Board of Trustees on May 6, 2005.

## **SECTION II: Program Description**

The Bachelor of Science Degree in Human Nutrition will emphasize the biological and physical sciences and will provide students with the background necessary to understand the function and metabolism of nutrients. The program will provide an excellent foundation for students considering careers in dietetics, medicine, dentistry, and other health related science professions. Academic requirements for entering medical school, dental school, or allied health professional may be met through this degree. [This course of study does not meet the undergraduate academic course work requirement of the American Dietetic Association.]

The curriculum during the first two years allows students to explore the general field of Human Nutrition while completing courses in chemistry, biology, and the social sciences that provide the foundation for the human nutrition major.

### **Purpose**

SUU is already authorized to offer a BS degree in FCS with an emphasis in nutrition. The reorganization of colleges on the campus of Southern Utah University effective July 1, 2004 put the current FCS – Emphasis in Nutrition degree in an interesting position. There is no longer a FCS Department and the nutrition faculty are now housed in the Department of Agriculture and Nutrition (AGNS) in the College of Science. Students majoring in FCS-Nutrition take the vast majority of their courses in the College of Science yet graduate from the College of Education (because that is where all other FCS faculty and degrees are housed). Creating a B.S. in Human Nutrition will allow students to graduate with a degree in a scientific field from the College of Science.

Additionally, the requirements for the proposed degree put an increased emphasis on the sciences. In the FCS-Nutrition degree students are required to take a number of courses that are specifically FCS courses and do not further their study of the sciences. Removal of these courses from the core and from the list of electives will increase the credit hours available for students to concentrate on Human Nutrition and related sciences.

A degree in Human Nutrition provides preparation for several different career interests including:

- Medicine and other health careers such as physical therapy, physician's assistant or pharmacy
- Dietetics, including nutrition counseling, clinical nutrition, community nutrition, and management of food and nutrition services in business and the health industry
- Fitness and wellness, including corporate wellness, sports nutrition, exercise science, and athletic training

- Nutrition communication, including programs concerned with hunger, health, and food supply issues in non-industrialized countries
- Research including careers that use biochemical, physiological, genomic, clinical and social science methods to understand how food, diet, and health are related

Following graduation most nutrition majors pursue their career interests through programs of advanced study.

This request repackages courses in the present course catalog to craft a Human Nutrition major. The proposed degree will require the addition of a one (1) credit hour research seminar to be taken during the senior year. All other courses in the proposed degree are currently in place. Support classes for the degree in Human Nutrition are already in place including courses in biology, microbiology, chemistry, anatomy and physiology.

### **Institutional Readiness**

The impact of the new program upon existing administrative structures will be minimal because no adjustment in organizational structures is required.

This request is largely a clerical change to update an existing program for ease of student matriculation and graduation. It is a priority on SUU's matrix of programs under development.

### **Faculty/Staff**

No new faculty will be needed for this program since only one new one-credit hour course will need to be added.

### **Library**

The current library resources seem adequate to meet the needs of the new program. These resources include:

- Multi-subject indexes for articles
- Internet access for all students
- Excellent government resources from state and federal reports to books on nutrition
- ILLiad – Interlibrary loan
- Numerous journals in the areas of nutrition and physical science

### **Learning Resources**

Several important university resources will be utilized in the Human Nutrition program:

- Nutrition and Food Sciences laboratory and accessory space (General Classroom 204 and 206)

- Physical science laboratories (Science Center)

## Admission Requirements

There are no special requirements for students entering this degree program. Standard university procedures and requirements for admission will be followed.

## Advisement

Students enrolling in degree programs in the Department of Agricultural and Nutrition Sciences receive academic advisement from the College of Science professional advisor and professional advisement from the Nutrition faculty members who teach in the specialized areas.

## Justification for Number of Credits

The minimum semester credit hours required for a major in Human Nutrition is 39 hours. The total required hours for this degree are 120 semester credit hours.

### Requirements for Bachelor of Science Degree in Human Nutrition

|                                                                             |       |
|-----------------------------------------------------------------------------|-------|
| 1. General Education Requirements                                           | 36-37 |
| 2. Major Human Nutrition Requirements                                       | 39    |
| Human Nutrition Core (21 hours)                                             |       |
| Human Nutrition Restricted Electives (18 hours)                             |       |
| 3. Minor                                                                    | 18-24 |
| 4. Unrestricted electives                                                   | 20-27 |
| Total: (minimum 12 hours math or science and 40 hours 3000 level or higher) | 120   |

|                 |                                         |                                            |    |
|-----------------|-----------------------------------------|--------------------------------------------|----|
| I.              | Human Nutrition Core Courses (21 hours) |                                            |    |
| NFS             | 1020                                    | Scientific Foundations of Human Nutrition  | 3  |
| NFS             | 1240                                    | Culinary Arts                              | 2  |
| NFS             | 1241                                    | Culinary Arts Lab                          | 1  |
| NFS             | 2020                                    | Nutrition in the Life Cycle                | 3  |
| NFS             | 3020                                    | Nutrition as Related to Fitness and Sports | 3  |
| NFS             | 4020                                    | Advanced Human Nutrition                   | 3  |
| NFS             | 4200                                    | Food Science                               | 3  |
| NFS             | 4210                                    | Food Science Lab                           | 2  |
| NFS             | 4480                                    | Community Nutrition                        | 3  |
| NFS             | 4850                                    | Undergraduate Research                     | 2  |
| NFS             | 4990                                    | Senior Seminar                             | 1  |
| Sub Total Hours |                                         |                                            | 21 |

- II. Electives (select 18 credit hours from the following list; credits cannot be duplicated in a minor)

|                      |           |                                  |    |
|----------------------|-----------|----------------------------------|----|
| BIOL                 | 1610/1615 | General Biology I/Lab            | 4  |
| BIOL                 | 1620/1625 | General Biology II/Lab           | 4  |
| BIOL                 | 2060      | Microbiology/Lab                 | 4  |
| BIOL                 | 2320/2325 | Anatomy/Lab                      | 4  |
| BIOL                 | 2420/2425 | Human Physiology/Lab             | 4  |
| BIOL                 | 3050      | Biomedical Ethics                | 2  |
| BIOL                 | 3060/3065 | Genetics                         | 3  |
| CHEM                 | 1210/1215 | Principles of Chemistry I/Lab    | 5  |
| CHEM                 | 1220/1225 | Principles of Chemistry II/Lab   | 5  |
| CHEM                 | 2310      | Organic Chemistry I              | 4  |
| CHEM                 | 2320/2325 | Organic Chemistry II/Lab         | 6  |
| CHEM                 | 4110      | Biochemistry I                   | 4  |
| CHEM                 | 4120      | Biochemistry II                  | 4  |
| MATH                 | 1040      | Introduction to Statistics       | 4  |
| PE                   | 3070      | Exercise Physiology              | 3  |
| SOC                  | 4100      | Sociology of Health and Medicine | 3  |
| Sub Total Hours      |           |                                  | 18 |
| Total Hours in Major |           |                                  | 39 |

### External Review and Accreditation

Development of this proposal involved consultation with dietetics faculty from both Utah State University and Brigham Young University, SUU administrators, faculty and students. Human Nutrition programs from six other universities were reviewed and studied. At this time there is no special accreditation that will be pursued.

### Projected Enrollment

There are typically 8-12 graduates in FCS-Nutrition. It is anticipated that this number will gradually increase when a B.S. in Human Nutrition is offered (because some students choose to earn an interdisciplinary degree rather than have a diploma that says Family and Consumer Sciences).

### Expansion of Existing Program

The only expansion of the existing program is the addition of a single one-credit-hour Senior Seminar course. The proposed program can be implemented without additional faculty or financial resources. SUU is already authorized to offer a BS degree in FCS with an emphasis in nutrition. The request to move from an emphasis to a major in Nutrition was necessitated by the reorganization of colleges on the campus of Southern Utah University. There is no longer a FCS department and the nutrition faculty is now housed in the Department of Agriculture and Nutrition Sciences (AGNS) in the College of Science. Students currently majoring in FCS-Nutrition take the vast majority of their courses in the College of Science yet graduate from the College of Education (because that is where all other FCS faculty and degrees are housed). Creating a B.S. in Human

Nutrition will allow students to graduate with a baccalaureate degree in a scientific field from the College of Science.

| Nutrition Program Headcount and SCHs 2003-2006* |           |           |           |
|-------------------------------------------------|-----------|-----------|-----------|
|                                                 | 2003-2004 | 2004-2005 | 2005-2006 |
| Headcount                                       | 197.20    | 201.66    | 213.47    |
| SCH                                             | 2958      | 3025      | 3202      |

\*Data unavailable prior to 2003 due to program amalgamation with other FCS emphases.

### SECTION III: Program Need

The effect of nutrition on health promotion and disease prevention, as well as food safety, is of much national concern. Four of the top ten causes of death in U.S. adults are linked to diet. The degree in Human Nutrition Science provides students a science-based education emphasizing nutrition as preparation for post-graduate study in dietetics and other health-related fields. Many students graduating with the Nutrition Science option will choose to pursue Master of Science and Ph.D. degrees in nutrition and nutrition-related fields including food science, toxicology, pharmacology, epidemiology and public health. The proposed curriculum reflects a commitment to a strong, up-to-date, science-based program that provides the types of skills and knowledge needed by graduates to meet professional goals.

#### Labor Market Demand

With the public's increasing interest in disease prevention and nutrition combined with a growing aging population, the job outlook for graduates with expertise in nutrition is bright. Many SUU students have indicated a desire to enter a graduate dietetics program after receiving a B.S. in Human Nutrition. According to the U.S. Bureau of Labor Statistics, employment of dietitians is expected to grow 21 to 35 percent by 2008, faster than the average of all health-related occupations.

#### Student Demand

Literature reviews and anecdotal information in the market indicated that a B.S. in Human Nutrition is more marketable than a FCS-Nutrition emphasis degree.

To gauge the perceptions of current students, a questionnaire was administered to 340 students enrolled in nutrition courses at SUU during spring semester 2005. Fourteen percent (48) of survey respondents indicated they were majoring in FCS-Nutrition. Sixty-seven percent indicated they planned to take additional nutrition courses. Thirty-five percent knew of a student who did not come to SUU or transferred from SUU because SUU does not offer a degree in nutrition. Nearly 49 percent (165 students) of respondents were "somewhat" or "very interested" in becoming a Registered Dietitian (RD); the proposed B.S. in Human Nutrition degree will prepare these students

to enter graduate programs in dietetics (such as that offered by the University of Utah) where they can take the clinical courses required for RD licensure. Twenty-three percent (77) students indicated they are somewhat or very likely to transfer to another university to earn a degree in nutrition if SUU does not offer such a program.

The current FCS-Nutrition degree is not the best option possible for students wishing to pursue graduate study in the field of nutrition or other science-related fields because the necessary prerequisite coursework is not in the emphasis. Hence, students are disadvantaged. The proposed degree, however, would clearly prepare students for future work in the field of nutrition with extension agencies or corporations as well as for acceptance into graduate programs.

### **Similar Programs**

Utah State University offers a Bachelor Degree in Nutrition Science. No school in the USHE offers an undergraduate degree in Human Nutrition. As mentioned above, student survey results indicate a strong interest in a nutrition degree at SUU.

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

The new program will have no impact on undergraduate degrees at other USHE institutions. No other institutions offer a B.S. in Human Nutrition. As mentioned previously, student enrollment in the program will mainly come from existing students changing their major from FCS-Nutrition to Human Nutrition.

There is, however, potential for a positive impact on the Masters of Dietetics program at the University of Utah since many of SUU's graduates are likely to continue their education in a graduate program, especially in dietetics.

### **Benefits**

The current FCS-Nutrition emphasis puts SUU students wishing to pursue graduate study in nutrition or other science-related fields at a disadvantage because science coursework, including chemistry, biology, microbiology, anatomy, and physiology, is not required. Taking these science courses in addition to those required for the emphasis significantly increases the number of credit hours students must complete to receive a degree in and be prepared for acceptance into science-based graduate degree programs. The proposed nutrition major would qualify students for work with extension agencies or corporations and provide better preparation for continued study in science-based graduate programs.

### **Consistency with Institutional Mission**

The proposal is consistent with Regents' Policy R-312 regarding SUU's role in the Utah System of Higher Education. Southern Utah University has been designated as a

regional university with the mission to “address the unique needs of rural students and communities.”

#### SECTION IV: Program Assessment

1. Comprehensive Exam. All Human Nutrition majors will take a comprehensive examination at the beginning of the required capstone course (see below). The exam will contribute to assessment of the learning outcomes. The exam will be graded and students will be given feedback as to their performance in order to identify strengths and weaknesses. Students will be provided resources to assist them in the identified areas of weakness. Course faculty will submit test questions for the exam pool. The capstone course instructor will supervise the administration of the exam. For program evaluation purposes, the exam will function to identify strengths of the curriculum and possible areas for change.
2. Portfolio. All majors will be required to assemble a portfolio composed of materials from their junior and senior level required courses. Portfolio development will be taught during fall semester of the junior year. These portfolios will be submitted and presented during the capstone course in the senior year (see below). The portfolio will measure achievement of outcomes. All submitted materials will be evaluated by course instructors using rubrics that have been developed by faculty in the department. Students will submit materials that have been selected by faculty and may include research papers, projects, case studies, laboratory reports, essays, videotapes, and comprehensive exam reflective statements. The capstone course instructor will work with students to verify that the identified graded artifacts have been submitted.
3. Capstone Course. All majors will be required to take this course (NFS 4990, Senior Seminar) during the spring of the senior year. The course will function in several ways to provide mechanism for assessing the degree program. This course will measure outcomes through a series of reflective statements that the student will submit and present. It will also provide a unique experience for the senior majors and present them with a series of activities designed to enhance their knowledge base, demonstrated ability, and appreciation of nutrition.
4. Exit Questionnaire. Students will complete a questionnaire (anonymously) about the Human Nutrition degree program.
5. Alumni Survey. Human Nutrition alumni will be asked to complete an alumni questionnaire which will assess whether they are pursuing a career or have entered a graduate program, and if employed, whether their education as a Human Nutrition major is of value in their current position; and whether the major has contributed in significant ways to their current endeavors and what changes SUU faculty could make to better prepare current students for employment and/or graduate school. Alumni will be asked to complete these questionnaires at one year and three years post graduation intervals.

## Expected Standards of Performance

At the time of graduation, students receiving an undergraduate degree in Human Nutrition will be able to:

1. Communicate effectively.
2. Demonstrate an understanding of the influence of chemical, microbiological, and physiological disciplines as they affect Human Nutrition.
3. Integrate psychological, social and economic aspects of the environment and examine how they individually and collectively affect Human Nutrition.
4. Utilize critical thinking skills in the interpretation and application of research methodologies.
5. Demonstrate an understanding of the science of Human Nutrition in the promotion of a healthy lifestyle and pleasurable eating in diverse population groups.
6. Demonstrate an understanding of the role of nutrients and food in human health, disease prevention and health promotion.
7. Describe the impact of laws, regulations, and costs on health care systems and food and nutrition programs.

## SECTION V: Budget (5 year budget projection)

No new faculty or appropriated funding will be required to offer the BS in Human Nutrition. All but one of the courses required in the proposed program are already in place (see Appendix A) and facilities are adequate. Therefore, only one additional course will be added and costs will be absorbed by the program utilizing existing resources.

| TOTAL COSTS FOR THE NUTRITION PROGRAM FOR<br>THE FIRST FIVE YEARS* |                 |                 |                 |                 |                 |
|--------------------------------------------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|
|                                                                    | 2006-2007       | 2007-2008       | 2008-2009       | 2009-2010       | 2010-2011       |
| FTE Students                                                       | 15              | 20              | 25              | 30              | 30              |
| Current FTE Faculty*                                               | 1               | 1               | 1               | 1               | 1               |
| <b>Revenues</b>                                                    |                 |                 |                 |                 |                 |
| Current FTE Faculty                                                | \$54,000        | \$55,620        | \$57,289        | \$59,007        | \$60,777        |
| Tuition**                                                          | \$25,185        | \$36,266        | \$48,951        | \$63,439        | \$68,526        |
| Subtotal                                                           | \$79,185        | \$91,886        | \$106,240       | \$122,446       | \$129,303       |
| <b>Expenditures</b>                                                |                 |                 |                 |                 |                 |
| FTE Faculty                                                        | \$54,000        | \$55,620        | \$57,289        | \$59,007        | \$60,777        |
| Adjunct Faculty                                                    | \$4200          | \$4200          | \$4200          | \$4200          | \$4200          |
| Student hourly wage                                                | \$2000          | \$2000          | \$2000          | \$2000          | \$2000          |
| Current Expense                                                    | \$1000          | \$1000          | \$1000          | \$1000          | \$1000          |
| Capital                                                            | \$1000          | \$1000          | \$1000          | \$1000          | \$1000          |
| Travel                                                             | \$1000          | \$1000          | \$1000          | \$1000          | \$1000          |
| Subtotal                                                           | \$63,200        | \$64,820        | \$66,489        | \$68,207        | \$69,977        |
| <b>Difference</b>                                                  | <b>\$15,985</b> | <b>\$27,066</b> | <b>\$39,751</b> | <b>\$54,239</b> | <b>\$58,326</b> |

\*Faculty base salary and benefits increased by 3% annually

\*\*Tuition estimates based on undergraduate resident tuition and fees of \$1,679 increased by 8% annually

**NOTE:** No additional faculty are being requested. Current faculty will teach all courses in the program including the additional one credit hour course being added.

## **Funding Sources**

Tuition and fees will fund all aspects of the program.

## **Reallocations**

No reallocation of personnel or funding is required as all courses included in this program are currently being offered with the exception of one course.

## **Impact on Existing Budgets**

Since implementation of the proposed program requires the development of only one additional course, impact on existing budgets is minimal.

## APPENDIX A PROGRAM CURRICULUM

New Courses to be Added in the Next Five Years:

| Course | Number | Title          | Credit Hours   |
|--------|--------|----------------|----------------|
| NFS    | 4990   | Senior Seminar | 1 credit hours |

Investigation and discussion of advanced topics in nutrition with student presentations. One-hour meeting per week. Prerequisite: NFS 4020, NFS 4480 (Spring)

All Program Courses:

Human Nutrition Core (21 credit hours)

I. Core Components (21 credit hours)

| Course | Number | Title                                     | Credit Hours |
|--------|--------|-------------------------------------------|--------------|
| NFS    | 1020   | Scientific Foundations of Human Nutrition | 3            |

An introduction to the science of nutrition and the relationship of food intake and health. Nutrient requirements and food selection to meet those requirements are discussed. Students evaluate their own food intake and eating behaviors and learn to be informed consumers of food and nutrition information. (Fall, Spring, Summer)

|     |      |               |   |
|-----|------|---------------|---|
| NFS | 1240 | Culinary Arts | 2 |
|-----|------|---------------|---|

Discussion of the influence of type and proportion of ingredients, manipulation techniques, and methods of preparation to obtain a standard food product. Lab experiences will accompany and support discussion. Co-requisite: NFS 1241. (Spring)

|     |      |                   |   |
|-----|------|-------------------|---|
| NFS | 1241 | Culinary Arts Lab | 1 |
|-----|------|-------------------|---|

Lab experiments designed to accompany and support the discussion of ingredients, manipulation techniques, and food preparation methods discussed in NFS 2200. Co-requisite: NFS 1240. (Spring)

|     |      |                             |   |
|-----|------|-----------------------------|---|
| NFS | 2020 | Nutrition in the Life Cycle | 3 |
|-----|------|-----------------------------|---|

Application of nutrition principles to the human life cycle: nutrient functions, needs sources and alterations during pregnancy, lactation, growth, development, maturation and aging. Pre-requisite: NFS 1020. (Fall, Spring)

|     |      |                                            |   |
|-----|------|--------------------------------------------|---|
| NFS | 3020 | Nutrition as Related to Fitness and Sports | 3 |
|-----|------|--------------------------------------------|---|

Designed to provide coaches, teachers, trainers, physically active people and competitors with the most recent factual information on sound nutrition. Includes information on essential nutrients, metabolism during exercise, specific problems experienced by athletes or highly active people; myths, ergogenic aids, and current interests. Pre-requisite: NFS 1020. (Fall, Spring)

|     |      |                          |   |
|-----|------|--------------------------|---|
| NFS | 4020 | Advanced Human Nutrition | 3 |
|-----|------|--------------------------|---|

The study of nutrients and their interrelationships in human nutrition. Structures, properties, digestion, absorption, cellular biochemistry and metabolism are addressed. Prerequisites: NFS 1020, 2020, CHEM 1120/1125 or CHEM 1220/1225. BIOL 2420/2425 recommended. (Spring)

NFS 4200 Food Science 3  
 Scientific principles underlying modern food preparation. Relationship to food preparation of the physical and chemical properties of food components and their systems. Co-requisite: NFS 4210. Prerequisites: NFS 2200, NFS 2210, NFS 3200, and one of the following chemistry series: CHEM 1110/1115 and CHEM 1120/1125 or CHEM 1210/1215 and CHEM 1220/1225. (Fall)

NFS 4210 Food Science Lab 2  
 Lab experiments designed to illustrate the effect of varying ingredients and preparation procedure in the quality of the product. Two labs per week. Co-requisite: NFS 4200. (Fall)

NFS 4480 Community Nutrition 3  
 Introduction to public health nutrition, epidemiology, food programs, and national nutrition monitoring. Pre-requisite: NFS 1020, 2020. (Spring)

NFS 4850 Undergraduate Research 2

NFS 4990 Senior Seminar 1  
 Investigation and discussion of advanced topics in nutrition with student presentations. One-hour meeting per week. Prerequisite: NFS 4020, NFS 4480 (Spring)

II. Human Nutrition Restricted Electives (select 18 credit hours from the following list)  
 Credits will not be counted in the major if the course is taken in the minor.

BIOL 1610/1615 General Biology I/Lab 4  
 Introduction to biology for science majors. Organization and function of cells, expression and transmission of genetic information, processes of evolution, and evolution of major groups of organisms. Emphasis on critical analysis of experimental observations. Three hours of lecture per week. Prerequisites: High School biology and chemistry courses, or an ACT Science score of 23, or C- or above in BIOL 1010 and CHEM 1010 or BIOL 1620. CO-requisite: BIOL 1615. Recommended after BIOL 1620. (Fall, Spring)

BIOL 1620/1625 General Biology II/Lab 4  
 Introduction to biology for science majors. Pathways of energy transformation in living systems, biology of vascular plants, biology of animals, ecology and biogeography. Three hours of lecture per week. Recommended before BIOL 1610. Co-requisite: BIOL 1625. (Fall, Spring, Summer)

BIOL 2060 Microbiology/Lab 4  
 Biology of microorganism and their effect on human activities. Students will gain an understanding of: 1) the history and development of microbiology and the scientific methods utilized in medical sciences, 2) the basic principles of chemistry and cell anatomy, 3) the basic principles of photosynthesis and respiration, 4) industrial application of microbiology, 5) role of microorganisms in the environment, 6) the basic principles of microbial growth and factors affecting growth, 7) the bacterial diseases of mankind, 8) the viral parasitic diseases of mankind, 9) the basic principles of epidemiology, 10) the basic principles of immunology. Three hours of lecture and one lab per week. Recommended for non-majors, teaching and biology majors. Co-requisite: BIOL 2065. (Fall, Spring, Maymester)

- BIOL 2320/2325 Anatomy/Lab 4  
The study of the structure of the human body with emphasis on surface, regional and systemic anatomy of all body systems. Three hours of lecture per week. Co-requisite: BIOL 2325. (Fall, Spring, Summer)
- BIOL 2420/2425 Human Physiology/Lab 4  
Systematic study of the functions of the human body from the cellular to the systems with emphasis on broad, general biological principles. 3 lectures per week. Co-requisite: BIOL 2425. (Fall, Spring, Summer)
- BIOL 3050 Biomedical Ethics 2  
Exploration of current ethical problems in the medical and psychological disciplines and their impacts on society and the individual. Two hours lecture per week. No prerequisites. (Spring)
- BIOL 3060/3065 Genetics 3  
Transmission and expression of genetic information, organisms, and populations. Topics include basic transmission and molecular genetics, regulation of gene expression, developmental genetics, genetics of cancer, the immune response and behavior, and population genetics and evolution. Three hours of lecture per week. Prerequisites: BIOL 1610/1615 and BIOL 1620/1625, MATH 1050.
- CHEM 1210/1215 Principles of Chemistry I/Lab 5  
An introductory chemistry course designed for students in engineering, physical science, pre-medical, pre-dental, pre-pharmacy, or pre-veterinary medicine. For all students who need more than one year of chemistry. Prerequisite: Two years of high school algebra or Math 1050, or high school chemistry. Four lectures per week. Co-requisite: CHEM 1215. (Fall, Spring, Summer)
- CHEM 1220/1225 Principles of Chemistry II/Lab 5  
Continuation of CHEM 1210. Prerequisite: A minimum grade of C (2.0 or above) in CHEM 1210. Co-requisite: CHEM 1210. (Fall, Spring, Summer)
- CHEM 2310 Organic Chemistry I 4  
A study of the carbon containing molecules of life through the theories that govern chemical change. Concepts discussed include the principles of structure and chemical reactivity, the physical properties, preparation, naming, and reaction mechanisms of biologically active compounds. Pre professional requirements (dental, medical, veterinary) for organic chemistry are met in this course. Prerequisite: A minimum grade of 'C' (2.0 or above) in CHEM 1220 (Fall, Summer)
- CHEM 2320/2325 Organic Chemistry II/Lab 6  
A continuation of CHEM 2310 Organic Chemistry I. Four hour lectures per week. Prerequisite: A minimum grade of 'C' (2.0 or above) in CHEM 2310. Co-requisite: CHEM 2325. (Spring, Summer)
- CHEM 4110 Biochemistry I 4  
A course designed to help the student develop an understanding of biochemical processes through an exploration of the vast research potential, as well as common molecular, cellular, and

|                                                                                                                                                                                                                                  |                 |   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|---|
| CHEM 4120                                                                                                                                                                                                                        | Biochemistry II | 4 |
| <p>A continuation of CHEM 4110. This semester deals with an introduction to the catabolic and anabolic processes of animal and plant metabolism. Prerequisites: A minimum grade of 'C' (2.0 or above) in CHEM 4110. (Spring)</p> |                 |   |

|                                                                                                                                                                                                                                    |                     |   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|---|
| PE 3070                                                                                                                                                                                                                            | Exercise Physiology | 3 |
| Designed to study the physiological functions of the human body in activity. Physiological principles are applied to physical education, dance and coaching. Prerequisite: BIOL 2420/2425 or instructor's approval. (Fall, Spring) |                     |   |

III. Recommended Additional Courses (do not count in major)

A study of the ways people communicate within and between cultures. Including a consideration of cultural context and the relationships between culture and communication. (Spring)

|                                                                                                                                                                                                                                                                                                                   |                              |   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|---|
| ECON 2010                                                                                                                                                                                                                                                                                                         | Principles of Microeconomics | 3 |
| Introduction to basic microeconomic principles: price theory, theory of the firm, trade and comparative advantage, public goods, taxation, welfare economics, and industrial organization. Public policy with regard to the environment, consumer protection, and other problems is also examined. (Fall, Spring) |                              |   |

MGMT 3180 Management & Organizations 3  
Introduction to the world of a manager, the concepts needed by a manager, the process of managing, and the adjustments that must be made to meet changes that are occurring in the modern business world. Prerequisite: Accepted to Advanced Standing or approved in department (Fall, Spring)

MKTG 3010 Marketing Principles 3  
An analysis of problems and concepts concerned with the distribution of goods from producer to consumer. The course includes survey of marketing research, product planning, pricing, channels of distribution and promotion. Prerequisite: Accepted to Advanced Standing in department. (Fall, Spring)

PSY 1010 General Psychology (Social Science) 4  
Psychology is the scientific study of behavior. This course provides a broad overview of this field of science. (Fall, Spring, Summer)

## APPENDIX B PROGRAM SCHEDULE

### Fall Semester 1<sup>st</sup> Year

| Course | Number    | Title                                     | Credit Hours |
|--------|-----------|-------------------------------------------|--------------|
| NFS    | 1020      | Scientific Foundations of Human Nutrition | 3            |
| CHEM   | 1210/1215 | Chemical Principles I/Lab                 | 5            |

### Spring Semester 1<sup>st</sup> Year

| Course | Number    | Title                      | Credit Hours |
|--------|-----------|----------------------------|--------------|
| CHEM   | 1220/1225 | Chemical Principles II/Lab | 5            |
| NFS    | 1240/1241 | Culinary Arts/Lab          | 3            |

### Fall Semester 2<sup>nd</sup> Year

| Course | Number | Title                      | Credit Hours |
|--------|--------|----------------------------|--------------|
| CHEM   | 2310   | Organic Chemistry I        | 4            |
| NFS    | 2020   | Nutrition in the Lifecycle | 3            |

### Spring Semester 2<sup>nd</sup> Year

| Course | Number    | Title                    | Credit Hours |
|--------|-----------|--------------------------|--------------|
| CHEM   | 2320/2325 | Organic Chemistry II/Lab | 6            |

### Fall Semester 3<sup>rd</sup> Year

| Course | Number | Title                                      | Credit Hours |
|--------|--------|--------------------------------------------|--------------|
| NFS    | 3020   | Nutrition as Related to Fitness and Sports | 3            |

### Spring Semester 3<sup>rd</sup> Year

| Course | Number | Title                    | Credit Hours |
|--------|--------|--------------------------|--------------|
| NFS    | 4020   | Advanced Human Nutrition | 3            |

### Fall Semester 4<sup>th</sup> Year

| Course | Number    | Title                  | Credit Hours |
|--------|-----------|------------------------|--------------|
| NFS    | 4200/4210 | Food Science           | 5            |
| NFS    | 4480      | Community Nutrition    | 3            |
| NFS    | 4850      | Undergraduate Research | 1            |

### Spring Semester 4<sup>th</sup> Year

| Course | Number | Title                  | Credit Hours |
|--------|--------|------------------------|--------------|
| NFS    | 4990   | Senior Seminar         | 1            |
| NFS    | 4850   | Undergraduate Research | 1            |

# APPENDIX C FACULTY

| <u>Name</u>        | <u>Department</u>         | <u>Degree</u> | <u>Degree</u>            |
|--------------------|---------------------------|---------------|--------------------------|
| Terry Alger        | Chemistry                 | Ph.D.         | University of Utah       |
| Joann Bowns        | Biology                   | Ph.D.         | University of Michigan   |
| Helen Boswell      | Biology                   | Ph.D.         | State University of NY   |
| Artis Grady        | Agriculture and Nutrition | R.D., M.Ed.   | Utah State University    |
| Bruce Howard       | Chemistry                 | Ph.D.         | University of Oregon     |
| Ron Martin         | Biology                   | Ph.D.         | University of California |
| Bonnie Mitchell    | Sociology                 | Ph.D.         | University of Texas      |
| Charlotte Pedersen | Biology                   | Ph.D.         | University of Minnesota  |
| Paul Pillitteri    | Biology                   | Ph.D.         | University of Ohio       |
| Ty Redd            | Chemistry                 | Ph.D.         | BYU                      |
| Matthew Rhea       | Physical Education        | Ph.D.         | Arizona State University |
| Hussein Samha      | Chemistry                 | Ph.D.         | New Mexico State Univ.   |
| Matthew Schmidt    | Agriculture and Nutrition | R.D., M.S.    | University of Utah       |
| Rachel Smetanka    | Biology                   | Ph.D.         | University of Iowa       |
| Cynthia Wright     | Agriculture and Nutrition | Ph.D.         | Utah State University    |

## APPENDIX D Student Demand Survey Form

### Dietetics Program Student Survey

The Department of Agriculture and Nutrition requests your help in completing this survey so we can improve/expand the educational programs we offer to students interested in professional careers in nutrition.

1. What is your gender?                      Male                      Female
  
2. What is your current status?              Full-time student              Part-time student
  
3. What is your class standing?  
     Freshman (less than 30 hours)                      Sophomore (30 to 60 hours)  
     Junior (60-90 hours)                      Senior (more than 90 hours)
  
4. When do you expect to graduate?  
     2005                      2006  
     2007                      2008  
     After 2008
  
5. What is your major field(s) of study? (Check your college/school; write in major)  
     Business Major: \_\_\_\_\_  
     Computing, Integrated Engineering & Technology Major: \_\_\_\_\_  
     Education Major: \_\_\_\_\_  
     Humanities and Social Science (Major: \_\_\_\_\_)  
     Performing and Visual Arts Major: \_\_\_\_\_  
     Science Major: \_\_\_\_\_  
     Other, specify \_\_\_\_\_
  
6. What is your cumulative GPA? \_\_\_\_\_
  
7. What are the financial sources for your university study? (Check all that apply)  
     Parent's support                      Relative's support  
     Student loan  
     Your employment                      Spouse's employment  
     Scholarship  
     Grant                      Other, specify: \_\_\_\_\_
  
8. How many hours do you work **weekly** during the school year?  
     I do not work                      20 hours of less                      More than 20 hours
  
9. How interested are you in applying to a dietetics program?  
     Not interested at all                      Somewhat interested

|     | Very interested                                                                                                                                           | Undecided           |             |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|-------------|
| 10. | If Southern Utah University currently offered a BS in nutrition and/or dietetics, how likely would you be to major in dietetics?                          |                     |             |
|     | Not likely                                                                                                                                                | Somewhat likely     |             |
|     | Very likely                                                                                                                                               | Undecided           |             |
| 11. | How beneficial do you feel a dietetics program would be for students at Southern Utah University?                                                         |                     |             |
|     | Not beneficial                                                                                                                                            | Somewhat beneficial |             |
|     | Very beneficial                                                                                                                                           | Undecided           |             |
| 12. | If Southern Utah University currently offered BS degree in nutrition (non-dietetics), how likely would you be to pursue a nutrition degree?               |                     |             |
|     | Not likely                                                                                                                                                | Somewhat likely     |             |
|     | Very likely                                                                                                                                               | Undecided           |             |
| 13. | How beneficial do you feel a BS in nutrition would be for students at Southern Utah University?                                                           |                     |             |
|     | Not beneficial                                                                                                                                            | Somewhat beneficial |             |
|     | Very beneficial                                                                                                                                           | Undecided           |             |
| 14. | How beneficial do you think such a program would be for the economy of southern Utah?                                                                     |                     |             |
|     | Not beneficial                                                                                                                                            | Somewhat beneficial |             |
|     | Very beneficial                                                                                                                                           | Undecided           |             |
| 15. | How likely would you be to take one or more courses in nutrition?                                                                                         |                     |             |
|     | Not likely                                                                                                                                                | Somewhat likely     |             |
|     | Very likely                                                                                                                                               | Undecided           |             |
| 16. | How likely are you (currently) to transfer to another institution to earn a dietetics/nutrition degree?                                                   |                     |             |
|     | Not likely                                                                                                                                                | Somewhat likely     |             |
|     | Very likely                                                                                                                                               | Undecided           |             |
| 17. | How many people do you personally know who did not come to SUU or transferred from SUU because we do not currently offer a degree in dietetics/nutrition? |                     |             |
|     | 1                                                                                                                                                         | 2                   | 3           |
|     |                                                                                                                                                           |                     | 4           |
|     |                                                                                                                                                           |                     | 5           |
|     |                                                                                                                                                           |                     | More than 5 |
| 18. | If you were to pursue a degree in dietetics, what emphasis would you be most interested in? (Rank top 3)                                                  |                     |             |
|     | Pediatrics                                                                                                                                                | Geriatrics          |             |
|     | Weight loss                                                                                                                                               | Sports              |             |
|     | Corporate (i.e., General Mills)                                                                                                                           | Diabetes care       |             |
|     | Clinical nutrition                                                                                                                                        | Management          |             |

Nutrition entrepreneur  
Research  
Wellness  
nutrition

Oncology  
Renal  
Women's health and reproductive

19. If you were to pursue a degree in dietetics, would you prefer a coordinated program or a didactic program? (In a coordinated program you complete your dietetic internship as part of your undergraduate degree; in a didactic program you complete your dietetic internship AFTER graduation.)

Coordinated

Didactic

20. If you were to pursue a degree in dietetics/nutrition, what kind(s) of employment would be most interesting to you after graduation?

Hospital  
facility

Rest home/long-term care

Doctors office  
University (teaching)

Corporation  
Own business/consulting

21. How important are the following programs features for you to consider a Bachelors degree in dietetics/nutrition at Southern Utah University?

|                         | Not at all<br>Important | Somewhat<br>important | Neutral | Somewhat<br>important | Very<br>important |
|-------------------------|-------------------------|-----------------------|---------|-----------------------|-------------------|
| Flexible schedule       | 1                       | 2                     | 3       | 4                     | 5                 |
| Part-time study         | 1                       | 2                     | 3       | 4                     | 5                 |
| Scholarship opportunity | 1                       | 2                     | 3       | 4                     | 5                 |
| Tuition cost            | 1                       | 2                     | 3       | 4                     | 5                 |
| Living cost             | 1                       | 2                     | 3       | 4                     | 5                 |
| Location (so. Utah)     | 1                       | 2                     | 3       | 4                     | 5                 |
| Online/distance classes | 1                       | 2                     | 3       | 4                     | 5                 |
| Other, specify _____    | 1                       | 2                     | 3       | 4                     | 5                 |

22. What is the likelihood that you would apply for the dietetics/nutrition program at Southern Utah University in the future?

Very unlikely

Unlikely

Undecided

Likely

Very likely

23. If you would **NOT** apply for the Bachelors degree in dietetics/nutrition at Southern Utah University, how likely would you be to apply for a similar program at another university?

Very unlikely

Unlikely

Undecided

Likely

Very likely

24. If you have additional comments or suggestions, please write them below.

Thank you for your participation!

If you are interested in the BS in dietetics at Southern Utah University and wish to be contacted in the future, please offer your name and contact information on the separate sheet attached to this survey.

July 19, 2006

**MEMORANDUM**

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Dixie State College of Utah – Bachelor of Arts and Bachelor of Science Degrees in English, Effective Fall 2006 – Action Item

Issue

Dixie State College of Utah requests approval to offer Bachelor of Arts and Bachelor of Science Degrees in English effective Fall semester 2006. This program was approved by the institutional Board of Trustees on November 17, 2005.

Background

Dixie State College of Utah (DSC) was approved by the Regents to put into place core academic programs that would support a comprehensive four-year institution. The baccalaureate in English is considered a foundational degree that is nearly universally offered at four-year institutions. The proposed English program is a liberal education degree that prepares students for productive roles in a variety of professional settings. Recent policy studies show the positive economic impact of baccalaureate completion, and expanding access to baccalaureate education in Washington County addresses a very real labor market demand. In recent years, Utah's completion of baccalaureates has declined, and Washington County's average baccalaureate completion rate is much lower than the state average.

The English baccalaureate is a popular gateway to a variety of graduate programs. Research findings indicate that of the students who earn a bachelor's degree in English, 45 percent will complete a post graduate degree. The baccalaureate in English is acknowledged as a solid undergraduate foundation for a variety of graduate studies, including law, business, and public administration.

### Policy Issues

Utah State University expressed concern regarding the credentials of the DSC English faculty to provide the proposed program. UVSC raised issues regarding the excessive number of credits for the major, the need for more detail on added courses, the need for faculty expertise in certain areas, and clarification on student advisement and student assessment. Officials from Dixie State College (DSC) will increase the percentage of Ph.D. English faculty from 60 percent to 72 percent with two new hires who also are expected to fill the curriculum gap cited by UVSC. In addition, DSC English faculty reduced the number of credits needed for the major from 57 to 45 which is more in line with other USHE English programs, changed the timeline for adding new courses to three years (Appendix A), and explained its lecture/advisor position which will handle advisement and recruitment. DSC is working to improve its student assessment process.

### Commissioner's Recommendation

The Commissioner recommends that the Regents approve the request from Dixie State College to offer Bachelor of Arts and Bachelor of Science Degrees in English, effective Fall 2006. A report on DSC's efforts to provide the English baccalaureates, including the addition of qualified faculty, should be provided to the Commissioner's office within two years of the program's commencement.

---

Richard E. Kendell, Commissioner

REK/PCS  
Attachment



Academic, Applied Technology and Student Success Committee

Action Item

Request to Offer Bachelor of Arts and Bachelor of Science Degrees in English

Effective Fall 2006

Dixie State College of Utah

Prepared for

Richard E. Kendell

By

Phyllis C. Safman

July 19, 2006

## **SECTION I: The Request**

Dixie State College of Utah requests approval to offer BA and BS degrees in English, effective Fall semester 2006. This program was approved by the institutional Board of Trustees on November 17, 2005.

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

The proposed English degrees are designed to give students skill in various forms of written communication and skill in interpreting and appreciating written texts. Students will gain expertise in composition, rhetoric, grammar, and linguistics, and students will become familiar with literary works, both in- and outside of the traditional canon. In addition to a set of core courses, students in the proposed degrees would choose between two emphases that are somewhat traditional at many institutions of higher education, the literature emphasis and the professional writing emphasis. The literature emphasis includes courses in American and British literature, along with courses in literary theory, period or topic studies, major authors, and literature and culture. The professional writing emphasis includes courses in technical writing and editing, document design, verbal and visual rhetoric, organizational communication, and grant and proposal writing.

### **Purpose of Degree**

DSC's dual mission includes "[offering] baccalaureate programs in high-demand areas and in core or foundational areas consistent with four-year colleges" (DSC Mission Statement, approved 2005). DSC intends to seek approval for several baccalaureate degrees in core or foundational academic areas that are traditional at nearly every baccalaureate-granting institution of higher education in the nation. (See Appendix E, Core or Foundational Baccalaureate Degrees Consistent with Four-Year Colleges.)

The English Department members have drafted the following departmental mission statement (2006):

The English Department seeks to instill in its students an appreciation for the centrality of language and literature in human life, particularly as it functions in personal, social, cultural, historical, and political contexts. Our program stresses intellectual inquiry, critical analysis and evaluation, as well as practical fluency in writing and speaking. Students master skills in analyzing, evaluating, and responding to texts and other media, and in formulating and organizing ideas into focused, developed, articulate, and persuasive essays.

Our literature courses seek to broaden and deepen students' understanding of the unique value of literary expression as an aesthetic form that challenges us intellectually and culturally, as it offers insight into human values and identity. Students learn to appreciate the complex relationship between the aesthetic and intellectual aspects of literature and the culture and time in which it is produced. Our writing courses instruct students in the standards and effective use of written and verbal communication. They also

focus on successful rhetorical competency in academia as well as professions such as business, technology, and medicine.

## **Institutional Readiness**

In October 1999 when the Regents voted to approve Dixie State's mission and name change, they approved the Business Administration and the Computer Information Technology baccalaureate degree programs. Within a year, the Regents approved a third degree program in elementary education, and the College achieved accreditation candidacy status as a baccalaureate institution. By the end of 2002, DSC had achieved full accreditation status, and, soon thereafter, had received approval for additional baccalaureate degree programs in nursing and communication.

With only five baccalaureate programs in the seven years since the Regents approved the mission change, DSC has developed baccalaureate programming at a pace that some would call "conservative" and others would call "slow," especially compared to other institutions that underwent the same mission change at approximately the same time. This measured pace of program development has allowed the College time and resources to develop infrastructure to support the programs that DSC has added.

With six years of steady and sustained development as a baccalaureate institution, DSC's infrastructure and institutional environment are now fully ready to respond to Southern Utah's burgeoning demand for a more varied offering of baccalaureate programs. During the years, the institution has devoted resources and attention to developing infrastructure, including baccalaureate-appropriate student services and library services. Because DSC has been restricted to only five baccalaureate degrees, it has been able to devote considerable attention to those degrees, and the institution has been deliberate and careful in the processes of program development.

## **Faculty**

Among the academic programs at DSC, English and biology have the largest faculties and the highest concentration of faculty with doctoral preparation. Thus, the academic preparation of faculty in the English program is currently sufficient for baccalaureate-level instruction. At the time of this writing, DSC is advertising for two additional English faculty members (Ph.D. required), and the following faculty are on staff as of July 2006. Thus, at the time the proposed degree begins, DSC's English Department will have fifteen English faculty members, nine of whom, or sixty percent, will have doctorates.

| Name             | Position      | Degree    | Area        | Institution                  | Year |
|------------------|---------------|-----------|-------------|------------------------------|------|
| Albertini, Diane | Assist. Prof. | MA        | English     | Colorado State U.            | 1981 |
| Barry, Brad      | Assoc. Prof.  | Ph.D.     | Rhetoric    | Bowling Green State U.       | 1998 |
| Bennett, Sue     | Assist. Prof. | Ph.D.     | English     | Texas Tech U., Lubbock       | 1995 |
| Biniarz, Darl    | Assist. Prof. | MA        | English     | U. of Calif., San Diego      | 1998 |
| Burton, Terre    | Assoc. Prof.  | MA        | Am Studies  | U. of Wyoming                | 1974 |
| Bywater, Tim     | Assoc. Prof.  | Ph.D.     | Am Lit      | U. of Utah                   | 1974 |
| Hyman, Karen     | Assist. Prof. | Ph.D.     | English     | U. of Illinois               | 2003 |
| Jantzen, George  | Assist. Prof. | MA (ABD)  | Rhetoric    | Carnegie Mellon              | 1992 |
| Jasmine, Randy   | Instructor    | MA (ABD)* | English     | U. of Mississippi, Oxford    | 2004 |
| Pilkington, Ace  | Professor     | D.Phil    | Shakespeare | Oxford Univ., England        | 1988 |
| Reber, Ed        | Assoc. Prof.  | MA        | Eng/AmLit   | Brigham Young U.             | 1980 |
| Schuyler, Carole | Assist. Prof. | Ph.D.     | English     | U. of Mass., Amherst         | 1999 |
| Wrede, Theda     | Assist. Prof. | Ph.D.     | Am Lit      | U. of So. Carolina, Columbia | 2006 |

\*anticipated completion, Fall 2007

In filling the two new and future English faculty positions, the College seeks to complement current faculty expertise. As suggested by consultants who reviewed the College's initial curriculum plans (see external review below), in its advertised position announcements the College is searching for faculty with "identifiable academic background and teaching ability in one or more of the following areas: (a) technical and professional writing, (b) secondary English methods, and (c) history of the language and linguistics."

For further details, see Appendix F: Faculty Credentials.

### Staff

The proposed program will not require additional staff during its first few years. Academic advising will be handled through current institutional advisement resources, along with support from English faculty, and clerical support will be provided through the current department resources. There is no plan to add to the advising or clerical staff during the next three years. As the program grows, additional advisement personnel resources will be added.

### Library and Information Resources

DSC is well aware that building the library sources is an integral part of program development, and the Browning Library continues to expand appropriate collections for current baccalaureate offerings. As DSC's baccalaureate mission becomes more dominant, the library is expanding its overall collections. During the current year's budgets, DSC has reallocated additional funds to its library.

English collections currently include a general literature collection, minimal literary criticism resources, a small number of technical writing resources, and a few online databases that support

the discipline, including the Literature Resource Center (LRC), the MLA International Bibliography, JSTOR Arts & Sciences collections, and the Oxford English Dictionary.

The current Browning Library electronic and print holdings must be augmented to support the proposed curriculum for the Bachelor of Arts in English degree. Both the monographic and periodical database collections will be expanded. Monographic needs include both literary works and works of literary criticism. Essential periodical databases include Literature Online (LION), Magill's Literature Online, Columbia Granger's® World of Poetry, and Humanities Full-Text. Depending on the course descriptions of the Professional and Technical Writing Emphasis, other subscriptions may be warranted. Based on the proposed curricula, additional database needs will include the Historical *New York Times* database (1951-2001), the Linguistics and Language Behavior Abstracts databases, and the American Periodical Series Online 1741-1900.

Because not all curriculum will be offered in the first year, the initial library purchases will be phased in during the first two years of the degree (see budget section below).

### **Admission Requirements**

Students will be admitted to the English major if they are in good standing with the College. Acceptance into the English major is open for any matriculated student. While the prerequisite structure of the curriculum limits students from taking advanced courses before they take foundational courses, students will be admitted as majors at any point after they have matriculated. Transfer students will be admitted if they have a 2.5 GPA.

### **Student Advisement**

Until the major becomes large enough to require a more formal advising structure, initially advising will be done by existing advising staff and by program faculty. As the program grows, the College will expand existing advisement staff through its strategic planning process.

## External Review and Accreditation

External consultants were involved in reviewing the initial Letter of Intent and creating this full proposal. Those consultants included the following:

Dr. Susan Nelson Wood:

- Current Coordinator of English Education, Florida State University
- Current Director of the Florida State University Writing Project
- After offering very useful and practical guidance on curricular structure and program logistics, Dr. Wood concluded with the following opinion: "In sum, I am very impressed with the blueprint for the proposed baccalaureate degree offerings in English/ English Education. The curriculum plan is well grounded with many positive elements; it should move forward expeditiously to culminate in an effective degree." (Consultant's report is available upon request.)

Dr. Evelyn Funda:

- Associate Professor of American Literature/American Studies at Utah State University
- Chair of USU's Literary Studies Curriculum
- After comparing details in DSC's proposal to all other Utah institutions' English department curricular structures and academic procedures (see Appendix E, Utah English Degree Comparison Table), Dr. Funda complimented the proposed curricular design. (Consultant's report is available upon request.)

These consultants have given useful advice in both design of curriculum and logistical matters, suggesting adjustments aimed at some future program accreditation process.

## Projected Enrollment

DSC anticipates that this will be a popular major. Keeping in mind that the English Department includes the composition and general education literature programs, one must separate the baccalaureate program's instructional activities from other department instruction. Following are projected student FTEs and faculty FTEs for the proposed baccalaureate programs:

| Year     | Student FTEs | Faculty FTEs | Ratio |
|----------|--------------|--------------|-------|
| 2006-7   | 20           | 3            | 6.6:1 |
| 2007-8   | 40           | 4            | 10:1  |
| 2008-9   | 60           | 5            | 12:1  |
| 20010-11 | 70           | 5            | 14:1  |
| 20011-12 | 75           | 5            | 15:1  |

### SECTION III: Program Need

Such a program should be initiated because it is a “foundational” degree that is nearly universally offered at baccalaureate institutions, and students have expressed the need for a liberal arts baccalaureate offering at DSC.

#### Labor Market Demand

Training in English offers students many opportunities<sup>1</sup>. “It is true,” the Washington Post reported, “that an undergraduate English degree won’t prepare you for a specific career. Instead, like other liberal arts degrees, it serves as a broad base for a range of careers, many of them quite lucrative.”<sup>2</sup> And why do employers seek to hire English majors? “The common link among those jobs,” according to the Washington Post, “is their reliance on good communications skills, something employers value, even in technical and scientific jobs.”<sup>3</sup> Among other things, students who major in English are prepared for careers in education, law, writing and publishing, journalism, public relations, advertising, business, and management. Importantly, an English major prepares students for careers as educators and as writers or editors of every variety, including technical writers, news writers, copywriters, artistic writers, writers of popular media, and editors of the same materials (see Appendix C, Top 10 Occupations that Employ Persons with Only a Bachelor’s Degree in English).

Market demand is broad-based. “The employment of English majors is spread across the five sectors of the economy,” with good demand in: a) the government and military sector, b) the self-employed sector, c) the nonprofit sector, d) the private for-profit sector, and e) the education sector (see Appendix D, Percentage Distribution of Employed Persons with Only a Bachelor’s Degree in English, by Major Sector of Economic Activity).

The proposed baccalaureate prepares students for productive roles in a variety of professional settings. Recent policy studies show the positive economic impact of baccalaureate completion, and expanding access to baccalaureate education in Washington County thus addresses a very real labor market demand. In recent years, Utah’s completion of baccalaureates has declined, and Washington County’s average baccalaureate completion rate is much lower than the state

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<sup>1</sup> One source notes that “An English Degree isn’t ‘job training’, but an education in the English language and what’s been created from it. Your education will develop important research and critical thinking skills. You determine where more information is needed and learn to discern what is important and then synthesize the information for the use of others. While you are learning to read with a critical eye, you’re also polishing your own writing skills. If you think those book reports you wrote in school were a waste of time, you’ll change your mind when your manager asks you to quickly summarize the lengthy report he didn’t have a chance to read. When you’re asked your opinion of radically differing approaches to a business problem, thank the many “compare and contrast” essays you wrote. And you’ll appreciate the obsession for spelling, grammar, and syntax when it comes time to do an edit for a critical marketing piece before it’s sent to the printers” (Guide to College Majors in English,” available at <http://www.worldwidelearn.com/online-education-guide/arts-humanities/english-major.htm>).

<sup>2</sup> “An English Degree Can Translate into Opportunity,” Washington Post, Jun 19, 2005, available at <http://www.washingtonpost.com/wp-dyn/content/article/2005/06/18/AR2005061801428.html>.

<sup>3</sup> Ibid.

average. The Bureau of the Census reports for 1990 and 2000 show that Washington County's baccalaureate completion rate for persons from 25 to 34 years of age fell, as did Utah's rate; however, Washington County's baccalaureate completion rate was much lower than Utah's average and the national average, suggesting that the opportunity costs of traveling outside of the county inhibit completion rates.<sup>4</sup>

## **Student Demand**

Because an English degree provides high demand skills and because it is an entry-baccalaureate for many graduate programs, many of DSC's current students have declared an English major. Of the approximately 4,800 degree-seeking students at Dixie State in Fall 2004, 53 were declared English majors – despite the fact that the College has offered no English degree. Among other attributes, the attractiveness of English as an undergraduate foundation for graduate studies makes it popular among students nation-wide.

English is a popular gateway to a variety of graduate programs. As Fogg et al point out, “Nearly 45 percent of English graduates with a bachelor's degree proceed to earn a post-graduate degree,” and among those graduate degrees, “only 26 percent are earned in English.”<sup>5</sup> The baccalaureate in English is acknowledged as a solid undergraduate foundation for a variety of graduate studies, including law, business, and public administration.

Nationally, the area of “English and Languages” ranked as the fifth-most-popular baccalaureate degree offering in colleges and universities, behind the following: a) business, b) social sciences and history, c) education, and d) psychology (see Appendix E, Core or Foundational Baccalaureate Degrees Consistent with Four-Year Colleges).

## **Similar Programs**

English is [quoting DSC's mission statement] a “core or foundational area consistent with four-year colleges,” an academic program that is offered at nearly every baccalaureate-granting state institution in the nation. Among Utah's baccalaureate-granting institutions, all offer the English major – with the exception of Dixie State.

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<sup>4</sup> Also, note that the Washington County School District has asked that DSC help the district address areas of particular demand for teachers, including English. While this proposal will not directly address that demand, indirectly it may have some impact on the availability of secondary English teachers.

<sup>5</sup> Fogg, N. P.; Harrington, P.E., and Harrington, T. F. College Majors Handbook with Real Career Paths and Payoffs: The Actual Jobs, Earnings, and Trends for Graduates of 60 College Majors. JIST Works: New York, 2004, p. 408.

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

As noted, all USHE baccalaureate institutions offer degrees in English. Such degrees are the substance of the academy, essential to the academic enterprise and central to the instructional mission of a baccalaureate institution. Core or foundational degrees form the nucleus of the instructional mission, and each institution should develop its own version of these programs.

## **Benefits to DSC and to the USHE**

Baccalaureate completion rates in Utah are declining, and one probable contributor is access. The opportunity costs for Washington County students of traveling to another institution may be a substantial hindrance to baccalaureate completion. Approving the proposed degrees will improve access for the growing population of Southwest Utah. Also, the degree will allow DSC to further develop its baccalaureate mission and provide a number of educated employees for regional and local employers.

## **Consistency with Institutional Mission**

As explained above, the proposed degrees are in keeping with DSC's mission to offer baccalaureate degrees in "core or foundational areas."

## **SECTION IV: Program Assessment and Expected Standards of Performance**

The proposed degrees will include curriculum aimed at content knowledge and at skill development. The two broad content areas are: (a) language studies, including grammar, linguistics, and history of the language; and (b) literary studies, including criticism, English literature, American literature, and multi-ethnic American literature. The two broad skills are: (a) writing skills, including facility with rhetoric and expository writing; and (b) critical analysis skills, including the ability to analyze and critique literature.

In the degrees' planned capstone course, all students will take a series of departmentally designed assessments and complete standardized projects related to the two content areas and the two skills. In particular:

1. Students will demonstrate understanding of basic language studies -- concepts of grammar, linguistics, and history of the language by successfully completing the department's language studies capstone exam.
2. Students will demonstrate understanding of basic literary studies concepts of criticism, English literature, American literature, and multi-ethnic literature by successfully completing the department's literary studies exam.
3. Students will demonstrate both writing skills and critical analysis skills in a required capstone research paper in which the student analyzes and evaluates a work of literature, or a series of related works.

In addition to these basic assessments of academic achievement, the Department will administer assessments aimed at assessing student satisfaction. When majors complete the capstone course, they will be asked to complete a written assessment of the program, evaluating whether the program's objectives have been met.

Finally, each department at DSC goes through a program review process prescribed in policy. This review includes assessment of facilities, teaching resources, curricular design, and academic achievement of learning objectives. Each department is reviewed on a five-year rotation, and the English Department is due for review in 2009-10. At that time, the baccalaureate program will come under examination as per the program review policy.

## SECTION V: Budget

Following is the proposed budget for the degrees<sup>6</sup>.

|                      | 2006-07   | 2007-08   | 2008-09   | 2009-10   | 2010-11   |
|----------------------|-----------|-----------|-----------|-----------|-----------|
| Salary               | \$174,000 | \$238,090 | \$304,423 | \$315,078 | \$326,106 |
| Benefits             | \$50,460  | \$69,046  | \$88,283  | \$91,373  | \$94,571  |
| Current Expense      | \$5,000   | \$7,000   | \$8,000   | \$8,000   | \$8,000   |
| Library              | \$15,000  | \$15,000  | \$7,500   | \$7,500   | \$5,000   |
| Equipment and Travel | \$10,000  | \$5,000   | \$5,000   | \$5,000   | \$5,000   |
| Total:               | \$254,460 | \$334,136 | \$413,206 | \$426,951 | \$438,676 |

### Funding Sources

Funding for the proposed degree will come from new tuition revenue and restructuring of workloads. Two new faculty positions are currently funded and advertised, with a search well under way. Additional faculty hires will be made from institutional funds that come from state allocations, tuition revenue, and internal reallocations, depending on future budgetary conditions. Equipment and office setup costs have already been allocated through the current year's budget process.

### Reallocation

No current reallocation of program funds is planned.

### Impact on Existing Budgets

No other programs will be affected by this program.

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<sup>6</sup> Assumes an average individual faculty salary of \$58,000 and salary increases of 3.5 percent.

## Appendix A: Program Curriculum, Course Schedule, New Course Additional

### Program Curriculum

English students have two options – a Bachelor of Science degree or a Bachelor of Arts degree in English. These English degrees will give students a broad, liberal arts foundation that will serve them well as citizens, employees, or as graduate students in English or other professional areas. In addition to a set of core courses that all students take, this degree offers students the choice of two curricular emphases – literature and professional writing. The proposed BS degree will have four basic curricular components: (a) lower-division, general education courses (32 credits); (b) English major core courses (24 credits); (c) English emphasis courses (21 credits); and (d) elective courses. The proposed BA degree will have a fifth curricular component: (e) foreign language courses (16 credits). These components will be configured with general education requirements as illustrated in the following tables:

#### REQUIREMENTS FOR THE BACCALAUREATE IN ENGLISH DEGREE, WITH AN EMPHASIS IN LITERATURE:

| General Education Requirement                                                                                                                                                                                                                                                                               | Credits | Prerequisites / Notes        |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|------------------------------|
| Complete the General Education requirements of the Associate of Arts (recommended), Associate of Science, or the equivalent.                                                                                                                                                                                |         |                              |
| Total                                                                                                                                                                                                                                                                                                       | 32      |                              |
| English Major Core Requirements                                                                                                                                                                                                                                                                             | Credits | Prerequisites / Notes        |
| <ul style="list-style-type: none"> <li>ENGL 2120, Elements of Grammar</li> <li>ENGL 2600, Critical Introduction to Literature</li> <li>ENGL 2400, American Literature I (Colonialism to the American Renaissance)</li> </ul>                                                                                | 3       |                              |
| or                                                                                                                                                                                                                                                                                                          |         |                              |
| <ul style="list-style-type: none"> <li>ENGL 2410, American Literature II (Civil War to Present)</li> <li>ENGL 2500, British Literature I (Anglo-Saxon to 18C)</li> </ul>                                                                                                                                    | 3       |                              |
| or                                                                                                                                                                                                                                                                                                          |         |                              |
| <ul style="list-style-type: none"> <li>ENGL 2510, British Literature II (Romanticism to Present)</li> <li>ENGL 3030, Advanced Writing</li> <li>ENGL 3220, Multi-Ethnic American Literature</li> <li>ENGL 3810, History and Structure of the English Language</li> <li>ENGL 4900, Senior Capstone</li> </ul> | 3       | ENGL 2010                    |
|                                                                                                                                                                                                                                                                                                             | 3       | Taken during the senior year |

| Total                                                                                                                                                                                                                           |         | 24                                                                                                                                                                             |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Literature Emphasis Requirements                                                                                                                                                                                                | Credits | Prerequisites / Notes                                                                                                                                                          |  |
| • ENGL 3510, Shakespeare                                                                                                                                                                                                        | 3       |                                                                                                                                                                                |  |
| • ENGL 3400, World Literature                                                                                                                                                                                                   | 3       |                                                                                                                                                                                |  |
| • ENGL 3200, Genre Studies                                                                                                                                                                                                      | 3       |                                                                                                                                                                                |  |
| • ENGL 3210, Period/Topic Studies in Literature                                                                                                                                                                                 | 3       | (topics vary)                                                                                                                                                                  |  |
| • ENGL 3230, Literature and Culture                                                                                                                                                                                             | 3       |                                                                                                                                                                                |  |
| • ENGL 3260, Major Authors                                                                                                                                                                                                      | 3       | (topics vary)                                                                                                                                                                  |  |
| • ENGL 3600, Literary Theory                                                                                                                                                                                                    | 3       | ENGL 2600                                                                                                                                                                      |  |
| Total                                                                                                                                                                                                                           |         | 21                                                                                                                                                                             |  |
| Foreign Language Requirement                                                                                                                                                                                                    | Credits | Prerequisites / Notes                                                                                                                                                          |  |
| Complete four courses (first- and second-year, or more advanced) in any one foreign language with a written language (excluding ASL), or receive at least 16 credits by examination for advanced fluency in a foreign language. |         | (This requirement applies to students receiving the Bachelor of Arts degree. Students receiving the Bachelor of Science Degree are not required to complete this requirement.) |  |
| Total                                                                                                                                                                                                                           |         | 16                                                                                                                                                                             |  |
| Electives                                                                                                                                                                                                                       | Credits | Prerequisites / Notes                                                                                                                                                          |  |
| Complete a number of college credits such that the total for the degree is 120 or more.                                                                                                                                         |         | At least twelve credits of electives must be upper-division.                                                                                                                   |  |
| Total Credits toward Baccalaureate Degree                                                                                                                                                                                       |         | 120                                                                                                                                                                            |  |

REQUIREMENTS FOR THE BACCALAUREATE IN ENGLISH DEGREE, WITH AN EMPHASIS IN PROFESSIONAL AND TECHNICAL WRITING:

| General Education Requirement                                                                                               | Credits | Prerequisites / Notes        |
|-----------------------------------------------------------------------------------------------------------------------------|---------|------------------------------|
| Complete the General Education requirements of the Associate of Arts (recommended), Associate of Science, or the equivalent |         |                              |
| Total                                                                                                                       | 32      |                              |
| English Major Core Requirements                                                                                             | Credits | Prerequisites / Notes        |
| • ENGL 2120, Elements of Grammar                                                                                            | 3       |                              |
| • ENGL 2600, Critical Introduction to Literature                                                                            | 3       |                              |
| • ENGL 2400, American Literature I (Colonialism to the American Renaissance)                                                | 3       |                              |
| or                                                                                                                          |         |                              |
| • ENGL 2410, American Literature II (Civil War to Present)                                                                  |         |                              |
| • ENGL 2500, British Literature I (Anglo-Saxon to 18C)                                                                      | 3       |                              |
| or                                                                                                                          |         |                              |
| • ENGL 2510, British Literature II (Romanticism to Present)                                                                 |         |                              |
| • ENGL 3030, Advanced Writing                                                                                               | 3       | ENGL 2010                    |
| • ENGL 3220, Multi-Ethnic American Literature                                                                               | 3       |                              |
| • ENGL 3810, History and Structure of the English Language                                                                  | 3       |                              |
| • ENGL 4900, Senior Capstone                                                                                                | 3       | Taken during the senior year |
| Total                                                                                                                       | 24      |                              |

| Professional & Technical Writing Emphasis Requirements                                                                                                                                                                                                                         | Credits               | Prerequisites / Notes                                                                                                                                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• ENGL 2100, Technical Writing</li> <li>• ENGL 3130, Grant and Proposal Writing</li> <li>• ENGL 3120, Document Design</li> <li>• ENGL 3180, Writing for Interactive Media</li> <li>• ENGL 3720, Editing</li> </ul>                      | 3<br>3<br>3<br>3<br>3 |                                                                                                                                                                                |
| Choose <b>two</b> of the following:                                                                                                                                                                                                                                            | 6                     |                                                                                                                                                                                |
| <ul style="list-style-type: none"> <li>• ENGL 3320, Rhetoric of Business</li> <li>• ENGL 3340, Rhetoric of Science</li> <li>• ENGL 3350, Corporate Communications</li> <li>• ENGL 3360, Writing for Magazines and Trade Journals</li> </ul>                                    |                       |                                                                                                                                                                                |
| Total                                                                                                                                                                                                                                                                          | 21                    |                                                                                                                                                                                |
| Foreign Language Requirement                                                                                                                                                                                                                                                   | Credits               | Prerequisites / Notes                                                                                                                                                          |
| <ul style="list-style-type: none"> <li>• Complete four courses (first- and second-year, or more advanced) in any foreign language with a written language (excluding ASL), or receive at least 16 credits by examination for advanced fluency in a foreign language</li> </ul> |                       | (This requirement applies to students receiving the Bachelor of Arts degree. Students receiving the Bachelor of Science Degree are not required to complete this requirement.) |
| Total                                                                                                                                                                                                                                                                          | 16                    |                                                                                                                                                                                |
| Electives                                                                                                                                                                                                                                                                      | Credits               | Prerequisites / Notes                                                                                                                                                          |
| Complete a number of college credits such that the total for the baccalaureate degree is 120 or more.                                                                                                                                                                          |                       | At least twelve credits of electives must be upper-division.                                                                                                                   |
| <b>Total Credits for Baccalaureate Degree</b>                                                                                                                                                                                                                                  | <b>120</b>            |                                                                                                                                                                                |

## Suggested Course Schedules by Semester

### B.S. in English with Literary Studies Emphasis

| YEAR 1        |                         |   |                 |                         |   |
|---------------|-------------------------|---|-----------------|-------------------------|---|
| Fall Semester |                         |   | Spring Semester |                         |   |
| ENGL 1010     | Introduction to Writing | 3 | BIOL 1010       | General Biology         | 3 |
| ENGL 2120     | Elements of Grammar     | 3 | CIS 1200        | Intro to Microcomputers | 3 |
| HIST 1700     | American Institutions   | 3 | COMM 1020       | Public Speaking         | 3 |
| LIB 1010      | Information Literacy    | 1 | ENGL 2010       | Intermediate Writing    | 3 |
| MATH 1050     | College Algebra         | 4 | Electives       |                         | 4 |
| YEAR 2        |                         |   |                 |                         |   |
| Fall Semester |                         |   | Spring Semester |                         |   |
| CHEM 1010     | Intro to Chemistry      | 3 | ENGL 2410       | American Literature II  | 3 |
| ENGL 3030     | Advanced Writing        | 3 | ENGL 3260       | Major Authors           | 3 |
| ENGL 2600     | Critical Intro to Lit   | 3 | ENGL 3810       | Hist / Structure Engl   | 3 |
| PSYC 1010     | General Psychology      | 3 | Electives       |                         | 6 |
| Elective      |                         | 3 |                 |                         |   |
| YEAR 3        |                         |   |                 |                         |   |
| Fall Semester |                         |   | Spring Semester |                         |   |
| ENGL 2500     | British Literature I    | 3 | ENGL 3200       | Genre Studies           | 3 |
| ENGL 3220     | Multi-Ethnic Amer Lit   | 3 | ENGL 3510       | Shakespeare             | 3 |
| ENGL 3210     | Period/Topic Studies    | 3 | Electives       |                         | 9 |
| Electives     |                         | 6 |                 |                         |   |
| YEAR 4        |                         |   |                 |                         |   |
| Fall Semester |                         |   | Spring Semester |                         |   |
| ENGL 3400     | World Literature        | 3 | ENGL 4990       | Senior Capstone         | 3 |
| ENGL 3600     | Literary Theory         | 3 | ENGL 3230       | Literature & Culture    | 3 |
| Electives     |                         | 9 | Electives       |                         | 9 |

### B.S. in English with Professional Technical Writing Emphasis

| YEAR 1        |                          |   |                 |                         |   |
|---------------|--------------------------|---|-----------------|-------------------------|---|
| Fall Semester |                          |   | Spring Semester |                         |   |
| ENGL 1010     | Introduction to Writing  | 3 | BIOL 1010       | General Biology         | 3 |
| ENGL 2120     | Elements of Grammar      | 3 | CIS 1200        | Intro to Microcomputers | 3 |
| HIST 1700     | American Institutions    | 3 | COMM 1020       | Public Speaking         | 3 |
| LIB 1010      | Information Literacy     | 1 | ENGL 2010       | Intermediate Writing    | 3 |
| MATH 1050     | College Algebra          | 4 | Electives       |                         | 4 |
| YEAR 2        |                          |   |                 |                         |   |
| Fall Semester |                          |   | Spring Semester |                         |   |
| CHEM 1010     | Intro to Chemistry       | 3 | ENGL 2410       | American Literature II  | 3 |
| ENGL 3030     | Advanced Writing         | 3 | ENGL 3120       | Document Design         | 3 |
| ENGL 2600     | Critical Intro to Lit    | 3 | ENGL 3810       | Hist / Structure Engl   | 3 |
| PSYC 1010     | General Psychology       | 3 | Electives       |                         | 6 |
| Elective      |                          | 3 |                 |                         |   |
| YEAR 3        |                          |   |                 |                         |   |
| Fall Semester |                          |   | Spring Semester |                         |   |
| ENGL 2100     | Technical Writing        | 3 | ENGL 3130       | Grant/Proposal Writing  | 3 |
| ENGL 2500     | British Literature I     | 3 | ENGL 3720       | Editing                 | 3 |
| ENGL 3220     | Multi-Ethnic Amer Lit    | 3 | Electives       |                         | 9 |
| Electives     |                          | 6 |                 |                         |   |
| YEAR 4        |                          |   |                 |                         |   |
| Fall Semester |                          |   | Spring Semester |                         |   |
| ENGL 3180     | Writing for Inter Media  | 3 | ENGL 3320       | Rhetoric of Business    | 3 |
| ENGL 3360     | Writing for Mag/Journals | 3 | ENGL 4990       | Senior Capstone         | 3 |
| Electives     |                          | 9 | Electives       |                         | 9 |

## Course Descriptions:

### ENGL 2010, Intermediate Writing

Required of all students with an interest in improving their abilities to analyze and write academic papers, including the research-supported essay. Completes the composition requirement for AA/AS degrees. Provides opportunities to write and revise a number of essays. Activities, portfolios, library research, and tests may also be used to help students improve their writing of advanced-level papers. Successful students will demonstrate competence in the use of standard written English, in analyzing texts, in correctly paraphrasing, summarizing and quoting source material, and in appropriately citing the work of others. *3 lecture hours per week. Prerequisite: "C" or higher in ENGL 1010*

### ENGL 2030, Introduction to Rhetoric

Required of English majors pursuing an emphasis in Professional and Technical Writing emphasis, and others interested in rhetoric. This course will explore how rhetoric - defined as the art and craft of persuasive speaking and writing -- has shaped the way people develop, organize, and deliver their ideas in the most effective way possible. Includes a review of ancient rhetoric, with primary and secondary texts from its history. Also includes examination of current rhetorical theory and technique. *3 lecture hours per week.*

### ENGL 2100, Technical Writing

Required of English majors pursuing an emphasis in Professional and Technical Writing, and for students in the science and technical disciplines who would like to increase their proficiency in writing. This course provides students with opportunities to develop skills useful in professional, workplace settings. The course introduces students to technical formats, brevity and clarity strategies, and visual elements such as headings, lists and graphics. *3 lecture hours per week. Prerequisite: ENGL 1010*

### ENGL 2120, Elements of Grammar

Required of English majors and recommended for other students interested in improving their skills and understanding of basic English grammar. This course engages students in the study of English grammar to facilitate writing, editing, and an understanding of the relationship between language, formal rules, and meaning. The course will focus on the study of sentence structure, the terminology and definitions of traditional grammar, and the conventions of usage and punctuation. Students will analyze written examples, including diagramming sentences, editing written work, as well as practicing constructing original sentences according to the principles outlined. *3 lecture hours per week.*

#### ENGL 2400, American Literature I (Colonialism to the American Renaissance)

Required of English majors and for students in all disciplines who would like to increase their enjoyment of American Literature. This course fulfills a literature requirement in the general education section. The course will introduce students to some of the major writers and works in American literature. Students will survey a variety of literature, from the sermons and poetry of the early Puritans to the seminal essays, poetry and fiction of the American Renaissance. The course will introduce students to common practices in reading, interpreting and writing about literature, and it will address questions of literary form and genre, the relationship between literary works and the cultures that produce them, and how and why we read. *3 lecture hours per week.*

#### ENGL 2410, American Literature II (Civil War to the Present)

Required of English majors and for students in all disciplines who would like to increase their enjoyment of American Literature. This course fulfills a literature requirement in the general education section. The course will introduce students to some of the major writers and works in American literature. Students will survey a variety of literature, from the novels and short stories of the realists, to the influential works of the modernists, to the postmodernists and other contemporary writers. The course will engage students with common practices in reading, interpreting and writing about literature, and it will address questions of literary form and genre, the relationship between literary works and the cultures that produce them, and how and why we read. *3 lecture hours per week.*

#### ENGL 2500, British Literature I (Anglo-Saxon to 18<sup>th</sup> Century)

Required of English majors and for students in all disciplines who would like to increase their enjoyment of British Literature. This course fulfills a literature requirement in the general education section. The course provides students with a basic understanding of the historical contexts and thematic concerns of major authors from Chaucer to T.S. Eliot. Students will learn to read analytically and write critically. *3 lecture hours per week.*

#### ENGL 2510, British Literature II (Romanticism to the Present)

Required of English majors and for students in all disciplines who would like to increase their enjoyment of British Literature. This course fulfills a literature requirement in the general education section. The course will introduce students to some of the major writers of the British Isles through careful study of a variety of literary works from the Romantic period to the present. The course will engage students with common practices in reading, interpreting and writing about literature, and it will address questions of literary form and genre, the relationship between literary works and the cultures that produce them, and how and why we read. *3 lecture hours per week.*

#### ENGL 2600, Critical Introduction to Literature

Required of English majors, any student who wishes to complete a bachelor's degree from any Utah higher education institution, and for others interested in how critics approach literary interpretation. The course is an introduction to literary and critical theory and is organized around basic theoretical perspectives that reflect contemporary literary criticism. Students will be required to produce critical analyses of selected literary works that demonstrate understanding and application of various critical perspectives and theoretical models. The course acquaints students with basic literary terminology and provides a survey of pertinent literary theories and pivotal critical texts. Students respond to texts in order to understand how meaning is created through transactions among writings, readers and cultures. *3 lecture hours per week.*

#### ENGL 3030, Advanced Writing

Required of English majors and for students who wish to expand and deepen their skills in critical reading, critical thinking and integrated analysis within a variety of rhetorical contexts. The students will be asked to write several persuasive, argumentative and expository essays. Learning from rhetorical theory and through practical application, students will be able to effectively recognize and model diverse writing styles by analyzing various audiences, writing purposes, and documents. *3 lecture hours per week.*

#### ENGL 3040, History and Structure of the English Language

Required of English majors and recommended for other students interested in the way language has changed over time. This course will explore the origins and evolution of the English language. In particular, students will examine three factors in its changes through time: linguistic, social, and political, tracing the language from its beginnings through the Old, Middle and Early Modern English periods and to its importance as a world language. Students will have many opportunities to examine such collections as the *Oxford English Dictionary*, to listen and practice speaking early English variants as well as more modern dialects, to consider such ideas as "How do words mean?" and how meanings change over time and place. *3 lecture hours per week.*

#### ENGL 3110, Software Applications for Professional Writers

Required of English majors pursuing an emphasis in Professional & Technical Writing, and for others interested in the subject. Acquaints students with various computer software programs and their application to writing for specific professional disciplines such as medical & science writing, criminal justice writing, and other forms of technical communication. Projects will include print documents as well as slide presentations incorporating analyzed research data. *3 lecture hours per week.*

### ENGL 3120, Document Design

Required of English majors pursuing an emphasis in Professional & Technical Writing, and open to students who wish to create effective professional documents for the workplace. Successful students will demonstrate competence in all aspects of document design, including (but not limited to) the following: overall organization and layout; usability theory, application and testing; data organization and display; visual rhetoric (the use of color, size and white space); and theories of writer-based and reader-based writing. Students will also examine existing research on how different readers process information in different ways. In order to apply the knowledge learned in class, students will write their own technical documents, for both print and online contexts. *3 lecture hours per week.*

### ENGL 3130, Grant and Proposal Writing

Required of English majors emphasizing Professional & Technical Writing, and open to students who want to learn about grant and proposal writing. Students in this course will focus on techniques for writing effective grants and proposals: learning about the processes that lead to successful grant and proposal writing, generating and focusing on an idea, writing in a variety of formats, and providing supporting information. Successful students in this class will demonstrate that they understand the qualities of an effective proposal through their critiques of funded and non-funded proposals and by writing a proposal. *3 lecture hours per week.*

### ENGL 3150, Writing for the Web

Required of all English majors pursuing an emphasis in Professional & Technical Writing, and open to other students who wish to improve their knowledge of how technology changes the relationship between writers, readers and language itself. Successful students in this course will understand how the interactive, hypertext nature of the Internet alters written communication, collaborative writing, and criteria for authorship. By way of theory and application, students will demonstrate an understanding of the relationship between interactive media and rhetoric's key canons of invention, arrangement, delivery, style and memory. Students will also examine the importance of synchronous and asynchronous communication, the power of hypertext and visual rhetoric, and how the Internet gives rise to unique discourse communities. *3 lecture hours per week.*

### ENGL 3180, Writing for Interactive Media

Required of English majors pursuing an emphasis in Professional & Technical Writing, and open to other interested students. Explores writing and editing for visual, audio, and interactive media -- how to choose appropriate format and delivery mechanisms for news, Web sites, kiosks, and CD/DVD, etc. Topics include accessibility, copyright law and information ethics. Students will

understand differences in writing for linear and non-linear media; develop an audience-focused, communication-oriented approach to writing; and create text-based documents that communicate effectively across different media. *3 lecture hours per week.*

#### ENGL 3200, Genres Studies

Required of English majors pursuing an emphasis in Literary Studies, and for other interested students. Provides students with an understanding of the many modes that comprise a particular "kind" of literature. Toward that aim, the course focuses on a particular genre of literature such as the sonnet, tragedy, slave narratives, or the epic, etc. Designed to introduce students to methods of literary analysis and to expand critical reading and writing skills. *3 lecture hours per week.*

#### ENGL 3220, Multi-Ethnic American Literature

Required of all English majors, and for other interested students. Examines multi-ethnic literature by American authors and studies the contributions to American literature by African-Americans, Asian-Americans, Latinos, and Native Americans. Focuses on novels, short stories, essays, and poetry that examine the social construction of race in American society, the construction of American identity, and the intersections of race, class, and gender. *3 lecture hours per week.*

#### ENGL 3230, Literature and Culture

Required of English majors pursuing an emphasis in Literary Studies, and recommended for other students curious about the relationship between the literary arts and other cultural forms. This is an interdisciplinary course that will introduce students to a broad selection of American literary, cinematic, artistic, and cultural works that investigate the relationship between American culture and literature. Students will be introduced to the ways in which texts and artifacts are closely tied to the geographical and cultural space as well as the historical movement from which they emerge. *3 lecture hours per week.*

#### ENGL 3260, Major Authors

Required of English majors pursuing an emphasis in Literary Studies, and recommended for others interested in literature. Explores in depth the work of a major writer or group of writers. Topics vary among world, American, and British authors according to instructor expertise and might include, for example, Dante, Chaucer, Milton, Dickens, Austen, Hemingway, Woolf, Lawrence, Rushdie, Silko, Morrison, or N'gugi, among others. The course will emphasize the dynamic interplay among the aesthetics of the text(s), the author's life, and the socio-political context in which the work is produced. *3 lecture hours per week.*

#### ENGL 3320, Rhetoric of Business

Required of English majors pursuing an emphasis in Professional & Technical Writing, and open to students interested in examining rhetoric within the business profession. This course focuses on rhetorical principles that influence writing in business. Students will study readings from selected leaders in business. Students will demonstrate through theory and application an understanding of principles in business rhetoric through presentation of case studies, analysis of Internet resources, and a written team project. *3 lecture hours per week.*

#### ENGL 3340, Rhetoric of Science

Required of English majors pursuing an emphasis in Professional & Technical Writing, and open to students interested in examining rhetoric within the professional sciences. This course focuses on rhetorical principles that influence writing in scientific professions. Students will study the writings of influential scientists-rhetoricians. Successful students in this course will demonstrate through theory and application an understanding of these principles through these types of scientific writing: environmental impact statements, the scientific report, and articles from contemporary scientific journals. Students also will examine current controversies in scientific debate. *3 lecture hours per week.*

#### ENGL 3350, Corporate Communications

Required of English majors pursuing an emphasis in Professional & Technical Writing, and open to students interested in examining writing in complex corporate contexts. Introduces students to the study of written communication in complex human organizations. Course relates written communication to values, leadership and power in such organizational contexts as media, business, professional, social, educational, and political groups. Successful students will be able to understand how writing functions in basic types of organizations, critique the effectiveness of written organizational communication practices, and develop their own writing skills. *3 lecture hours per week.*

#### ENGL 3360, Writing for Magazines and Trade Journals

Required of English majors pursuing an emphasis in Professional & Technical Writing, and open to students interested in this type of writing. Students who complete this course will be able to understand the development of the magazine market and the current landscape of magazine publishing; generate ideas, pitch stories, research, report and write articles suitable for publication in a magazine; and initiate and complete the feature or long-form article for magazines, newspapers or other markets. *3 lecture hours per week.*

#### ENGL 3400, World Literature

(Under development.)

#### ENGL 3510, Shakespeare

Required of English majors pursuing an emphasis in Literary Studies, and for those who seek a deeper understanding of Shakespeare's work. Students can expect to do close readings of at least six plays and to study such secondary materials as literary criticism, historical background, and film and theatrical representations of the plays. As perhaps the single most important cultural icon in our society, Shakespeare also offers an excellent opportunity to look at the nature of literary reputations, national competitiveness in culture, and the shifting map of such issues over time. Students will learn to incorporate these materials into their own class discussions and will also produce papers that reflect their new knowledge. Additional class evaluation will come through tests. *3 lecture hours per week.*

#### ENGL 3550, Period/Topic Studies in Literature

Required of English majors pursuing an emphasis in Literary Studies, and for others interested in the subject. The course is designed to cover a variety of authors, time periods and themes depending on the individual instructor's expertise. The course allows students to explore literary time periods and topics in more depth than is possible in survey courses. *3 lecture hours per week.*

#### ENGL 3600, Literary Theory

Required of English majors pursuing an emphasis in Literary Studies. The course covers the major branches of contemporary literary theory. Topics covered may include structuralism, reader-oriented theory, feminist theory, new historicist and materialist critique, post-colonialist critique, and deconstruction. Likewise, topics may include foundational problems such as canonicity, class, consumerism, gender, ideology, race, sexuality, and textuality. *3 lecture hours per week.*

#### ENGL 3720, Editing

Required of English majors pursuing an emphasis in Professional & Technical Writing, and open to students interested in editing. Students learn to work productively with other people's print and online documents, using specialized vocabulary and such editing tools as proofreaders' marks, style guides, and standard editorial reference material. Also, students practice how to identify and correct common problems. Includes copy editing, the study of style manuals, and an overview of the production process. *3 lecture hours per week.*

## ENGL 3810, History and Structure of the English Language

Required of English majors and others interested in the topic. Examines origins and development of the English language and its dialects, deals with variation in vocabulary and grammatical structure, and looks at language in a social context in relation to those who speak and write it. Examples of linguistic variation may be drawn from major literary texts. Describes physical changes in the language's systems within this rich framework of social, political, and cultural history. The course teaches not only about the particular history of English, but also about the linguistic and social consequences of the contact of peoples of different cultures, and about patterns of change that apply to all languages. *3 lecture hours per week.*

## ENGL 4900, Senior Capstone

Required of all English majors. Must be taken in the student's senior year, preferably during the final semester as an English major. Asks students to synthesize and reflect on their learning and experience in the major, allowing them to integrate their study of literature, writing, and theory as well as examine the discipline of English itself. Also, asks students to look forward to careers and/or graduate school, and may include guest speakers, previous English majors, and others who discuss career and graduate school options. Includes a series of culminating assessment projects, including a senior thesis, aimed measuring student outcomes and at helping the department to improve its curriculum. *3 lecture hours per week.*

## Courses to be Added in the Next Three Years:

### 1st Year

#### *Core Courses*

ENGL 2120, Elements of Grammar

ENGL 3810, History and Structure of the English Language

ENGL 3220, Multi-Ethnic American Literature

#### *Literature Emphasis*

ENGL 3260, Major Authors (variable topics)

ENGL 3510, Shakespeare

#### *Prof / Tech Writing Emphasis*

ENGL 3320, Rhetoric of Business

ENGL 3120, Document Design

### 2nd Year

#### *Core Courses*

ENGL 4900, Senior Capstone

***Literature Emphasis***

ENGL 3200, Genre Studies (variable topics)

ENGL 3210, Period/Topic Studies in Literature (variable topics)

***Prof / Tech Writing Emphasis***

ENGL 3130, Grant and Proposal Writing

ENGL 3720, Editing

ENGL 3350, Corporate Communications

**3rd Year**

***Literature Emphasis***

ENGL 3230, Literature and Culture

ENGL 3400, World Literature

ENGL 3600, Literary Theory

***Prof / Tech Writing Emphasis***

ENGL 3180, Writing for Interactive Media

ENGL 3340, Rhetoric of Science

ENGL 3360, Writing for Magazines and Trade Journals

## Appendix B: Utah English Degree Comparison Table

### Dixie State College, English Baccalaureate Degree Proposal Compared to Other State Institutions

| Institution | Credit Hrs Rq in Major Area | GPA Reqs     | Credit Hours in Surveys | Linguistics and/or History of English Lang | Critical Theory | Challenges notion of canon | Cultural Studies or Diversity Issues | Period Studies        | Genre Studies        | Author Studies (single author) | World Lit/ Non-Western Lit | Writing Course Rq (not lit. analysis) | Capstone Experience |
|-------------|-----------------------------|--------------|-------------------------|--------------------------------------------|-----------------|----------------------------|--------------------------------------|-----------------------|----------------------|--------------------------------|----------------------------|---------------------------------------|---------------------|
| Dixie SC    | 54                          | None listed  | 6                       | 3 hrs in History                           | 3 hrs           | Likely/ not specified      | 6 hrs                                | 3 hrs                 | 3 hrs                | 12 hrs                         | 3 hrs (authors course)     | 3100 (type unclear)                   | Y                   |
| BYU         | 45                          | Not Listed   | 9                       | 3 hrs (optional)                           | 3 hrs (min)     | weak                       | weak                                 | Y (in options)        | weak                 | Y (in options)                 | N (only classic lit)       | Elective only                         | Y                   |
| SUU         | 42                          | Not below C- | 21 (3000 level)         | N                                          | 6 hrs           | Y                          | minimal                              | In 3000 level surveys | 3 hrs (in options)   | Y (in options)                 | Y (one course)             | N                                     | N                   |
| U of U      | 36                          | Not listed   | 9*(comparative)         | Offered/ not req.                          | 3 hrs           | Y                          | Y                                    | 3 hrs                 | 3 hrs                | Shakespeare only               | One in Post-Colonial       | 3 hr elective option                  | N                   |
| USU         | 49                          | 2.75         | 9                       | 3 hrs                                      | 3 hrs (min)     | Y                          | 6 hrs                                | 9 hrs                 | 6 hrs                | 6 hrs                          | 3 hrs (minimal)            | Not req.                              | Y                   |
| UVSC        | 43                          | 2.0          | 6                       | 3 hrs (opt)                                | 6 hrs (3 opt)   | weak                       | electives                            | 12 hrs                | 3 hrs (opt)          | Shakespeare only               | 6 hrs (both opt)           | Only lit analysis                     | Y                   |
| Weber       | 39                          | 2.0          | No low level surveys    | 3 hrs                                      | none            | N                          | weak                                 | 12 hrs                | 9 opts. at low level | none                           | 3 hrs                      | 3 hrs                                 | N                   |
| Westminster | 42                          | 2.3          | 8*(comparative)         | 4 hrs (optional)                           | 8 hrs (opt)     | N                          | Very good                            | Y (in 26 hr core)     | N                    | N (only one in Brit.)          | 4 hrs                      | 3 hrs                                 | Y                   |

Notes:

\*Comparative, not continental, approach; lacks requirement to take both Amer. & Brit.

## Appendix C:

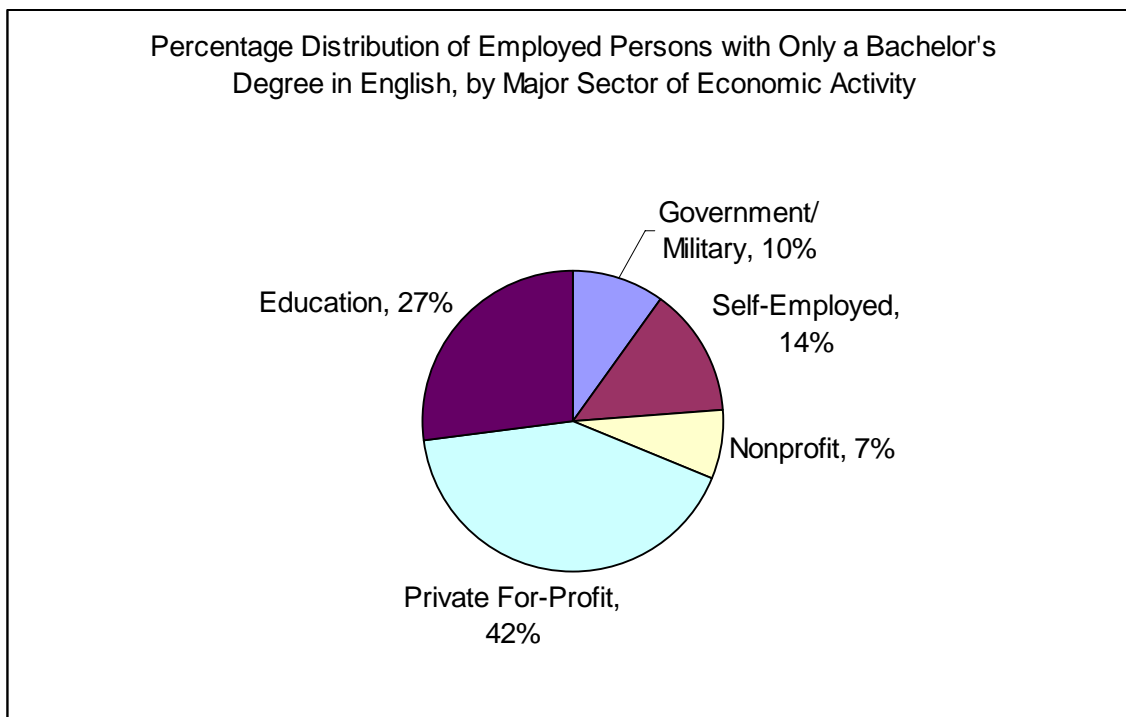
### Top 10, Occupations that Employ Persons with Only a Bachelor's Degree in English

Noting that "Employment among English Majors is dispersed across a variety of occupations," Fogg, Harrington and Harrington provide the following tabulation of English majors' employment:

| <i>Top 10, Occupations</i>                                                             | <i>All</i> | <i>Men</i> | <i>Women</i> |
|----------------------------------------------------------------------------------------|------------|------------|--------------|
| 1. Artists, broadcasters, writers, editors, entertainers, public relations specialists | 10.7       | 11.5       | 10.3         |
| 2. Top- and mid-level managers, executives, administrators                             | 10.6       | 17.3       | 7.0          |
| 3. Teachers, secondary school                                                          | 10.6       | 9.0        | 11.4         |
| 4. Insurance, securities, real estate, business services                               | 5.9        | 10.0       | 3.7          |
| 5. Secretaries, receptionists, typists                                                 | 5.1        | 1.4        | 7.1          |
| 6. Sales occupations, including retail                                                 | 4.9        | 6.3        | 4.2          |
| 7. Other management-related occupations                                                | 4.8        | 5.5        | 4.5          |
| 8. Other administrative (e.g., records clerks, telephone operators)                    | 4.8        | 2.0        | 6.2          |
| 9. Teachers, elementary school                                                         | 3.5        | 1.1        | 4.7          |
| 10. Other service occupations, except health                                           | 3.2        | 4.4        | 2.6          |

## Appendix D:

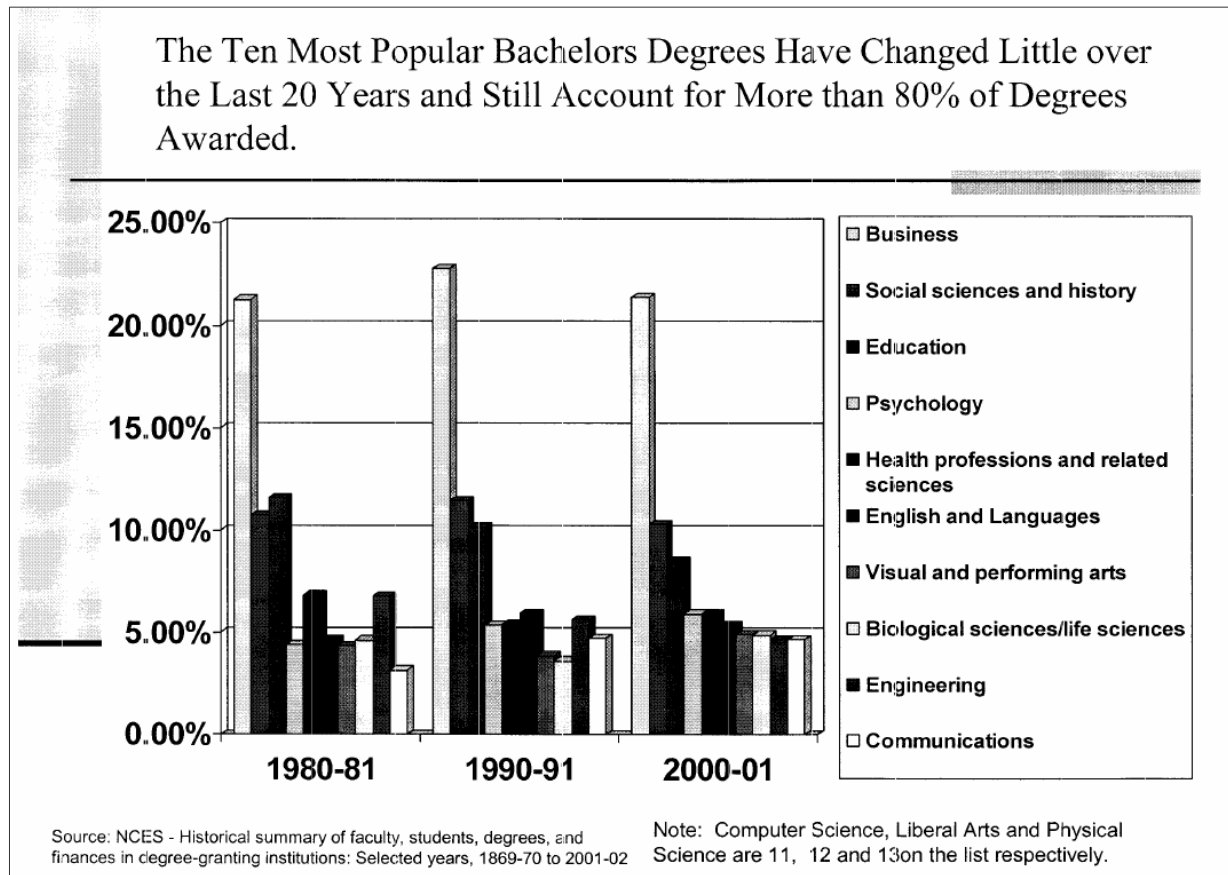
### Percentage Distribution of Employed Persons with Only a Bachelor's Degree in English, by Major Sector of Economic Activity<sup>7</sup>



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<sup>7</sup> In Fogg, N. P.; Harrington, P.E., and Harrington, T. F. College Majors Handbook with Real Career Paths and Payoffs: The Actual Jobs, Earnings, and Trends for Graduates of 60 College Majors. JIST Works: New York, 2004, pp. 401-410.

Appendix E:  
Core or Foundational Baccalaureate Degrees Consistent with Four-Year Colleges<sup>8</sup>



<sup>8</sup> Tabulated from *Historical Summary of Faculty, Students, Degrees, And Finances in Degree-Granting Institutions: Selected Years, 1869-70 to 2001-02*, available at [http://search.nces.ed.gov/cs.html?charset=iso-8859-1&url=http%](http://search.nces.ed.gov/cs.html?charset=iso-8859-1&url=http%3A%2F%2Fsearch.nces.ed.gov%2Fcs.html)

### Appendix F: Faculty Credentials, English

| Faculty         | Degree | Area              | Institution Awarding Highest Degree/Year | Years Teaching Higher Ed | Relevant Work Experience                                                                             | Research / Publication Areas                                                                                                          |
|-----------------|--------|-------------------|------------------------------------------|--------------------------|------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| Brad Barry      | PhD    | Comp / Rhetoric   | Bowling Green State U                    | 11                       | K-12 teaching                                                                                        | Web-based writing instruction; Rhetoric;                                                                                              |
| Sue Bennett     | PhD    | English           | Texas Tech U                             | 21                       | K-12 teaching                                                                                        | English romantics; 18C English literature; Online and computer-based instruction; Writing center administration                       |
| Tim Bywater     | PhD    | Film Studies      | U Utah                                   | 32                       | Grant writing                                                                                        | Film criticism                                                                                                                        |
| Karen Hyman     | PhD    | English           |                                          | 13                       |                                                                                                      | Post-colonial literature and theory; Modern British literature; cultural theory; women's studies                                      |
| Ace Pilkington  | D Phil | English           | Oxford U                                 |                          |                                                                                                      | Shakespeare; Science fiction; Mythology;                                                                                              |
| Carole Schuyler | PhD    | English           | U Mass, Amherst                          |                          | Technical writing / editing; K-12 teaching;                                                          | Victorian literature; Shakespeare; Psychoanalytic theory                                                                              |
|                 | MEd    | English Education | U VA, Charlottesville                    |                          |                                                                                                      |                                                                                                                                       |
|                 | MS     | TechWriting       | Rensselaer Polytech                      |                          |                                                                                                      |                                                                                                                                       |
| George Jantzen  | ABD    | Comp / Rhetoric   | Carnegie Mellon U                        | 15                       | Technical writing / editing                                                                          |                                                                                                                                       |
| Randy Jasmine   | ABD    | English           | U Mississippi, Oxford                    | 6                        | Technical writing/editing; Assistant Director of Writing; Composition course curriculum development  | Faulkner; African-American literature; Associate Editor: <i>Liberty's Captives</i> (U Georgia P 2006); 1 non-refereed journal article |
| Diane Albertini | MA     | Comp / Rhetoric   | Colorado State U                         | 25                       | K-12 teaching; ESL teaching; English tutor supervisor; Writing Center Coordinator; English/ESL tutor | Integrating technology and the teaching of writing; Rhetoric & composition.                                                           |

| Faculty      | Degree | Area             | Institution Awarding Highest Degree/Year | Years Teaching Higher Ed | Relevant Work Experience    | Research / Publication Areas                           |
|--------------|--------|------------------|------------------------------------------|--------------------------|-----------------------------|--------------------------------------------------------|
| Darl Biniatz | MA     | English          | San Diego State U                        | 12                       | Copy editing                | Anthropology and literature;<br>Modern American poetry |
| Terre Burton | MA     | American Studies | U Wyoming                                | 31                       |                             | Classical literature and art;<br>Women's literature    |
| Ed Reber     | MA     | English          | Brigham Young U                          | 33                       | Copy editing; Grant writing | Folklore; English romantics;<br>American literature    |

July 19, 2006

**MEMORANDUM**

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Dixie State College – Bachelor of Science Degree in Biology, Effective Fall Semester 2006 – Action Item

Issue

Officials at Dixie State College (DSC) request approval to offer a Bachelor of Science Degree in Biology, effective Fall Semester 2006. The proposed program was approved by the Dixie State College Board of Trustees on November 17, 2005, and the Regents' Program Review Committee recommended that a full program proposal be submitted.

Background

Dixie State College's mission includes offering baccalaureate programs in high demand areas and in core foundational areas consistent with four-year-colleges. The proposed Biology Degree is designed to provide students with a firm foundation and understanding of the unifying concepts of biology including those at the molecular, cellular, and ecosystem levels. It is essential that biology students develop a strong background in the areas of chemistry, physics, and math because the comprehension and mastery of biological concepts is contingent upon the integration of these other sciences. All biology students will complete a set of core courses focusing on general biology, genetics, ecology, evolution, cellular and molecular biology, and data analysis. These core areas are intended to prepare an underlying support for further study in biology. Upon completion of the core, students may select other upper-division biology courses that allow them to explore and develop in one or more areas (organismal, ecological, or molecular) of their choosing. The versatility of the biology degree will allow successful undergraduate biology majors to enter professional programs in medicine, dentistry, and veterinary medicine or enter other professional or graduate schools.

### Policy Issues

The Dixie State College Board of Trustees approved this proposal on November 17, 2005. The Program and Review Committee approved the Letter of Intent April 18, 2006. Other USHE institutions have reviewed the proposal and the curriculum. Some curriculum and faculty issues were raised during the review, and Dixie State College has responded with some additional information and no further questions remain. There is support for the proposal by other USHE institutions.

### Commissioner's Recommendation

The Commissioner recommends that the Regents approve the Bachelor of Science Degree in Biology at Dixie State College, 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 a Bachelor of Science in Biology, effective Fall 2006.

Dixie State College

Prepared for  
Richard E. Kendell  
By  
Gary Wixom

July 19, 2006

## **SECTION I**

### **The Request**

Dixie State College of Utah requests approval to offer a Bachelor of Science degree in Biology, effective Fall semester 2006. This program was approved by the institutional Board of Trustees on November 17, 2005, and by the Program Review Committee on April 18, 2006.

## **SECTION II**

### **Program Description**

The proposed biology degree is designed to provide students with a firm foundation and understanding of the unifying concepts of biology including those at the molecular, cellular, and ecosystem levels. It is essential that biology students develop a strong background in the areas of chemistry, physics, and math because the comprehension and mastery of biological concepts is contingent upon the integration of these other sciences. All biology students will complete a set of core courses focusing on general biology, genetics, ecology, evolution, cellular and molecular biology, and data analysis. These core areas are intended to prepare an underlying support for further study in biology.

Upon completion of the core, students may select other upper-division biology courses that allow them to explore and develop in one or more areas (organismal, ecological, or molecular) of their choosing. The versatility of the biology degree will allow successful undergraduate biology majors to enter professional programs in medicine, dentistry, and veterinary medicine or enter other professional or graduate schools. Upon completion of the biology degree, other students may opt for governmental or private sector careers in such fields as natural resource management, environmental research, health care, the biomedical industry, independent laboratory research, or science teaching.

### **Purpose of Degree**

DSC's dual mission includes "[offering] baccalaureate programs in high demand areas and in core or foundational areas consistent with four-year colleges" (DSC Mission Statement, approved 2005). DSC intends to seek approval for several baccalaureate degrees in core or foundational academic areas that are traditional at nearly every baccalaureate-granting institution of higher education in the nation. (See Appendix D-Core or Foundational Baccalaureate Degrees Consistent with Four-Year Colleges.)

### **Institutional Readiness**

In October 1999 when the Regents voted to approve Dixie State's mission and name change, they approved the Business Administration and the Computer Information Technology baccalaureate degree programs. Within a year, the Regents approved a third degree program in elementary education, and the College achieved accreditation candidate status as a baccalaureate institution.

By the end of 2002, DSC had achieved full accreditation status, and soon thereafter, had received approval for additional baccalaureate degree programs in nursing and communication.

DSC has developed five baccalaureate programs in the seven years since Regents approved the mission change. This measured pace of program development has allowed the College time and resources to develop infrastructure to support the programs that DSC has added. Because DSC has been restricted to only five degrees, it has been able to devote considerable attention to those degrees, and the institution has been deliberate and careful in the processes of development.

## Faculty

Among the academic programs at DSC, English and biology have the largest faculties and the highest concentration of faculty with doctoral preparation. Thus, the academic preparation of faculty in the biology program is currently sufficient for baccalaureate-level instruction. At the time of this writing, DSC is advertising for two additional biology faculty members (Ph.D. required), and the following faculty are on staff as of July 2006. Thus, at the time the proposed degree begins, DSC's Biology Department will have nine biology faculty, eight of whom (eight-nine percent) will have doctorates.

| Full-Time Faculty Member | Rank                | Academic Credentials                                                          |
|--------------------------|---------------------|-------------------------------------------------------------------------------|
| Allen, Patt              | Associate Professor | Doctor of Veterinary Medicine, Kansas State University                        |
| Bauer, Karen             | Associate Professor | Doctor of Arts, Biological Science, Idaho State University                    |
| Jones, David             | Assistant Professor | M.S., Vanderbilt University, Molecular Biology                                |
| McNeillis, Thomas        | Assistant Professor | Doctor of Osteopathy (D.O.), Obstetrics and Gynecology, Midwestern University |
| Walker, Curtis           | Associate Professor | PhD, Zoology, University of Idaho                                             |
| Warner, Donald           | Assistant Professor | PhD, Veterinary Microbiology, Texas A & M University                          |
| Wilson, Grant            | Assistant Professor | PhD, Biology, Utah State University                                           |

At the time of this writing, DSC has approved the hiring of two additional biology faculty with Ph.D. degrees. These positions are advertised and a search is underway. In filling these and future biology faculty positions, the College seeks to complement current faculty expertise. As suggested by consultants who reviewed the College's initial curriculum plans (see external review, below), in its advertised position announcements the College is searching for faculty with "identifiable academic background and teaching ability in one or more of the following areas: (a) botany, (b) vertebrate zoology (c) invertebrate zoology (d) cellular and molecular biology, (e) developmental biology, (f) ecology/environmental science, (g) biostatistics, (h) secondary teaching methods in biology, or (i) human anatomy and physiology and mammalian physiology.

For further details, see Appendix E, Faculty Credentials.

## **Staff**

The addition of this degree will not require additional staff during its first few years. Academic advising will be handled through current institutional advisement resources, along with support from biology faculty, and clerical support will be provided through the current department resources. There is no plan to add to the advising or clerical staff during the next three years. As the program grows, additional advisement personnel resources will be added.

## **Library and Information Resources**

DSC is well aware that building the library sources is an integral part of program development, and the Browning Library continues to expand appropriate collections for current baccalaureate offerings. As DSC's baccalaureate mission becomes more dominant, the library is expanding its overall collections. During the current year's budgets, DSC has allocated additional funds to its library. Any library striving to support a baccalaureate biology program needs several key resources, including a monograph collection that provides breadth and depth with both scholarly and general interest materials and a core collection of journal literature.

The Val A. Browning Library provides access to BioOne and Academic Search Premiere, two databases which index and provide access to several life science journals. In order to provide proper support, along with a small corpus of scholarly books, the library will obtain an additional index, as well as some print journals and subject encyclopedias in both digital and paper formats.

Because not all curriculum will be offered in the first year, the initial library purchases will be phased in during the first two years of the degree (see finance section below).

## **Admission Requirements**

Students will be admitted to the biology major if they are in good standing with the College. Acceptance into the biology major is open for any matriculated student. While the prerequisite structure of the curriculum limits students from taking certain advanced courses before they take foundational courses, students will be admitted as majors at any point after they have matriculated. Transfer students will be admitted if they have a 2.5 GPA.

## **Student Advisement**

Until the major becomes large enough to require a more formal advising structure, initially advising will be done by existing advising staff and by program faculty. As the program grows, the College will expand existing advisement staff through its strategic planning process.

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

The number of credits required (120) is within that normally expected for a Bachelor's Degree in Science and meets the requirements of Regent policy.

### **External Review and Accreditation**

External consultants were involved in reviewing the Letter of Intent and creating this full proposal. Those consultants included the following:

Dr. Ann B. Burgess:

- Director Emerita, Biology Core Curriculum, University of Wisconsin-Madison
- Associate of the Center for Biology Education, University of Wisconsin-Madison
- Teaching and Learning Consultant

In her summary letter, this consultant wrote, "I enthusiastically support instituting baccalaureate degrees in Biology and Biology Education at Dixie State College of Utah"

Dr. Richard Mueller

- Associate Dean, College of Science, Utah State University
- Associate Professor of Biology, Utah State University

In his report, this consultant wrote, "It makes perfect sense to me that you are pursuing a biology degree as one of the first additions to the curriculum as you transition to a four-year college" (See Appendix F, Consultant's Report – Dr. Mueller). In his summary letter, this consultant wrote, "I anticipate that with a well thought out program that recognizes existing strengths and builds expertise in important and emerging areas, Dixie State College can build a baccalaureate biology program that can be successful and produce graduates that can enter the growing job market for life scientists or continue their education with post-graduate studies. Given the discipline's central and expanding role, it makes sense for your college to target biology early on as you expand your 4-year degree offerings"

These consultants have given useful advice in both design of curriculum and logistical matters, suggesting adjustments aimed at some future accreditation process.

### **Projected Enrollment**

DSC anticipates that this will be a popular major. Keeping in mind that the biology department includes the lower-division life science courses, a huge instructional component, one must

separate the baccalaureate program's instructional activities from other department instruction. Following are projected student FTEs and faculty FTEs for this baccalaureate program:

| Year    | Student FTEs | Faculty FTEs | Ratio  |
|---------|--------------|--------------|--------|
| 2006-7  | 40           | 3            | 13.3:1 |
| 2007-8  | 60           | 3.5          | 17.1:1 |
| 2008-9  | 75           | 4.0          | 16.7:1 |
| 2010-11 | 85           | 4.5          | 18.9:1 |
| 2011-12 | 90           | 5            | 18:1   |

### Expansion of Existing Program

The existing lower-division biology program at Dixie State College seeks to expand its offerings to add upper-division courses leading to a B.S. degree in Biology, a core or foundational program commonly offered at most baccalaureate-granting state colleges nationwide. Appendix A outlines the new courses to be added over the next five years in support of this program. Existing faculty members are fully qualified and capable of teaching many of these courses, and additional doctoral-level faculty will be hired to complement the current faculty. As with any new program, not all courses will be offered every semester. Some will be taught once per year in the fall or spring semester, and others will be taught on a rotating basis every other year based on student demand. Students will be advised of this schedule to help them plan their courses of study.

The biology major is expected to attract a significant number of students. They will find that this biology degree is rigorous with its emphasis on support courses in chemistry, physics, and calculus. At the same time, it will allow the students to chart a path of their choosing once they complete the core set of biology courses. Students may choose from electives that include organismal (zoology or botany), ecology/environmental, or microbiology/molecular biology areas. Once the program is in place and develops maturity over time, these different areas of biology may be designated as specific emphases within the biology degree. The versatility of the proposed baccalaureate degree in biology will serve the needs of pre-professional students as well as students preparing for graduate school, teaching, vocational, and other careers requiring a solid foundation in the biological sciences.

## SECTION III

### Program Need

Officials at DSC feel that the proposed Biology Degree should be initiated for several reasons. First, because it is a “foundational” degree that is nearly universally offered at baccalaureate institutions, and second, students have expressed the need for a life science baccalaureate offering at DSC.

### Labor Market Demand

Training in biology offers students a seemingly endless menu of opportunities. For example, the U.S. Department of Labor lists biology as an appropriate college major for persons preparing for 45 distinct occupations (see Appendix C, *Careers for Which a Biology Major Prepares Students*)<sup>1</sup>. While many life science careers have few openings, the degree does offer select options with many openings, for which there is very high demand.<sup>2</sup>

The proposed baccalaureate degree prepares students for productive roles in a variety of vocational settings, and therefore, the market demand for the degrees is of the same rough extent and scope as the market's demand for an increase in the number of general baccalaureate degrees. Recent policy studies show the positive economic impact of baccalaureate completion, and expanding access to baccalaureate education in Washington County thus addresses a very real labor market demand. In recent years, Utah's completion of baccalaureates has declined, and Washington County's average baccalaureate completion rate is much lower than the state average. The Bureau of the Census decadal reports for 1990 and 2000 show that Washington County's baccalaureate completion rate for persons from 25 to 34 years of age fell, as did Utah's rate; however, Washington County's baccalaureate completion rate was much lower than Utah's average and the national average, suggesting that opportunity costs of traveling outside of the county inhibit completion rates.

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<sup>1</sup> Obviously, a good many of the forty-five occupations require a graduate degree or some other certification. As perhaps the chief entry-degree for further graduate studies, a biology baccalaureate lays a strong foundation for further graduate work in such areas as medicine, agriculture and food science, conservation science and forestry, dentistry, veterinary science, and other fields. As might be expected, the Utah Department of Workforce Services Occupational Projections 2002-2012 indicates that job opportunities are better for biologists with a graduate degree than for biologists with the baccalaureate.

<sup>2</sup> Also, note that the Washington County School District has asked that DSC help the district address areas of particular demand for teachers, including biology instruction. While this proposal will not directly address that demand, indirectly it may have some impact on the availability of secondary biology teachers. (See Appendix H: Washington County School District Letter.)

## **Student Demand**

Because a biology degree opens the door to such a large number of career options, a very large portion of DSC's current student body has declared the biology major. Of the approximately 4,800 degree-seeking students at Dixie State in Fall 2004, 189 were declared biology majors.

Another indicator of student demand is the number of students who enroll in Dixie State's course, BIOL 1610. As is common at USHE institutions, Dixie State offers two introductory biology courses – one for biology majors and one for non-majors. The number of students enrolling in the more demanding course, BIOL 1610 (informally called "introductory biology for majors") is an indicator of the number of students who intend to major in biology. In Fall 2005, 436 students enrolled in DSC's ten sections of the introductory course for biology majors. The enrollment demand on the course for biology majors is always vigorous.

## **Similar Programs**

Biology is a "core or foundational area consistent with four-year colleges," an academic program that is offered at nearly every baccalaureate-granting state institution in the nation. Among Utah's baccalaureate-granting institutions, all offer the biology major – with the exception of Dixie State. Likewise, secondary education biology degrees are nearly universal at American colleges and universities. Among Utah's baccalaureate-granting institutions, all have secondary biology programs – with the exception of Dixie State.

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

As noted, all USHE baccalaureate institutions offer degrees in biology. Such degrees are the substance of the academy, essential to the academic enterprise and central to the instructional mission of a baccalaureate institution. Core or foundational degrees form the nucleus of the instructional mission, and each institution should develop its own version of these programs.

In the design of the proposed curriculum, DSC's biology department members have been guided by their long association with other biology departments at USHE sister institutions. With its Historic mission of transfer preparation, DSC's biology department has had ongoing interaction with all of Utah's baccalaureate-level biology programs. In its historic transfer preparation mission, DSC has provided lower-division students with the curricular foundation they needed to transfer to upper-division programs at other USHE institutions, and for decades DSC's biology department has evaluated best practices at USHE baccalaureate institutions. Thus, DSC's faculty has developed a deep familiarity with the curricular structures and operational practices in biology departments at USHE institutions. Therefore, as it prepared the proposed curriculum, DSC's biology department has consulted with USHE colleagues and sought to create a curriculum that both aligns with other institutions and takes advantages of DSC's strengths. The proposed curriculum results from ongoing dialog and imitates best curricular practices found among upper-division biology programs at other USHE institutions.

## **Benefits**

Baccalaureate completion rates in Utah are declining, and one probable contributor is access. The opportunity costs for Washington County students of traveling to another institution may be a substantial hindrance to baccalaureate completion. Approving the proposed degrees will improve access for the growing population of Southwest Utah. Also, the degree will allow DSC to further develop its baccalaureate mission and provide a number of educated employees for regional and local employers.

## **Consistency with Institutional Mission**

DSC's mission statement declares that the College "offers baccalaureate programs in high demand areas and in core or foundational areas consistent with four-year colleges." As explained above, the proposed degrees are in keeping with DSC's mission to offer baccalaureate degrees in core or foundational areas. Biology is part of the academic core, the substance of the academy, essential to the academic enterprise and central to the instructional mission of a baccalaureate institution.

Further, the College's mission statement declares that the College offers "programs that meet the needs of students, the community and the state." DSC's academic plan describes how the College will meet these kinds of needs. Two important needs are prominent in that academic plan - the regional and statewide needs for educators and for health care professionals. In serving its community and the state, the College has proposed the biology baccalaureate as a first stage in a long-range plan to address these needs. While the College has not yet been approved to provide secondary education certification, biology is one of three areas specifically requested by Washington County's school district, and the proposed baccalaureate is an important preparatory step in addressing this need. Also, in its various health occupations programs, the College has aggressively addressed the need for health care professionals. The proposed degree is a complement to the College's current health care programs, supporting ongoing quality in health occupations instruction and providing biology students a foundation that they may use for more advanced health-related study at USHE institutions and elsewhere.

## **SECTION IV**

### **Program and Student Assessment**

The primary mission of the Department of Natural Sciences at Dixie State College is to provide students access to a vibrant and inviting milieu where they will be encouraged to explore and discuss a diverse array of biological issues of local, regional, and global interest. Exposure to a full spectrum of biology and supporting physical science courses will help to ensure that biology graduates become scientifically literate members of society. The proposed degree will include curriculum aimed at content knowledge and at skill development.

The five broad content areas are: (a) general biology concepts encompassing both form and function among organizational levels from molecules to communities; (b) genetics including mechanisms of inheritance, gene expression, and change within populations; (c) evolution as the cornerstone and unifying thread connecting all areas of biology;

(d) ecology including populations, community structure and biodiversity, ecosystems, the biosphere, and how human activities impact the environment; and (e) scientific methods including asking questions, formulating hypotheses, making and testing predictions, and reporting results.

The four broad skills are: (a) critical thinking and analysis including review of primary scientific literature, and collection, analysis, and presentation of data; (b) development of facility in the use of scientific equipment including microscopes, micropipets, horizontal and vertical electrophoresis chambers, centrifuges, PCR chambers, and the like; (c) development of proper laboratory techniques including the practice of aseptic methods, correct pipetting, and overall general lab safety procedures; and (d) accurate demonstration of both written and oral communication.

In the degree's planned curriculum, students will be provided with numerous opportunities to acquire, practice, and demonstrate the expected standards of performance related to content and skills areas. In particular -

1. Students will demonstrate mastery of content area by passing written exams or other such assessment tools in core and elective courses at a level of 70% or higher.
2. Students will demonstrate mastery of the use of laboratory equipment and mastery of proper laboratory techniques by passing written laboratory practical exams at a level of 70% or higher.

Students will also be required to perform various hands-on activities and lab procedures at a level of 70% or higher.

3. Students will demonstrate both writing skills and critical analysis skills in many of the lecture and lab courses that they complete. Many lab courses require some type of data collection and analysis and a written lab report or term paper supported by primary scientific literature. Students should perform at a level of 70% or higher.
4. All biology major students will demonstrate their written and oral communication skills when they complete a required senior seminar during which they will discuss and review current research in the biological sciences. Students will analyze, evaluate, and/or synthesize work related to a biological topic of their choosing to produce a written research paper supported by the scientific literature and give an oral presentation on their study. Students should perform at a level of 70% or higher in this capstone course.
5. Students may further demonstrate their skills in critical thinking and written and oral communication by completing independent study projects and/or a senior thesis. Students should perform at a level of 70% or higher.

In addition to these basic assessments of academic achievement, the department will administer appraisals aimed at measuring student satisfaction. When majors complete the capstone senior seminar course, they will be asked to complete a written assessment of the program, evaluating whether the program's objectives have been met.

Further, in 2007 and every five years thereafter, the program is scheduled to undergo DSC's rigorous program review process (DSC policy 3.43). This process includes an evaluation of the program's enrollments, administrative organization, faculty resources, physical facilities, along with an assessment of the overall curriculum design, the effectiveness of individual courses, and student learning goals.

## SECTION V

### Budget

Following is the proposed budget for the degree<sup>3</sup>:

|                      | 2006-07   | 2007-08   | 2008-09   | 2009-10   | 2010-11   |
|----------------------|-----------|-----------|-----------|-----------|-----------|
| Salary               | \$220,550 | \$265,019 | \$311,045 | \$358,681 | \$407,985 |
| Benefits             | \$63,960  | \$76,856  | \$90,203  | \$104,018 | \$118,316 |
| Current Expense      | \$5,000   | \$6,000   | \$7,000   | \$7,000   | \$7,000   |
| Library              | \$15,000  | \$15,000  | \$7,500   | \$7,500   | \$5,000   |
| Equipment and Travel | \$35,000  | \$18,000  | \$12,000  | \$12,000  | \$12,000  |
| Total:               | \$339,510 | \$380,875 | \$427,748 | \$489,199 | \$550,301 |

### Funding Sources

The funding for the proposed degrees will come from new tuition revenue and the restructuring of workloads. Two new faculty positions are currently funded and advertised, with a search well under way. The one additional faculty hire will be made from institutional funds that come from state allocations, tuition revenue, and internal reallocations, depending on future budgetary conditions.

### Reallocation

No current reallocation of program funds is planned.

### Impact on Existing Budgets

No other programs will be affected by this program.

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<sup>3</sup> Assumes individual faculty salary of \$73,500 and 3.5 percent annual salary increases.

## Appendix A

### Program of Study

#### Appendix A: Program Curriculum

The baccalaureate degree in biology has fewer required courses than baccalaureate degrees in some other areas, allowing the student, in conjunction with an approved advisor, to individualize his/her program with considerable latitude to select elective courses in the biological sciences. The biology portion of the degree consists of a set of "core" courses along with a minimum number of biology elective upper-division courses.

The baccalaureate in biology is designed to prepare students for graduate or professional schools. Students are required to complete courses in the areas of biology, chemistry, physics, and mathematics that will meet the admissions requirements of most graduate or professional schools. This program includes the General Education requirements of the college as well as elective courses to provide the student with breadth in training.

**Biology:** The proposed biology degree will have five basic curricular components: (a) the lower-division, general education requirements, excluding chemistry, physics, and math, which are included in degree requirements (22 credits); (b) the chemistry, physics, and math requirements (35 credits); (c) the biology major core courses (29 credits); (d) the upper-division biology elective courses (22 credits); and (e) elective credits (12 credits).

|                                                                                                                                                                                                                 |                |                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|----------------------------------------------------------------------------------------|
| <b>General Education Requirement</b> – complete the general education requirements listed in the Associate of Science or Associate of Art degrees, or the equivalent (other than chemistry, physics, and math). |                |                                                                                        |
| <b>TOTAL GENERAL EDUCATION CREDITS, OTHER THAN CHEMISTRY, PHYSICS, AND MATH:</b>                                                                                                                                | <b>22</b>      |                                                                                        |
| <b>Chemistry, Physics, and Math Courses</b> – complete the following courses:                                                                                                                                   |                |                                                                                        |
|                                                                                                                                                                                                                 | <b>Credits</b> | <b>Prerequisites and Notes</b>                                                         |
| • CHEM 1210, Principles of Chemistry I                                                                                                                                                                          | 4              |                                                                                        |
| • CHEM 1215, Principles of Chemistry I Lab                                                                                                                                                                      | 1              |                                                                                        |
| • CHEM 1220, Principles of Chemistry II                                                                                                                                                                         | 4              |                                                                                        |
| • CHEM 1225, Principles of Chemistry II Lab                                                                                                                                                                     | 1              |                                                                                        |
| • CHEM 2310, Organic Chemistry I                                                                                                                                                                                | 4              |                                                                                        |
| • CHEM 2315, Organic Chemistry I Lab                                                                                                                                                                            | 1              |                                                                                        |
| • CHEM 2320, Organic Chemistry II                                                                                                                                                                               | 4              |                                                                                        |
| • CHEM 2325, Organic Chemistry II Lab                                                                                                                                                                           | 1              |                                                                                        |
| • MATH 1210: Calculus I                                                                                                                                                                                         | 5              |                                                                                        |
| • PHYS 2010, General Physics I                                                                                                                                                                                  | 4              | Students may also fill this requirement by taking PHYS 2210, Engineering Physics I     |
| • PHYS 2015, General Physics I Lab                                                                                                                                                                              | 1              | Students may also fill this requirement by taking PHYS 2215, Engineering Physics I Lab |

|                                                                                                                                                                         |                |                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-----------------------------------------------------------------------------------------|
| • PHYS 2020, General Physics II                                                                                                                                         | 4              | Students may also fill this requirement by taking PHYS 2220, Engineering Physics II     |
| • PHYS 2025, General Physics II Lab                                                                                                                                     | 1              | Students may also fill this requirement by taking PHYS 2220, Engineering Physics II Lab |
| <b>TOTAL CHEMISTRY, PHYSICS AND MATH CREDITS:</b>                                                                                                                       | <b>35</b>      |                                                                                         |
| <b>Biology Major Core Courses – complete the following core courses</b>                                                                                                 |                |                                                                                         |
|                                                                                                                                                                         | <b>Credits</b> | <b>Prerequisites and Notes</b>                                                          |
| • BIOL 1610, Principles of Biology I                                                                                                                                    | 4              |                                                                                         |
| • BIOL 1615, Principles of Biology I Lab                                                                                                                                | 1              |                                                                                         |
| • BIOL 1620, Principles of Biology II                                                                                                                                   | 4              |                                                                                         |
| • BIOL 1625, Principles of Biology II Lab                                                                                                                               | 1              |                                                                                         |
| • BIOL 2030, Principles of Genetics                                                                                                                                     | 4              |                                                                                         |
| • BIOL 2220, General Ecology                                                                                                                                            | 3              |                                                                                         |
| • BIOL 2225, General Ecology Lab                                                                                                                                        | 1              |                                                                                         |
| • BIOL 3010, Biological Evolution                                                                                                                                       | 3              |                                                                                         |
| • BIOL 3150, Introduction to Biometry                                                                                                                                   | 2              |                                                                                         |
| • BIOL 3155, Introduction to Biometry Lab                                                                                                                               | 1              |                                                                                         |
| • BIOL 2020, Principles of Cell Biology and BIOL 2025, Principles of Cell Biology Lab,<br>or<br>BIOL 3450, General Microbiology and BIOL 3455, General Microbiology Lab | 4              |                                                                                         |
| • BIOL 4910 or 4920, Senior Seminar                                                                                                                                     | 1              |                                                                                         |
| <b>TOTAL BIOLOGY MAJOR CORE CREDITS</b>                                                                                                                                 | <b>29</b>      |                                                                                         |

| Upper-Division Biology Elective Courses – complete a number of courses that includes the following:                                                                                                                                                                                                                                                                                                                                                                                                                          |            |                                                                                                                                          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Credits    | Prerequisites and Notes                                                                                                                  |
| One physiology course with lab chosen from the following: <ul style="list-style-type: none"> <li>BIOL 4500/4505: Comparative Vertebrate Physiology with lab</li> <li>BIOL 4600/4605: Plant Physiology with lab</li> </ul>                                                                                                                                                                                                                                                                                                    | 4          |                                                                                                                                          |
| One organismal biology course with lab chosen from the following: <ul style="list-style-type: none"> <li>BIOL 3200/3205: Invertebrate Zoology with lab,</li> <li>BIOL 4200/4205: Plant Taxonomy with lab,</li> <li>BIOL 4230/4235: General Parasitology with lab,</li> <li>BIOL 4260/4265: Herpetology with lab,</li> <li>BIOL 4270/4275: Ichthyology with lab,</li> <li>BIOL 4380/4385: Ornithology with lab,</li> <li>BIOL 4410/4415: Mammalogy with lab,</li> <li>BIOL 4440/4445: General Entomology with lab,</li> </ul> | 3-4        |                                                                                                                                          |
| Plus 14-15 credits of additional upper-division courses in biology, chosen from botany, zoology, microbiology, and/or molecular biology. Students may choose from courses listed above as well as from the following:                                                                                                                                                                                                                                                                                                        |            |                                                                                                                                          |
| <ul style="list-style-type: none"> <li>BIOL 3140/3145: Comparative Vertebrate Anatomy with lab,</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                   | 4          |                                                                                                                                          |
| <ul style="list-style-type: none"> <li>BIOL 3340/3345: Plant Anatomy with lab,</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                    | 3          |                                                                                                                                          |
| <ul style="list-style-type: none"> <li>BIOL 3360/3365: Developmental Biology with lab,</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                            | 4          |                                                                                                                                          |
| <ul style="list-style-type: none"> <li>BIOL 3460: Biology of Infectious Disease,</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                  | 3          |                                                                                                                                          |
| <ul style="list-style-type: none"> <li>BIOL 3470: Introduction to Immunology,</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                     | 3          |                                                                                                                                          |
| <ul style="list-style-type: none"> <li>BIOL 4190/4195: Mammalian Histology with lab,</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                              | 4          |                                                                                                                                          |
| <ul style="list-style-type: none"> <li>BIOL 4300/4305: Molecular Biology with lab,</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                | 4          |                                                                                                                                          |
| <ul style="list-style-type: none"> <li>BIOL 4350/4355: Animal Behavior with lab,</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                  | 4          |                                                                                                                                          |
| <ul style="list-style-type: none"> <li>BIOL 4400: Pathophysiology,</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                | 3          |                                                                                                                                          |
| <ul style="list-style-type: none"> <li>BIOL 4460/4465: Plant Ecology with lab,</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                    | 3          |                                                                                                                                          |
| <ul style="list-style-type: none"> <li>BIOL 4810 or 4820: Independent Study in Biology</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                            | 1-4        | Students may only count up to 4 credits of BIOL 4810, 4820, and/or 4930 in any combination toward graduation.                            |
| <ul style="list-style-type: none"> <li>BIOL 4930: Senior Thesis</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 1-4        | Students may only count up to 4 credits of BIOL 4810, 4820, and/or 4930 in any combination toward graduation.                            |
| <b>TOTAL UPPER-DIVISION BIOLOGY ELECTIVE CREDITS:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>22</b>  |                                                                                                                                          |
| <b>Electives – complete 12 credits of college-level electives:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |            |                                                                                                                                          |
| <b>TOTAL ELECTIVE CREDITS:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>12</b>  | In their electives, Pre-health professional students should complete CHEM 3510: Biochemistry. Also, they should take a diversity course. |
| <b>TOTAL BACCALAUREATE CREDITS:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>120</b> |                                                                                                                                          |

### New Courses to Be Added In the Next Five Years:

| Course Number     | Title                                      | Credit Hours |
|-------------------|--------------------------------------------|--------------|
| BIOL 2020/2025    | Principles of Cell Biology with Lab        | 4            |
| BIOL 3140/3145    | Comparative Vertebrate Anatomy with Lab    | 4            |
| BIOL 3150/3155    | Introduction to Biometry with Lab          | 3            |
| BIOL 3200/3205    | Invertebrate Zoology with Lab              | 4            |
| BIOL 3340/3345    | Plant Anatomy with Lab                     | 3            |
| BIOL 3360/3365    | Developmental Biology with Lab             | 4            |
| BIOL 3450/3455    | General Microbiology with Lab              | 4            |
| BIOL 3460         | Biology of Infectious Disease              | 3            |
| BIOL 3470         | Introduction to Immunology                 | 3            |
| BIOL 4200/4205    | Plant Taxonomy with Lab                    | 4            |
| BIOL 4230/4235    | General Parasitology with Lab              | 4            |
| BIOL 4260/4265    | Herpetology with Lab                       | 3            |
| BIOL 4270/4275    | Ichthyology with Lab                       | 3            |
| BIOL 4300/4305    | Molecular Biology with Lab                 | 4            |
| BIOL 4350/4355    | Animal Behavior with Lab                   | 4            |
| BIOL 4380/4385    | Ornithology with Lab                       | 3            |
| BIOL 4410/4415    | Mammalogy with Lab                         | 4            |
| BIOL 4440/4445    | General Entomology with Lab                | 3            |
| BIOL 4460/4465    | Plant Ecology with Lab                     | 3            |
| BIOL 4500/4505    | Comparative Vertebrate Physiology with Lab | 4            |
| BIOL 4600/4605    | Plant Physiology with Lab                  | 4            |
| BIOL 4810/4820    | Independent Study in Biology               | 1-4          |
| BIOL 4910 or 4920 | Senior Seminar (Fall or Spring)            | 1            |
| BIOL 4930         | Senior Thesis                              | 1-4          |

### Course Descriptions:

BIOL 1610 (4.0 Cr)

Principles of Biology I \*LS

An introductory course designed for Biology majors including pre-medical, pre-dental, pre-veterinary, nursing and other health professions students. Emphasis on concepts pertaining to the scientific method, cell processes including basic chemistry, cellular level structure and function, and principles of inheritance, evolution and ecology. In-class or out-of-class written assignments may be given. Successful completion of the course enables students to fulfill general education requirements for Life Science and prepares students for subsequent coursework in the Biological Sciences. Satisfies prerequisites for BIOL 1200, 1620, 2030, 2060, 2110, 2220, 2320, and 2420. *Concurrent enrollment in lab*

*section required; if students don't take the lab course, the lecture course grade will not be recorded on the transcript. 4 lecture hours per week.*

BIOL 1620 (4.0 Cr)

Principles of Biology II \*LS

A second course that satisfies the basic requirement for Biology majors including pre-medical, pre-dental, pre-veterinary, nursing and other health professions students. Emphasis on concepts pertaining to Evolution, diversity processes, animal structure and function, plant structure and function. In-class or out-of-class written assignments may be given. Successful completion of the course enables students to proceed with other biology courses with the basic preparation required at any transfer University. *Concurrent enrollment in lab section required; if students don't take the lab course, the lecture course grade will not be recorded on the transcript. 4 lecture hours per week.*

*Prerequisite: BIOL 1610.*

BIOL 2020 Principles of Cell Biology (3 credits)

This course satisfies part of the core requirements for Biology majors and is designed to provide students with a solid background in cell biology (incorporating biochemistry and molecular biology). Cell biology is a dynamic area of study in the field of biology that merges studies of cell structure and cell function. Course content includes the basics of cell structure, function, metabolism, signaling, and communication. In addition to material from the textbook, students will also be presented with material from primary literature sources. Students successfully completing BIOL 2020 will obtain the foundation required for many upper-level biology courses including histology, pathophysiology, and developmental biology.

Prerequisites: BIOL 1610/1615, CHEM 1210/1215, and CHEM 1220/1225.  
Concurrent enrollment in BIOL 2025 required.

BIOL 2025: Principles of Cell Biology Lab (1 credit)

This laboratory course is designed to accompany BIOL 2020 and incorporates concepts introduced in lecture to introduce the student to modern cell biology techniques.

Concurrent enrollment in BIOL 2020 required.

BIOL 3010: Biological Evolution (3 credits)

This lecture course will begin by exploring the meaning of evolution, the history of evolutionary thought, and current debate about evolution and religion. We will then delve into biological classification and other background concepts useful for evolutionary analysis. The next section covers the history of life on Earth, followed by population genetics concepts necessary for understanding evolutionary changes in populations. A

thorough examination of natural selection and speciation comes next, and finally the course concludes by examining several of the most complex topics currently under study by evolutionary biologists: coevolution, developmental evolution, genome evolution, and macroevolution. A second visit to the topic of evolution and religion will summarize the course. BIOL 3010 with BIOL 1620/1625 AND BIOL 2030: Principles of Genetics are prerequisites.

#### BIOL 3140: Comparative Vertebrate Anatomy (3 credits)

This course is for students majoring in the biological sciences, including biology, zoology, or any wildlife field. The lecture course (3 hours per week) covers the evolution of vertebrate design, surveying the tissue types that have changed to allow vertebrates to perform specific functions. Bones and muscles in particular will be emphasized, along with special tissues such as feathers, fur, and scales. Comparisons among groups of vertebrates will be highlighted to reveal the different evolutionary pathways followed. Successful completion of the course will permit a student to explain and clearly understand major evolutionary trends among the vertebrates, along with specific instances where particular adaptations have allowed special functions to develop very efficiently, like flying, digging, deep diving, and great running speed.

Pre-requisite: BIOL 1610; BIOL 3010 strongly recommended.  
Concurrent enrollment in lab required.

#### BIOL 3145: Comparative Vertebrate Anatomy Laboratory (1.0 credit)

A three-hour laboratory course to be taken concurrently with BIOL 3140. Students will dissect representative vertebrates to learn the 3-dimensional anatomy, emphasizing similarities and differences among large vertebrate groups. Some laboratory exercises may involve touring museums which demonstrate vertebrate anatomy. Successful completion will mean that a student is trained to dissect nearly any vertebrate, and point out major anatomical features.

#### BIOL 3150: Introduction to Biometry (2 credits)

This course satisfies the biostatistics requirement for biology majors. Topics included are experimental design, methods of data collection, statistical concepts, probability, testing of hypotheses, graphing techniques, estimation, discrete and continuous distributions, chi-square tests, linear regression and correlation, analysis of variance, parametric and nonparametric tests. Students successfully completing BIOL 3150 will be able to identify and apply the proper statistical test(s) in the analysis of given data sets.

Prerequisite: MATH 1050  
Concurrent enrollment in BIOL 3155 required.

#### BIOL 3155: Introduction to Biometry Lab (1 credit)

This laboratory course is designed to accompany BIOL 3150 and will provide the student

with opportunities to practice and apply the statistical concepts presented in the lecture portion of the course.

Concurrent enrollment in BIOL 3150 required.

#### BIOL 3200: Invertebrate Zoology ( 3 credits )

This course is designed for Biology majors and is a general study of invertebrate animal phyla including sponges, cnidarians, flatworms, roundworms, rotifers, mollusks, annelids, arthropods, echinoderms, and others. Emphasis will be upon characteristics, variations in body plans, life cycles, adaptations, and evolutionary relationships among major groups of animals. Uses a variety of teaching methods including lecture/discussion, review of scientific journal articles, writing assignments, videos, quizzes, exams, and laboratory. Successful completion of the course will allow students to identify major invertebrate animal phyla and discuss evolutionary trends pertaining to them.

Prerequisites: BIOL 1610/1615 and BIOL 1620/1625

Concurrent enrollment in BIOL 3205 required.

#### BIOL 3205: Invertebrate Zoology Lab ( 1 credit )

This laboratory course is designed to accompany the BIOL 3200 lecture and will provide students with hands-on opportunities to dissect and study representatives of the various invertebrate animal phyla. Occasional field trips may be included.

Concurrent enrollment in BIOL 3200 required.

#### BIOL 3340: Plant Anatomy ( 2 credits )

This course is designed for Biology majors and provides study of the development and microscopic structure of the stems, leaves, roots, and reproductive structures of vascular plants with emphasis on the flowering plants. Uses a variety of teaching methods including lecture/discussion, review of scientific journal articles, writing assignments, videos, quizzes, and exams, and laboratory. Successful completion of this course will allow students to categorize plants according to microscopic structure of tissues.

Prerequisites: BIOL 1610/1615, BIOL 1620/1625, recommended BIOL 2400: Plant Kingdom

Concurrent enrollment in BIOL 3345 required.

#### BIOL 3345: Plant Anatomy Lab ( 1 credit )

This laboratory course is designed to accompany the BIOL 3340 lecture and will provide students with using compound microscopy to study the features of various plant tissues such as stems, roots, leaves, and reproductive structures.

Concurrent enrollment in BIOL 3340 required.

### BIOL 3360: Developmental Biology (3 credits)

This lecture course is designed to introduce all biology majors to the major patterns of development seen in animal embryos. Recent advances in the roles played by organizational genes will be stressed, as will the interactions among chemical gradients that cause tissue differentiation. Throughout the course, the constraints posed by developmental necessities on evolutionary change will be emphasized. Successful students will be able to describe the evolution of different body plans, with similarities and differences among major animal taxa, and the crucial importance of early stages of development in the proper functioning of mature organisms.

*Pre-requisite: BIOL 1610; Genetics strongly recommended.  
Concurrent enrollment in BIOL 3365 required.*

### BIOL 3365: Developmental Biology Laboratory 1 credit

This weekly, three-hour laboratory course will explore the different embryological strategies used by various animal groups as they evolved into more complex organisms. Where possible, development will be observed directly (through microscopes) as it proceeds. Generally, representative invertebrate, amphibian, and bird developmental stages will be studied with prepared microscope slides. Where appropriate, development of specific tissues may additionally be studied in mammals or reptiles. The successful student will end up with a thorough understanding of body plans and developmental strategies used to create the diverse animal phenotypes seen in the natural world. The student will also be able to cite particular developmental problems and the resulting impact on the adult form.

Concurrent enrollment in BIOL 3360 required.

### BIOL 3450: General Microbiology (3 credits)

This course satisfies part of the core requirements for Biology majors (including pre-medical, pre-dental, pre-veterinary, nursing, and other health professions students). Course emphasizes relationships between microbes and their ecosystems, and biotechnological applications including food production, spoilage and preservation, fermentation technology, agriculture, waste disposal, water purification, bio-deterioration, and decomposition. Uses a variety of teaching methods including lecture/discussion, review of scientific journal articles, writing assignments, videos, quizzes, and exams, and laboratory. Successful completion of the course gives students an understanding of the importance of microbes to biological communities and allows a student to proceed with other biology courses either at Dixie or a transfer university.

Prerequisites: BIOL 1610/1615 and CHEM 2310/2315  
Concurrent enrollment in BIOL 3455 required.

### BIOL 3455: General Microbiology Lab (1 credit)

This laboratory course is designed to accompany BIOL 3450 and will provide students with basic and applied methodologies including isolation of commercially useful strains and production and purification of industrial products.

Concurrent enrollment in BIOL 3450 required.

#### BIOL 3460: Biology of Infectious Disease ( 3 credits )

The agents of infectious diseases demonstrate excellent examples of natural selection. The various adaptations of the pathogen and defenses of the host illustrate some of the most amazing mechanisms in biology. This course will provide students with a modern view of the basic biology of bacterial and viral diseases and will build a foundation for more advanced studies in microbiology, microbial pathogenesis, and immunology. Topics will include characteristics of microbes, corresponding defense mechanisms evolved by hosts of these microbes, and mechanisms of pathogenesis during infection. Molecular, cellular, and physiological concepts will be developed through use of both clinical and epidemiological pictures of selected diseases. Uses a variety of teaching methods including lecture/discussion, review of scientific journal articles, writing assignments, videos, quizzes, and exams. Successful completion of the course gives students an understanding of the importance of microbes to biological communities and how evolution has and continues to impact aspects of disease transmission and control.

Prerequisites: BIOL 1610/1615, BIOL 1620/1625, and BIOL 2030 or BIOL 2020/2025

#### BIOL 3470: Introduction to Immunology ( 3 credits )

This course is designed for Biology majors wanting more coverage of topics related to the immune system and its response to microbes and viruses. General properties of immune responses, cells and tissues of the immune system, antibody-mediated and cell-mediated mechanisms of immunity, immunity to microbes, immunodeficiency and AIDS, autoimmune diseases, and transplantation will be discussed. Uses a variety of teaching methods including lecture/discussion, review of scientific journal articles, writing assignments, videos, quizzes, and exams. Successful completion of the course gives students a better understanding of the importance of the immune system to overall health and wellness of humans and other mammalian systems.

Prerequisites: BIOL 2020/2025 or BIOL 3450/3455; recommended BIOL 2030 or CHEM 3510

#### BIOL 4190: Mammalian Histology ( 3 credits )

This course is designed to provide a basic understanding of the structural organization of cells, tissues, and organ systems at the microscopic level. Histology focuses on the characteristics of individual cell types within each tissue type, as well as how the cells and tissues are organized to form organs. It emphasizes the dynamic relationships between structure and function. An important goal of histology is to help students acquire the

knowledge and skills they need for subsequent study in the biological sciences.

Prerequisites: BIOL 1610/1615 and BIOL 1620/1625, recommended BIOL 2020/2025.  
Concurrent enrollment in BIOL 4195 required.

**BIOL 4195: Mammalian Histology Lab ( 1 credit )**

This laboratory course is designed to accompany the BIOL 4190 lecture and provides students with experience in microscopic techniques for the study of cell and tissue types and their relationship to structure and function of mammalian organs.

Concurrent enrollment in BIOL 4190 required.

**BIOL 4200: Plant Taxonomy ( 2 credits )**

This course is designed for Biology majors wishing to gain experience in plant systematics. The focus of this course is instruction on the collecting of plants and systems of classification. One hour of lecture will be followed by three hours of lab twice per week. Field trips are required. Successful completion of this course will allow the student to identify plants in the field using diagnostic techniques including the use of dichotomous keys.

Prerequisite: BIOL 1610/1615 and BIOL 2400: Plant Kingdom.  
Concurrent enrollment in BIOL 4205 is required.

**BIOL 4205: Plant Taxonomy Lab ( 2 credits )**

This laboratory course is designed to accompany the BIOL 4200 lecture. Students will gain hands-on experience in the collection and classification of plants through field trips, dissection of plants, microscopy, and the use of dichotomous keys. Study of herbarium specimens will also be utilized. Plant collection is required.

Concurrent enrollment in BIOL 4200 is required.

**BIOL 4230: General Parasitology ( 3 credits )**

This course satisfies a basic requirement for Biology majors including pre-medical, pre-dental, pre-veterinary, nursing and other health professions students. The broad field of animal parasitology includes organisms classified as protists, helminths, and arthropods of veterinary and medical importance. Course emphasizes identification, life cycles, control and economic impact. Uses a variety of teaching methods including lecture/discussion, review of scientific journal articles, writing assignments, videos, quizzes, and exams, and laboratory. Successful completion of the course gives students an understanding of the interaction between host and parasite, and allows students to proceed with other biology courses either at Dixie or a transfer university.

Prerequisite: BIOL 1610/1615 and BIOL 1620/1625

Concurrent enrollment in BIOL 4235 required.

BIOL 4235: General Parasitology Lab ( 1 credit )

This laboratory is designed to accompany the BIOL 4230 lecture. It emphasizes morphology and identification of representative groups of parasite, as well as diagnostic techniques of parasitic disease.

Concurrent enrollment in BIOL 4320 required.

BIOL 4260: Herpetology ( 2 credits )

This course is designed for Biology majors and satisfies an elective requirement. Course covers the biology of amphibians and reptiles including evolutionary history, functional morphology, physiological ecology, biogeography, reproductive, and population ecology. Successful completion of the course will allow students to identify various reptiles and amphibians, especially those found locally, and to discuss evolutionary and ecological relationships among them.

Prerequisites: BIOL 1620/1625 and BIOL 2220/2225.  
Concurrent enrollment in BIOL 4265 required.

BIOL 4265: Herpetology Lab ( 1 credit )

This laboratory course is designed to accompany the BIOL 4260 lecture. Lab sessions and field trips will cover systematics, natural history, and collecting/sampling techniques.

Concurrent enrollment in BIOL 4260 required.

BIOL 4270: Ichthyology ( 2 credits )

This course is designed for Biology majors and satisfies an elective requirement. Course covers the biology of fishes including evolutionary history, functional morphology, physiological ecology, biogeography. Successful completion of the course will allow students to discuss the ecology of and identify various fishes, especially those found locally, with an emphasis on Utah species.

Prerequisites: BIOL 1620/1625 and BIOL 2220/2225.  
Concurrent enrollment in BIOL 4275 required.

BIOL 4275: Ichthyology Lab ( 1 credit )

This laboratory course is designed to accompany the BIOL 4270 lecture. Lab sessions and field trips will cover identification and natural history with an emphasis on Utah species.

Concurrent enrollment in BIOL 4270 required.

#### BIOL 4300: Molecular Biology ( 3 credits )

This course is designed for Biology majors who desire advanced study in molecular genetics. Topics will include DNA replication, structure, rearrangement, transposition, recombination, repair mechanisms, genetic engineering and mechanisms of gene expression and gene modification. This course will explore current advancements in molecular biology and genetics and investigate their applications by reviewing selected works from the current scientific literature. Successful completion of this course will allow students to gain entry-level jobs in biotechnology research laboratories or to proceed with further study in this area.

Prerequisites: BIOL 2030 and CHEM 3510: Biochemistry

#### BIOL 4305: Molecular Biology Techniques ( 1 credit )

The purpose of this course is to introduce basic laboratory techniques common to all modern molecular biology laboratories. Students will gain "hands-on" laboratory research experience through an extensive research project involving standard cloning techniques in a real laboratory environment. This course will utilize a standard molecular cloning experiment as its foundation. The research project will follow the "Central Dogma" in vitro from an isolated genomic source to the purified and analyzed protein product. From this core path, the course will explore current advancements of these technologies and investigate their applications by reviewing selected works from the current scientific literature.

Prerequisites: BIOL 1610/1615, BIOL 2030, CHEM 1210/1215 and CHEM 1220/1225, Instructor permission. (Strongly recommended: microbiology and organic chemistry)

#### BIOL 4350, Animal Behavior (3.0 credits)

This course is for students majoring in the biological sciences, including biology, zoology, or any wildlife field. The lecture course (3 hours per week) covers the definition of behavior and how it is measured, the evolution and genetics of behaviors, and the wide spectrum of behaviors demonstrated by animals that help them survive and reproduce. Successful completion of the course will permit a student to explain the many aspects of animal behavior, why those behaviors exist, and some specific examples of current research in each area of behavior. Pre-requisite: BIOL 1610; BIOL 3150 strongly recommended. Concurrent enrollment in lab required.

#### BIOL 4355 Animal Behavior Laboratory (1.0 credits)

A three-hour laboratory course to be taken concurrently with BIOL 4350. Students will learn how behavior can be measured, based on a clear definition of what behavior involves. Students will be shown the various techniques used by researchers to study behavior, in both field and laboratory settings, and the proper design of such studies. Finally, students will design and carry out their own research projects on a particular

behavior, and write up the results of their study in journal article format. Successful completion of the course will mean that a student is capable of starting a simple research study of animal behavior in the field or in a laboratory setting, and can explain strengths and weaknesses of each.

**BIOL 4380: Ornithology ( 2 credits )**

This course is designed for Biology majors and satisfies an elective requirement. Course covers the biology of birds including their origin, evolution, structure, habits, adaptations, distribution, and classification. Successful completion of the course will allow students to identify various birds, especially those found locally, and to discuss evolutionary and ecological relationships among them.

Prerequisites: BIOL 1620/1625 and BIOL 2220/2225.  
Concurrent enrollment in BIOL 4385 required.

**BIOL 4385: Ornithology Lab ( 1 credit )**

This laboratory course is designed to accompany the BIOL 4380 lecture. Lab sessions and field trips will cover identification and natural history with an emphasis on Utah species of birds.

Concurrent enrollment in BIOL 4380 required.

**BIOL 4400: Pathophysiology ( 3 credits )**

This course is designed to help the student develop an understanding of human anatomy, physiology, and pathophysiology by using a systemic approach to explore the effects of common disease in the human body. This course explores how the human body functions in the disease state. Just as water droplets initiate a chain reaction sending ripples to the surrounding area, communication within the human body extends from the cell to the visible systems of the organism. Disease is the attack on this communication network, affecting cell, tissue, organ system, and multiple organ systems simultaneously. Successful completion of this course will allow students to correlate various disease states with their affects on the human body.

Prerequisites: BIOL 2320/2325: Human Anatomy with lab and BIOL 2420/2425: Human Physiology with lab.

**BIOL 4410 Mammalogy (3 credits)**

This lecture course is designed to introduce biology, zoology, and wildlife biology majors to the unique adaptations and life histories of the mammals. After covering the characteristics that all mammals share, the course surveys each order of mammal, describing the evolution (where known), natural histories, and geographical ranges of representatives of that order. Successful students will be able to describe what makes a mammal, their evolution, and the adaptations that enabled them to dominate the earth for

the last 65 million years. Successful students will also be able to describe current problems facing many mammals, and possible solutions to those problems. *Prerequisites: BIOL 1610*

**BIOL 4415 Mammalogy Laboratory (1 credit)**

This weekly 3 hour laboratory course, to be taken concurrently with BIOL 4410, will train students to skin and stuff representative mammals collected by the instructors. (The resulting specimens will be added to the DSC collection, for use in training future students.) Other teaching techniques will include articulating mammalian skeletons for display, observations of mammals and their signs in the wild, and review of skins/skeletons for identification purposes. Successful students will complete the course with a strong background of general knowledge about mammals, and specific knowledge of representatives of each taxa, especially local species and those of economic importance.

**BIOL 4440: General Entomology ( 2 credits )**

This course is designed for Biology majors and may be taken as elective credit. Topics covered include the study of the structure, development, classification, and life histories of insects, as well as ecological, economic, and management considerations. Uses a variety of teaching methods including lecture/discussion, field trips, writing assignments, videos, quizzes, exams, and laboratory. Successful completion of this course will allow students to identify common insects and to discuss the economic and ecological impacts of insects.

Prerequisites: BIOL 1610/1615 and BIOL 1620/1625.  
Concurrent enrollment in BIOL 4445 is required.

**BIOL 4445: General Entomology Lab ( 1 credit )**

This laboratory is designed to accompany the BIOL 4440 lecture. Students will gain experience in proper collection techniques, identifying insects, and using dichotomous keys. Field trips are required and a returnable insect collection may be required.

Concurrent enrollment in BIOL 4440 is required.

**BIOL 4460: Plant Ecology ( 2 credits )**

This course is designed for Biology majors and may be taken as elective credit. Emphasis will be on the study of limiting factors on plant growth and distribution. Adaptations and responses at the individual, population, and community levels will be considered. Species distributions along environmental gradients will be studied along with community structure and analysis. Uses a variety of teaching methods including lecture/discussion, field trips, writing assignments, videos, quizzes, exams, and laboratory. Successful completion of the course will allow students to identify possible factors limiting plant growth and distributions in certain areas.

Prerequisites: BIOL 2220/2225 and BIOL 3150/3155.  
Concurrent enrollment in BIOL 4465 is required.

BIOL 4465: Plant Ecology Lab ( 1 credit )

This laboratory course is designed to accompany the BIOL 4460 lecture. Students will participate in data collection on field trips and learn to analyze their data sets. Students will also be expected to review and analyze current scientific journal articles related to plant ecology.

Concurrent enrollment in BIOL 4460 is required.

BIOL 4500 Comparative Vertebrate Physiology (3 credits)

This course uses a lecture format to present information about the physiological adaptations of vertebrates to students in biology, zoology, and wildlife biology. The general functions of each organ system are covered, along with enlightening examples of specific adaptations in those systems in certain taxa. Successful completion of the course indicates a thorough, broad understanding of how vertebrate organisms accomplish the necessary tasks of regulating the internal environment in a variety of ways.

Pre-requisite: BIOL 1610. Concurrent enrollment in BIOL 4505 required.

BIOL 4505 Comparative Vertebrate Physiology laboratory (1 credit)

BIOL 4600: Plant Physiology ( 3 credits )

This course is designed for Biology majors who desire more coverage of botany-related topics and satisfies the physiology requirement. Emphasis is on the physical and chemical basis of plant life relative to absorption, transpiration, manufacture of foods, growth, and reproduction. Uses a variety of teaching methods including lecture/discussion, review of journal articles, writing assignments, videos, quizzes, exams, and laboratory. Successful completion of this course gives students an understanding of the interaction between structure and function of plants, and allows students to proceed with other biology courses either at Dixie or a transfer university.

Prerequisites: BIOL 2400: Plant Kingdom and CHEM 1210/1215 and CHEM 1220/1225.

Concurrent enrollment in BIOL 4605 is required.

BIOL 4605: Plant Physiology Lab ( 1 credit )

This laboratory is designed to accompany the BIOL 4600 lecture and provides the student with hands-on activities involving observation and measurement of various plant functions. Students will be expected to collect and summarize data in reports.

Concurrent enrollment in BIOL 4600 is required.  
BIOL 4810 – 4820: Independent Study in Biology ( 1 – 4 credits )

Individual areas of study will be assigned to students on the basis of interest and previous preparation. Students will be expected to write a paper (using supporting scientific sources) related to the problem studied.

Prerequisites: A MINIMUM of TWO courses in biological sciences AND permission of the instructor.

BIOL 4910 – 4920: Senior Seminar ( 1 credit )

Review of current research and literature in the general fields of biological science. Topics and themes will vary dependent upon the instructor. Open only to seniors or by permission of the department.

BIOL 4930: Senior Thesis ( 1 – 4 credits )

This is a course supervised by a committee of at least two faculty members, approved by the chairperson(s) of the department(s) involved. The thesis topic may be interdisciplinary, with four credits conferred by one or more departments. It is open only to seniors and may be taken only once for credit.

Prerequisite: Invitation by (or permission of) chairperson(s) involved.

## Appendix B

### Suggested Course Schedule by Semester

#### Fall Semester - Year 1

| <u>Course Number</u> | <u>Title</u>                        | <u>Semester Hours</u> |
|----------------------|-------------------------------------|-----------------------|
| BIOL 1610            | Principles of Biology I (*LS)       | 4                     |
| BIOL 1615            | Principles of Biology I Lab (*LS)   | 1                     |
| CHEM 1210            | Principles of Chemistry I (*PS)     | 4                     |
| CHEM 1215            | Principles of Chemistry I Lab (*PS) | 1                     |
| ENGL 1010            | Introduction to Writing (*EN)       | 3                     |
| LIB 1010             | Information Literacy (*IL)          | 1                     |
| Semester Total       |                                     | 14                    |

#### Spring Semester - Year 1

| <u>Course Number</u> | <u>Title</u>                   | <u>Semester Hours</u> |
|----------------------|--------------------------------|-----------------------|
| BIOL 1620            | Principles of Biology II       | 4                     |
| BIOL 1625            | Principles of Biology II Lab   | 1                     |
| CHEM 1220            | Principles of Chemistry II     | 4                     |
| CHEM 1225            | Principles of Chemistry II Lab | 1                     |
| ENGL 2010            | Introduction to Writing (*EN)  | 3                     |
| CIS 1200             | Intro to Microcomputer (*CP)   | 3                     |
| Semester Total       |                                | 16                    |

#### Fall Semester - Year 2

| <u>Course Number</u> | <u>Title</u>            | <u>Semester Hours</u> |
|----------------------|-------------------------|-----------------------|
| CHEM 2310            | Organic Chemistry I     | 4                     |
| CHEM 2315            | Organic Chemistry I Lab | 1                     |
| PHYS 2010            | General Physics I       | 4                     |
| PHYS 2015            | General Physics I Lab   | 1                     |
| MATH 1210            | Calculus I (*MA)        | 5                     |
| Semester Total       |                         | 15                    |

#### Spring Semester - Year 2

| <u>Course Number</u>                 | <u>Title</u>             | <u>Semester Hours</u> |
|--------------------------------------|--------------------------|-----------------------|
| CHEM 2320                            | Organic Chemistry II     | 4                     |
| CHEM 2325                            | Organic Chemistry II Lab | 1                     |
| PHYS 2020                            | General Physics II       | 4                     |
| PHYS 2025                            | General Physics II Lab   | 1                     |
| BIOL 2030                            | Principles of Genetics   | 4                     |
| American Institutions Elective (*AI) |                          | 3                     |
| Semester Total                       |                          | 17                    |

Fall Semester - Year 3

| <u>Course Number</u>                                   | <u>Title</u>                                                             | <u>Semester Hours</u> |
|--------------------------------------------------------|--------------------------------------------------------------------------|-----------------------|
| BIOL 3010                                              | Biological Evolution                                                     | 3                     |
| BIOL 2020/2025<br>or<br>BIOL 3450/3455                 | Principles of Cell Biology with Lab<br><br>General Microbiology with Lab | 4                     |
| Organismal Biology Elective with Lab (from list below) |                                                                          | 3-4                   |
| BIOL 3200/3205                                         | Invertebrate Zoology with Lab                                            |                       |
| BIOL 4200/4205                                         | Plant Taxonomy with Lab                                                  |                       |
| BIOL 4230/4235                                         | General Parasitology with Lab                                            |                       |
| BIOL 4260/4265                                         | Herpetology with Lab                                                     |                       |
| BIOL 4270/4275                                         | Ichthyology with Lab                                                     |                       |
| BIOL 4380/4385                                         | Ornithology with Lab                                                     |                       |
| BIOL 4410/4415                                         | Mammalogy with Lab                                                       |                       |
| BIOL 4440/4445                                         | General Entomology with Lab                                              |                       |
| Social Sciences Elective (*SS)                         |                                                                          | 3                     |
| College-Level Elective (Student's choice)              |                                                                          | 3                     |
| Semester Total                                         |                                                                          | 16-17                 |

Spring Semester - Year 3

| <u>Course Number</u>                            | <u>Title</u>                                                                | <u>Semester Hours</u> |
|-------------------------------------------------|-----------------------------------------------------------------------------|-----------------------|
| BIOL 2220                                       | General Ecology                                                             | 3                     |
| BIOL 2225                                       | General Ecology Lab                                                         | 1                     |
| BIOL 3150                                       | Introduction to Biometry                                                    | 2                     |
| BIOL 3155                                       | Introduction to Biometry Lab                                                | 1                     |
| Physiology Course Elective (from choices below) |                                                                             | 4                     |
| BIOL 4500/4505<br>or<br>BIOL 4600/4605          | Comparative Vertebrate Physiology with Lab<br><br>Plant Physiology with Lab |                       |
| Fine Arts/Communications Elective (*FA)         |                                                                             | 3                     |
| College-Level Elective (Student's choice)       |                                                                             | 3                     |
| Semester Total                                  |                                                                             | 17                    |

Fall Semester - Year 4

| <u>Course Number</u>                      | <u>Title</u> | <u>Semester Hours</u> |
|-------------------------------------------|--------------|-----------------------|
| Upper-Division Biology Elective Course    |              | 3                     |
| Upper-Division Biology Elective Course    |              | 4                     |
| Literature/Humanities Elective (*HU)      |              | 3                     |
| College-Level Elective (Student's choice) |              | 3                     |

Semester Total 13

Spring Semester - Year 4

| <u>Course Number</u>                      | <u>Title</u>   | <u>Semester Hours</u> |
|-------------------------------------------|----------------|-----------------------|
| BIOL 4920                                 | Senior Seminar | 1                     |
| Upper-Division Biology Elective Course    |                | 4                     |
| Upper-Division Biology Elective Course    |                | 4                     |
| College-Level Elective (Student's choice) |                | 3                     |

Semester Total 12

Total Number of Credits for B.S. Degree Biology 120-121

## Appendix C

### Careers for Which a Biology Major Prepares Students

1. Teachers-preschool, kindergarten, elementary, middle, and secondary
2. Biomedical engineers
3. Biological scientists
4. Environmental engineers
5. Agricultural and food scientists
6. Physical therapists
7. Environmental scientists and geoscientists
8. Animal care and service workers
9. Dentists
10. Dietitians and nutritionists
11. Optometrists
12. Veterinarians
13. Medical scientists
14. Dental assistants
15. Occupational therapist assistants and aides
16. Physical therapist assistants and aides
17. Dental hygienists
18. Medical records and health information technicians
19. Surgical technologists
20. Farmers, ranchers, and agricultural managers
21. Conservation scientists and foresters
22. Sales engineers
23. Medical assistants
24. Chiropractors
25. Audiologists
26. Occupational therapists
27. Physician assistants
28. Podiatrists
29. Radiologic technologists and technicians
30. Funeral directors
31. Pest control workers
32. Respiratory therapists
33. Clinical laboratory technologists and technicians
34. Occupational health and safety specialists and technicians
35. Veterinary technologists and technicians
36. Water and liquid waste treatment plant and system operators
37. Pharmaceutical and Medicine Manufacturing
38. Agricultural workers
39. Pharmacists

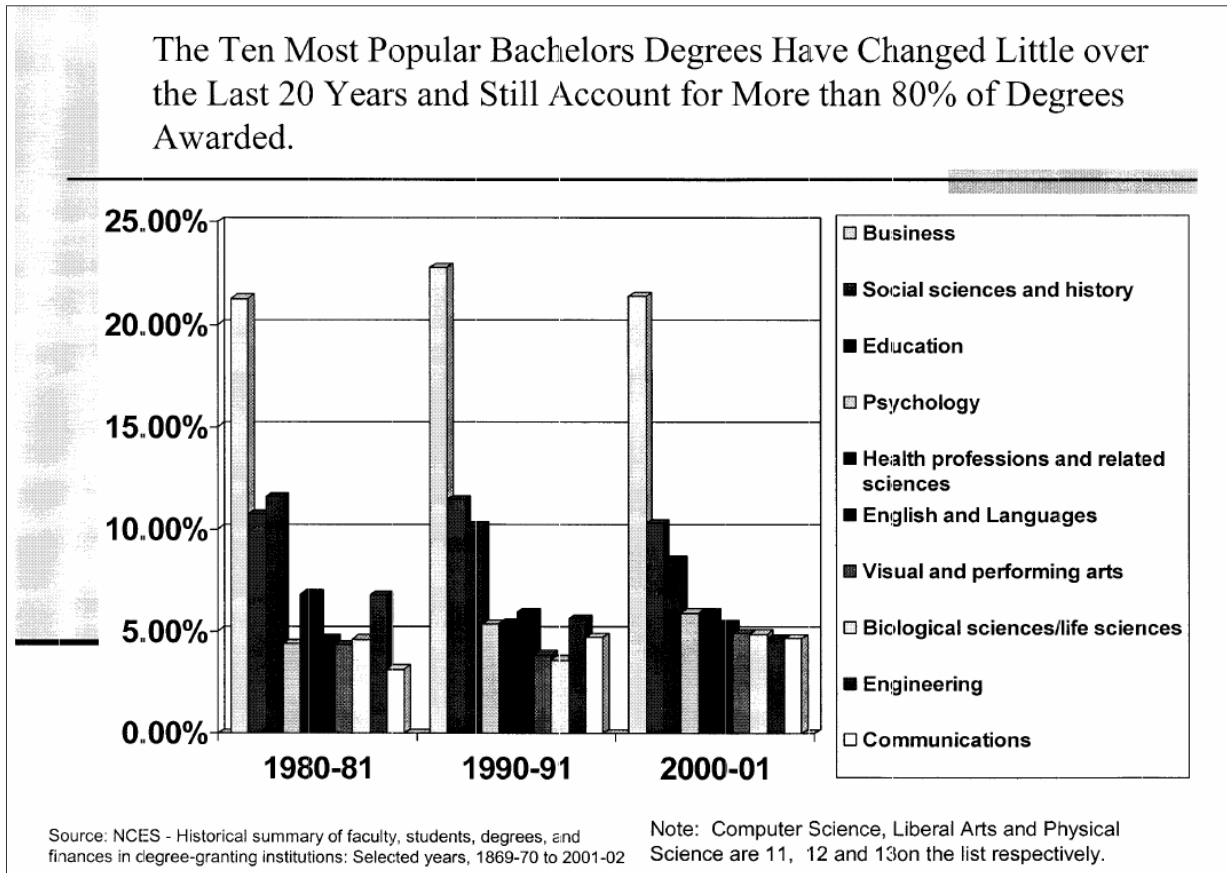
- 40. Engineers
- 41. Chemists and materials scientists
- 42. Science technicians
- 43. Social scientists, other
- 44. Physicians and surgeons
  - Management, Scientific, and Technical Consulting Services<sup>4</sup>

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<sup>4</sup> Downloaded from the Bureau of Labor Statistics at <http://stats.bls.gov/search/ooi.asp> on 9-18-2005.

## Appendix D

### Core or Foundational Baccalaureate Degrees Consistent with Four-Year Colleges<sup>5</sup>



<sup>5</sup> Tabulated from Historical Summary of Faculty, Students, Degrees, And Finances in Degree-Granting Institutions: Selected Years, 1869-70 to 2001-02, available at [http://search.nces.ed.gov/cs.html?charset=iso-8859-1&url=http%](http://search.nces.ed.gov/cs.html?charset=iso-8859-1&url=http%2F%2Fsearch.nces.ed.gov%2Fcs.html)

**Appendix E**  
**Faculty Credentials**

| Name       | Degree             | Area of Specialty                                                                       | Institution Awarding Highest Degree/Year                            | Relevant Experience, Industrial, Research and Teaching                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Current Status      |
|------------|--------------------|-----------------------------------------------------------------------------------------|---------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| Patt Allen | D.V.M.<br><br>M.A. | Regulatory Veterinary Medicine, Animal Biology (Physiology & Anatomy)<br><br>Physiology | Kansas State University<br>1987<br><br>University of Kansas<br>1984 | <b>TEACHING:</b><br>Hired full-time at Dixie State College in Fall 1997 teaching courses that include BIOL 1010, BIOL 1610/1615: Principles of Biology I with lab, BIOL 1620/1625: Principles of Biology II with lab, BIOL 2060/2065: Principles of Microbiology with lab, BIOL 2420/2425: Human Physiology with lab.<br><br><b>RESEARCH:</b><br>USDA-APHIS-VS (primarily animal welfare enforcement)<br>University of Arizona, University Animal Care (use of vertebrate animals in research and education)<br>Veteran Affairs Medical Center Tucson, Arizona (Director, research animal facility)<br><br>Control of respiration (KU research)<br>Cardiac Rehabilitation-Stormont Vail Hospital and YMCA of Topeka, Kansas | Associate Professor |

| Name           | Degree                                                                                                                                                                                | Area of Specialty                                                                                                                                                        | Institution Awarding Highest Degree/Year           | Relevant Experience, Industrial, Research and Teaching                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Current Status                                                           |
|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|
| Karen L. Bauer | D.A. (Doctor of Arts: Biology)<br><br>M.S. in Zoology with Entomology Emphasis<br><br>B.S. in Zoology (Pre-Med)<br><br>B.S. in Sec. Educ. (Biology, Chem., Math, & Physical Sciences) | Science Pedagogy, Zoology (Entomology)<br><br>Very capable in any area of biology at the freshman/sophomore level (zoology, botany, microbiology, environmental science) | Idaho State University<br>Pocatello, Idaho<br>1996 | <p><b>TEACHING:</b><br/> 13 years full-time at Dixie State College (1993 to present) teaching courses that include BIOL 1010, BIOL 1610/1615: Principles of Biology I with lab, BIOL 1620/1625: Principles of Biology II with lab, LISC 102: Human Biology (now BIOL 1200), LISC 202: Human Anatomy (now BIOL 2350), BIOL 2400 (now BIOL 2030): Principles of Genetics, BIOL 1300: Human Heredity, HLOC 1000: Medical Terminology, LISC 106: Introduction to Medical Science (now in the HLOC area)</p> <p>Teaching externship at Community College of Southern Nevada, Las Vegas (Spring Semester 1992) I taught 16 credits including two sections of non-majors biology with lab, environmental science, and math for the allied health professions.</p> <p>Teaching externship at Auburn University (Fall Semester 1992) I taught two sections of zoology with lab and human physiology labs.</p> <p>Please note that the D.A. is a doctoral degree in biology. Content in all areas of biology is stressed as well as research, and excellence in teaching at the college level. D.A.s are more broadly trained rather than narrowly trained as the Ph.D.s are.</p> <p>I am qualified and comfortable teaching any biology course at the freshman and sophomore levels plus upper division courses in entomology, parasitology, and invertebrate zoology.</p> <p>I can also teach science pedagogy techniques to</p> | Associate Professor<br>(applying for increase in rank to full professor) |

| Name | Degree | Area of Specialty | Institution Awarding Highest Degree/Year | Relevant Experience, Industrial, Research and Teaching                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Current Status |
|------|--------|-------------------|------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
|      |        |                   |                                          | <p>secondary education students in biology as I have earned a secondary education degree with endorsements in biology, chemistry, physics, and math. I taught math in grades 7-12 in Idaho.</p> <p><b>RESEARCH:</b><br/>           Doctoral Dissertation: An analysis of attitudes regarding scientific literacy among students and faculty in the Department of Biological Sciences, Idaho State University. (1996)</p> <p>Masters Thesis: Observations on the developmental biology of <i>Cicindela arenicola</i> Rumpff (Coleoptera: Cicindelidae)<br/>           Published in <i>The Great Basin Naturalist</i> 1991 Vol. 51:226-235. I am the sole author of the paper.</p> <p>Second Place Award for Paper Presentation:<br/>           Observations on the developmental biology of <i>Cicindela arenicola</i> Rumpff (Coleoptera: Cicindelidae). Annual Meeting, Idaho Academy of Science, Twin Falls, Idaho; April 6-7, 1990.</p> <p><b>Other Scholarly Works:</b></p> <p>"Laboratory Studies in General Biology." A lab manual for BIOL 1010 (nonmajors) at Dixie State College, 1996.</p> <p>"Principles of Biology I Laboratory Manual." A laboratory manual for BIOL 1610 (majors) at Dixie State College, 1998. Several revisions have been made since 1998. Another revision with updated labs is scheduled for summer 2006.</p> |                |

| Name           | Degree | Area of Specialty      | Institution Awarding Highest Degree/Year                                                  | Relevant Experience, Industrial, Research and Teaching                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Current Status |
|----------------|--------|------------------------|-------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
|                |        |                        |                                                                                           | <p><b>Professional Memberships and Honorary Societies:</b></p> <p>Member of American Association for the Advancement of Science (AAAS) (since 1990)</p> <p>Idaho Academy of Science (1990 - 1993)</p> <p>Entomological Society of America (1987 - 1993)</p> <p>Rocky Mountain Conference of Parasitologists (1987 - 1989)</p> <p>Phi Kappa Phi (1984 - present but inactive)</p> <p><b>Honors and Recognitions:</b></p> <p>Reviewer for a medical terminology text by the Mosby Publishing Company ("Exploring Medical Language" by Myrna LaFleur Brooks, 4th ed. 1999).</p> <p>Nominated and finalist for Teacher of the Year four times at Dixie State College.</p> <p>Judge of paper presentations at Rocky Mountain Conference of Parasitologists, El Paso, Texas, 1989.</p> |                |
| David W. Jones | M.Sc.  | Developmental Genetics | <p>Vanderbilt University (PhD Program – A.B.D.) 2003</p> <p>Thesis – "<i>bozozok</i>-</p> | <p><b>TEACHING:</b></p> <p>Hired full-time in Fall 2005 to teach BIOL 1010, BIOL 1610/1615: Principles of Biology I with lab, BIOL 2030: Principles of Genetics, is planning to teach BIOL 4305: Molecular Biology Techniques this coming year.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Instructor     |

| Name                | Degree | Area of Specialty                                        | Institution Awarding Highest Degree/Year                                                                                                               | Relevant Experience, Industrial, Research and Teaching                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Current Status      |
|---------------------|--------|----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
|                     | B.A.   | Molecular Genetics                                       | <p>mediated repression of <i>wnt8</i> expression during anterior-posterior patterning in the Zebrafish."</p> <p>The Ohio State University<br/>1999</p> | <p><i>Instructor</i> – Columbus State Community College (Ohio)<br/>Department of Biological and Physical Sciences</p> <p>General Biology (174/100)</p> <p>January 2004 – July 2005</p> <p><b>RESEARCH:</b></p> <p><i>Scientist</i> – Diagnostic Nucleic Analytics (DxNA)</p> <p>Research putative genetic targets for diagnostic assay technologies. Train staff in laboratory techniques. Develop educational programs for general public through community outreach programs.</p> <p>October 2005 - Present</p> <p><i>Research Associate</i> – The Ohio State University,<br/>Department of Molecular Genetics</p> <p>Managed research laboratory. Trained graduate/undergraduate researchers. Conducted multiple independent research projects involving the analysis of transcriptional regulatory mechanisms in nematodes.</p> <p>July 2003 – January 2005</p> |                     |
| Thomas M. McNeillis | D.O.   | Human Anatomy and Physiology (Obstetrics and Gynecology) | Midwestern University, Chicago, Illinois 1977                                                                                                          | <p><b>TEACHING:</b></p> <p>Hired full-time in Fall 2004 at Dixie State College. Served as adjunct instructor for two years previously. Has taught or is currently teaching BIOL 1010, BIOL 2060/2065: Principles of Microbiology, BIOL 2420/2425: Human Physiology with lab, BIOL 2325: Human Anatomy lab,</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Associate Professor |

| Name | Degree | Area of Specialty | Institution Awarding Highest Degree/Year | Relevant Experience, Industrial, Research and Teaching                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Current Status |
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|      |        |                   |                                          | <p>BIOL 4400: Pathophysiology, and courses in head and neck anatomy and other courses for our dental hygiene program.</p> <p>Has also taught courses for SUU as an adjunct professor.</p> <p>Assistant Clinical Professor at Michigan State University teaching Anatomy when completing the Residency in Ob/Gyn.</p> <p><b>RESEARCH:</b></p> <p>Clinical Research Evaluation of Evista for Vasomotor Symptoms for Wheth-Ayherst Pharmaceuticals, 1997</p> <p>Clinical Research Evaluation of Ortho-Evra Contraceptive Patch for Ortho Pharmaceuticals, 1999</p> <p>Clinical Research Evaluation of Chronic Candidias for Ortho Pharmaceuticals, 2001</p> <p>Coursework completed for a Ph.D. degree, (dissertation not completed) Dissertation with the Human Nutrition Lab at University of North Dakota: "The Effect of Lithium for Bipolar Disorder on Thyroid Tissue," 1973.</p> <p>M.S. Thesis: "The Origin and Differentiation of Chick Thrombocytes." University of North Dakota, 1972.</p> <p><b>PUBLICATIONS:</b></p> <p>"Mucinous cystadenocarcinoma of the Ovary Associated with Pregnancy," Missouri Journal of Obstetrics and</p> |                |

| Name          | Degree | Area of Specialty                          | Institution Awarding Highest Degree/Year       | Relevant Experience, Industrial, Research and Teaching                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Current Status |
|---------------|--------|--------------------------------------------|------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
|               |        |                                            |                                                | <p>Gynecology, 1982, pp. 696-703.</p> <p>"Carcinoma of the Bladder in Pregnancy," American Journal of Obstetrics and Gynecology, Vol. 145, March 15, 1983, pp. 768-770.</p> <p><b>Other Accomplishments:</b></p> <p>Internship at Mt. Clemens General Hospital, Mt. Clemens, Michigan 1977-1978</p> <p>Residency in Obstetrics and Gynecology at Grand Rapids, Michigan 1978-1982</p> <p>Fellow of the American College of Obstetrics and Gynecology 1987</p>                                           |                |
| Curt Walker   | Ph. D. | Neurobiology, Human Anatomy and Physiology | University of Idaho, Moscow, Idaho 1993        | <p><b>TEACHING:</b></p> <p>Hired full-time at Dixie State College in Fall 1995 teaching courses in BIOL 1010, BIOL 1610: Principles of Biology I, BIOL 2320.2325: Human Anatomy with lab, BIOL 2420/2425: Human Physiology with lab, is planning to teach BIOL 3010: Biological Evolution in Fall 2006.</p> <p><b>RESEARCH:</b></p> <p>Graduate Research, U of Idaho, 1988-1993; Postdoctoral Research at U of Florida Medical School; total refereed publications: 3 Professional Presentations: 5</p> | Full Professor |
| Donald Warner | Ph. D. | Veterinary Microbiology                    | Texas A&M University, College Station, TX 1986 | <p><b>TEACHING:</b></p> <p>Hired full-time in Fall 2005 at Dixie State College, teaching BIOL 1010, BIOL 1610/1615: Principles of Biology with lab, BIOL 2060/2065: Principles of Microbiology with lab.</p>                                                                                                                                                                                                                                                                                            |                |

| Name | Degree | Area of Specialty | Institution Awarding Highest Degree/Year | Relevant Experience, Industrial, Research and Teaching                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Current Status |
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|      |        |                   |                                          | <p>1999-2004 Biology Instructor at UVSC Biology Dept. and Math and Science Dept., Orem, Utah. Taught general biology, physiology labs, microbiology.</p> <p>1989 &amp; 1994 Biology Instructor at Utah Valley Community College, Orem, Utah. Taught human physiology.</p> <p>1983-1984 Biology Instructor at Blinn College in Bryan, TX. Taught zoology, botany, and general biology.</p> <p><b>RESEARCH / PUBLICATIONS:</b></p> <p>Tizard, I and D.H. Warner. 1987. State of animal's immune system key to longevity. <u>DVM</u>, March issue, 27-29.</p> <p>Johnson, D.D., H.W. Renshaw, D.H. Warner, E.J. Browder and J.D. Williams. 1984. Characteristics of the phagocytically-induced respiratory burst in leukocytes from young adult and aged beagle dogs. <u>Gerontology</u> 30:166-177.</p> <p><b>PRESENTATIONS:</b></p> <p>American Society for Microbiology, Branch Meeting, College Station, Texas, Oct. 1983. Warner, D.H., J.L. Augustine, H.W. Renshaw and R.C. Fanguy. Antibody response to T-dependent and T-independent antigens in young adult and aged chickens.</p> <p>Poultry Sciences Association, National Meeting, University of Maryland, August 1983. Warner, D.H., J.L. Augustine, H.W. Renshaw and R.C. Fanguy. Cellular immune</p> |                |

| Name         | Degree | Area of Specialty                                                                                       | Institution Awarding Highest Degree/Year                                                                                                                                                                                                                                                             | Relevant Experience, Industrial, Research and Teaching                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Current Status      |
|--------------|--------|---------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
|              |        |                                                                                                         |                                                                                                                                                                                                                                                                                                      | <p>response of 4 to 8 year old chickens to phytohemagglutinin.</p> <p>American Society for Microbiology, Branch Meeting, Lubbock, Texas, Sep. 1982. Warner, D.H., E.J. Browder, D.D. Johnson and H.W. Renshaw. Age-related changes in the delayed-type hypersensitivity response of beagle dogs to DNCB.</p> <p>American Society for Microbiology, Branch Meeting, Lubbock, Texas, Sep. 1982. Warner, D.H., J.L. Augustine, R.C. Fanguy and H.W. Renshaw. Delayed-type hypersensitivity response of young adult and aged chickens to phytohemagglutinin.</p> |                     |
| Grant Wilson | Ph. D. | Ecological Physiology; Exercise Physiology; Human Anatomy and Physiology; Secondary Education (Biology) | <p>Degrees and Certificates:</p> <p>PhD Utah State University 2001, area of emphasis, ecological physiology</p> <p>M.S. Brigham Young University 1989, area of emphasis, exercise physiology</p> <p>B.S. Brigham Young University 1986, area of emphasis, composite biology - ecology, secondary</p> | <p><b>TEACHING:</b><br/>Hired full-time at Dixie State College in Fall 2003 to teach courses in BIOL 1010, BIOL 1200: Human Biology, BIOL 2425: Human Physiology labs, BIOL 2220/2225: General Ecology with lab. Has also taught BIOL 1615: Principles of Biology I lab.</p> <p>Additional Teaching Experience:</p> <p>Green River High School<br/>Science Teacher</p> <p>Brigham Young University<br/>Physiology lab instructor</p> <p>Utah Valley State College<br/>Instructed general biology majors and nonmajors, physiology, anatomy,</p>              | Assistant Professor |

| Name | Degree | Area of Specialty | Institution Awarding Highest Degree/Year                                               | Relevant Experience, Industrial, Research and Teaching                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Current Status |
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|      |        |                   | <p>education</p> <p>Secondary Teaching Certificate, 1986, renewed 1991, 1997, 2002</p> | <p>physiology labs, anatomy labs, ecology, environmental science, nutrition</p> <p>Salt Lake Community College<br/>Instructed general biology nonmajors, anatomy, physiology, physiology labs, biochemistry</p> <p>Aims Community College<br/>Instructed general biology nonmajors, anatomy and physiology, anatomy and physiology labs, biochemistry, field botany, nutrition</p> <p>Total teaching experience: 20 years</p> <p><b>Awards, recognitions:</b></p> <p>Kodak of Colorado Award for Teaching Excellence, 1999</p> <p>Favorite Faculty Award, 2001,2003</p> <p>Nominated for Who's Who Among American Teachers, 2002, 2003, 2004, 2005</p> <p>I can teach all general biology courses, upper division physiology, anatomy, ecology, comparative anatomy, comparative physiology, secondary education courses. I have a current secondary education teaching certificate and can teach secondary education teaching methods, secondary education evaluation methods, and secondary education curriculum</p> |                |

| Name | Degree | Area of Specialty | Institution Awarding Highest Degree/Year | Relevant Experience, Industrial, Research and Teaching                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Current Status |
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|      |        |                   |                                          | <p>development.</p> <p><b>RESEARCH:</b><br/> Utah State University<br/> Researched the effects of seasonal hormonal changes in mink and their effects on reproductive development and autoimmunity</p> <p>Dissertation documents:</p> <p>Variations in the histamine content of mink testes due to gonadotropic hormones</p> <p>Variations in histamine synthesis and metabolism in mink testes induced by oxygen derived free radicals</p> <p>Supraovulation and blastogenesis in mink</p> <p>Brigham Young University<br/> Researched variation of diurnal rhythms of hormones and variation of hormones and chemicals in exercise</p> <p>Masters documents:</p> <p>Effects of chronic caffeine use in prolonged exercise</p> <p>The diurnal variation of hepatic fructose 2,6 bisphosphate in rats</p> |                |

| Name            | Degree | Area of Specialty          | Institution Awarding Highest Degree/Year   | Relevant Experience, Industrial, Research and Teaching                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Current Status |
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|                 |        |                            |                                            | Effects of exercise on insulin induced hypoglycemia<br><br>Insulin induced hypoglycemia in fed and fasting rats                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                |
| David C. Feller | Ph. D. | Computational Biochemistry | Brigham Young University, Provo, Utah 1989 | <p><b>TEACHING:</b><br/>12 years full-time at Dixie State College (Fall 1994 - present) to teach CHEM 1010, CHEM 1110/1115: Elem General/Organic Chem with lab, CHEM 1120/1125: Elem Bio-Organic Chem with lab. Has also taught CHEM 2310/2315: Organic Chemistry I with lab, CHEM 2320/2325: Organic Chemistry II with lab, BIOL 1010, BIOL 1610: Principles of Biology I, BIOL 2060: Principles of Microbiology, and is planning to teach majors biochemistry (a requirement for a baccalaureate in biology).</p> <p>1 semester Montgomery County College</p> <p><b>RESEARCH:</b><br/>5 yrs. MedImmune, Inc. computer modeling , 4 yrs. grad. school research &amp; teaching</p> <p><b>RESEARCH PUBLICATIONS:</b><br/>D. C. Feller and V. F. de la Cruz, "Identifying Antigenic T-cell Sites <i>Nature</i>, (1991) <b>349</b>, 720-721.</p> <p>D. C. Feller and M. S. Collett, "Dipeptide Backbone Conformation and Antibody Recognition of a Viral Octapeptide Epitope," <i>Biopolymers</i> (1992) <b>32</b>, 1407-1415.</p> <p>D. C. Feller and M. A. Olson, "Molecular Dynamics Simulation of the V3 Loop of gp120," <i>Biochemistry</i>, (submitted).</p> | Full Professor |

| Name | Degree | Area of Specialty | Institution Awarding Highest Degree/Year | Relevant Experience, Industrial, Research and Teaching                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Current Status |
|------|--------|-------------------|------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
|      |        |                   |                                          | <p>D. C. Hack and D. C. Feller, "Molecular Dynamics Simulations of GDD, a Highly Conserved Viral Peptide Fragment," <i>Proc. of the 19 USA Chem. Res., Dev and Eng. Ctr Sci Conf. on Chem. Def. Res.</i> Nov. 13-16, 1990, Aberdeen Proving Grounds, MD, CRDEC-SP-03 pp. 119-123.</p> <p>D. C. Feller and M. A. Olson, "The Structure of a Murine anti-RSV Monoclonal Antibody Derived from Molecular Modeling," <i>J. Computer-Aided Mol. Design</i>, (submitted).</p> <p>D. C. Hack and D. C. Feller, "Comparison of Molecular Dynamics and Monte Carlo with Minimization Methods," <i>Proc. Sci. Conf. Chem. Def. Res.</i>, in preparation.</p> <p>D. C. Feller, E. F. Delmoe, and S. S. Zimmerman, "Conformational Energy Analysis of Peptides Using Microcomputers: Description of PepCAD and Analysis of N-Formyl-N'-Methylalanineamide," <i>Computers Chem</i> <b>13</b>, 4, 337-341 (1989).</p> <p>D. C. Feller and S. S. Zimmerman, "Conformational Energy Analysis of the Chemotactic Tripeptide Formyl-Met-Leu-Phe and Three Analogs," <i>Int. J. Peptide Protein Res.</i> <b>34</b>, 229-234 (1989).</p> <p>D. C. Feller, S. S. Zimmerman, and L. P. Vernon, "Conformational Energy Analysis of the Pentapeptide Ac-Arg-Asn-Cys-Tyr-Asn-NM from 1-purothionin," <i>Int. J. Peptide Protein Res.</i> <b>34</b>, 487-491 (1989).</p> <p><b>RESEARCH PRESENTATIONS:</b><br/> M. Damschroder, F. Elefant, D. Pfarr, C. Schmidt, M. Slater-Venka, G. Bansal, F. Brady, D. Feller, C. Riggan, J. Tamura and S. Johnson, "Increased Affinity of Humanized Antibodies to RSV: Use of an Idiotypic Family to Identify Key Residues," <i>Modern Approaches to New Vaccines</i>, Cold Spring Harbor, NY, 1992.</p> <p>D. C. Feller and M. S. Collett, "A Correlation Between the Biological</p> |                |

| Name | Degree | Area of Specialty | Institution Awarding Highest Degree/Year | Relevant Experience, Industrial, Research and Teaching                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Current Status |
|------|--------|-------------------|------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
|      |        |                   |                                          | <p>Activity of Several Viral Octapeptides and the Backbone Conformation of Dipeptides Making Up These Octapeptides," <i>Peptide-Protein Bridge</i>, Toronto, ONT, June, 1991.</p> <p>D. C. Feller and D. C. Hack, "Global Minimum Searching: Molecular Dynamics vs. Monte Carlo with Minimization Methods," <i>Sci. Conf. Chem. Def. Res.</i>, Aberdeen, MD, November 1991.</p> <p>D. C. Feller and S. S. Zimmerman, "PepCAD: Molecular Modeling on a Macintosh Personal Computer," <i>Workshop on Desktop Molecular Vision</i>, Bethesda, MD, August 1990.</p> <p>D. C. Feller, E. F. Delmoe, and S. S. Zimmerman, "Peptide Conformational Analysis and Display (PepCAD): Molecular Modeling and Energy Calculations Using a Macintosh Computer," <i>National Meetings of the American Chemical Society</i>, Los Angeles, CA, September 1988.</p> <p>S. S. Zimmerman, D. J. Russell, and D. C. Feller, "Peptide Conformational Analysis and Display (PepCAD): Molecular Modeling on an IBM-compatible Computer," <i>National Meetings of the American Chemical Society</i>, Dallas, TX, April 1989.</p> <p>D. C. Feller and S. S. Zimmerman, "Scientific Calculations on Microcomputer: Benchmarks Comparing Eight Computers Languages," <i>Sectional Meeting of the American Chemical Society</i>, Provo, UT, March 1986.</p> |                |

July 19, 2006

**MEMORANDUM**

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Utah Valley State College – Bachelor of Arts in Music, Bachelor of Science in Music, Bachelor of Science in Music Education, and a Minor in Music, Effective Fall 2006 – Action Item

Issue

Utah Valley State College requests approval to award three new degrees and a minor effective Fall 2006. The new degree programs are: Bachelor of Arts in Music, Bachelor of Science in Music, Bachelor of Science in Music Education, and a Minor in Music. Music baccalaureates were approved by the UVSC Board of Trustees on March 13, 2003.

Background

UVSC seeks a Music degree for some of the same reasons it has sought approval for art, dance, and theater degrees: UVSC wants a complement of fine arts programs, not only for Music majors, but for the entire campus community.

An array of baccalaureate degrees in the fine and performing arts is integral to UVSC's mission as it evolves into a comprehensive four-year college. Some years ago, UVSC conceived a plan to offer baccalaureates in art, dance, theater and music. In the past three years, the Utah State Board of Regents has enabled UVSC to come three quarters of the way toward this goal by approving degrees in art, dance, and theater. Approval of the proposed Music degrees will complete UVSC's complement of arts proposals. In addition, UVSC's School of Education sees Music as essential to the School of Education's mission.

Ever since UVSC started offering four-year degrees, students have requested a Music degree. Professional Music teacher associations and Music business owners have often called for degrees that could serve private teachers. The proposed UVSC degrees would lead most directly to careers in public-school and private-studio teaching, but would also provide a pathway into many other types of jobs in the

music industry. Additionally, some students who aim to earn graduate degrees in medicine, dentistry, law, or business will start by earning a Music degree. Students choose this course in part because Music

graduates are especially attractive to professional schools which value the sensitivities and discipline that characterize musicians. Some students will major in Music for non-economic reasons: to enrich their lives and increase their ability to serve others with their talents. Finally, some students will pursue graduate work in Music.

### Policy Issues

Issues were raised by the University of Utah, Utah State University and Snow College. Among the concerns were: the impact of the proposed program on rural Sanpete County; the oversupply of Music educators in Utah and the resultant lack of jobs in the public schools; the actual expense of purchasing and maintaining instruments; the need for hour long private lessons; the need for additional practice rooms; the student/faculty ratio as determined by accrediting standards; an insufficient number of doctorally-prepared faculty; deficiencies in the curriculum; and the actual number of declared majors.

The impact of the proposed program on Sanpete County cannot yet be estimated. Snow College already has an accredited two-year Music program and a summer Julliard program. The oversupply of Music educators is of concern because of the impact of No Child Left Behind on public K-12 schools and the loss of arts programs in favor of core curricula. Some graduates from other USHE Music programs must leave the state in order to find employment as Music educators.

UVSC responded to concerns with its faculty/student ratio by its willingness to limit student enrollment in the Music program, thereby meeting accreditation requirements in its faculty/student ratio. Individual lessons will move to one hour. In addition, UVSC demonstrated in its budget its ability to purchase and maintain instruments. Also demonstrated was the addition of six new practice rooms. While only 50 percent of its Music faculty are doctorally-prepared, its new hire will have a doctorate and requisite experience. Future retirement attrition of three senior faculty without doctorates will enable the Music Department to hire new doctorally-prepared faculty. Elementary education courses will be made a requirement for the Music Education degree.

### Commissioner's Recommendation

The Commissioner recommends the Regents approve the request by Utah Valley State College to offer the Bachelor of Arts/Bachelor of Science in Music, the Bachelor of Science in Music Education and the Minor in Music effective Fall 2006. Given the concerns that were raised regarding the request for a Bachelor of Science in Music Education, Utah Valley State College should provide to the Commissioner's office a two-year report that addresses the placement of its Music graduates, particularly those in Music Education, the number of students actually enrolled as majors in its Music education and Music liberal arts

programs, and a progress report on its hiring of the additional faculty and its change from half-hour to full hour private lessons.

---

Richard E. Kendell, Commissioner

REK/PCS  
Attachment



Academic, Applied Technology and Student Success Committee

Action Item

Request to Offer the Bachelor of Arts and Bachelor of Science in Music, Bachelor of Science in Music Education, and a Minor in Music

Action Item

Utah Valley State College

Prepared for  
Richard E. Kendell  
By  
Phyllis C. Safman

July 19, 2006

## SECTION I: The Request

Utah Valley State College requests approval to award three new degrees and a minor effective Fall 2006. The new degree programs are: the Bachelor of Arts in Music, Bachelor of Science in Music, Bachelor of Science in Music Education, and a Minor in Music. Music baccalaureates were approved by the UVSC Board of Trustees on March 13, 2003.

## SECTION II: Program Description

The BA and BS in Music are liberal arts degrees. As per UVSC standards, they require a total of 120 credit hours, 40 of which must be upper division. These 40 hours need not solely consist of Music classes. Students must complete a minimum of 30 credit hours while in residence at UVSC, with at least 10 of these completed within the last 45 hours earned for the degree. UVSC intends to offer students considerable freedom with these degrees, so the proposed programs stay close to the minimum requirements of the College and the National Association of Schools of Music (NASM, the accrediting entity for music degrees in the United States and Canada). The one exception to this minimalist approach is in the area of performance skills: the Music Department holds that the first priority of any Music program should be to encourage students to reach toward their potential as performing musicians. Thus, the requirements in that area approach the maximum in the range of NASM norms. Still, because liberal arts degrees are intentionally broad, the program keeps performance requirements within the ranges reported by NASM.

NASM says that musicianship classes—such as Music theory, Music history and other academic subjects—normally make up 20-25% of liberal arts degrees. Performance requirements and Music electives add 10-20%. In a 120 credit-hour program this translates to 24-30 hours for musicianship classes and 12-24 for performance and electives. UVSC lists 25 credit hours as musicianship requirements, and 22 for performance requirements, for a total of 47 required hours in Music core classes, of which 26 are upper-division. Music electives take up another 6 hours. Both degrees conform to the UVSC standard of 35 credit hours for general education. The BA requires a total of 18 credit hours in one language, three of which may be absorbed into general education requirements. Therefore, the BA non-music requirements total 50 hours, and the BS 35 hours. Hence the BA requirements total 98 credit hours. This leaves 17 credit hours for electives, enough to earn the smallest minors within the 120-hour total. The requirements for the BS are even less restrictive, allowing students 32 elective credit hours. The Department will offer several attractive upper-division elective classes in Music that majors can take as a part of these electives.

### **Bachelor of Arts in Music**

| <i>hours</i> | <i>subjects</i>                                                                         |
|--------------|-----------------------------------------------------------------------------------------|
| 35           | general education (3 of which can count toward the total of 18 language hours required) |
| 15           | language                                                                                |
| 24           | musicianship                                                                            |
| 24           | music performance and electives                                                         |
| 98           | total required hours                                                                    |
| 22           | electives                                                                               |
| 120          | total hours for degree                                                                  |

### **Bachelor of Science in Music**

| <i>hours</i> | <i>subjects</i>                 |
|--------------|---------------------------------|
| 35           | general education               |
| 24           | musicianship                    |
| 24           | music performance and electives |
| 83           | total required hours            |
| 37           | electives                       |
| 120          | total hours for degree          |

### **Bachelor of Science in Music Education**

The education degree is designed to be a highly practical degree culminating in a BS and a Utah teaching license. This degree aims to help students prepare for the practical challenges of classroom teaching.

### **Bachelor of Science in Music Education**

| <i>hours</i> | <i>subjects</i>             |
|--------------|-----------------------------|
| 35           | general education           |
| 30           | secondary education courses |
| 9            | music education courses     |
| 31           | musicality                  |
| 14           | music performance           |
| 6-7          | composite music emphasis    |
| 125-6        | total required hours        |

These credit hour allocations, having changed from earlier drafts, are now 30 in secondary education and 9 in music education. The 8 hours of student teaching previously grouped with the Music Education courses are listed under secondary education courses. This distribution of courses meets the standards set by the Schools of Education.

### **Minor in Music**

The final element of this proposal is for a Minor in Music consisting of 24 credit hours. This is likely to be a popular option, for many of the students who join UVSC ensembles are not Music majors. Music is, moreover, among the most beloved of all college subjects, and the UVSC Music Department sees enriching the lives of Music lovers as a crucial part of its mission.

### **Minor in Music**

| <i>hours</i> | <i>subjects</i>      |
|--------------|----------------------|
| 16           | musicianship         |
| 8            | music performance    |
| 24           | total required hours |

### **Purpose of Degrees**

UVSC advances these proposals for three reasons: First, an array of baccalaureate degrees in the fine and performing arts is integral to UVSC's mission as it evolves into a comprehensive four-year college. Some years ago, UVSC conceived a plan to offer baccalaureates in art, dance, theater and Music. In the past three years, the Utah State Board of Regents and the USHE has enabled UVSC to come three quarters of the way toward this goal by approving degrees in art, dance, and theater. Approval of these Music degrees will complete UVSC's complement of arts proposals.

These degrees are important to the institution for their utility in preparing students for jobs, and also for the enrichment to the education of all students that a thriving arts program offers. Many of the students served by the Music program will be those that minor in Music, participate in ensembles, take private lessons, attend concerts, and take Music classes to fulfill general education requirements.

Second, The School of Education now boasts thirteen secondary education degrees, and sees Music as a basic omission. The dean of education says that a Music Education degree is essential to the School of Education's mission.

Third, several student and community constituencies repeatedly ask for these programs. Ever since UVSC started offering four-year degrees, students have requested for one in Music. Professional Music teacher associations and Music business owners have often called for degrees that could serve private teachers. The UVSC degrees would lead most directly to careers in public-school and private-studio teaching, but would also provide a pathway into many other types of jobs in the Music industry. Additionally, some students who aim to earn graduate degrees in medicine, dentistry, law, or business will start by earning a Music degree. Students choose this course in part because Music graduates are especially attractive to professional schools which value the sensitivities and discipline that characterize musicians. Some students will major in Music for non-economic reasons: to enrich their lives and increase their ability to serve others with their talents. Finally, some students will pursue graduate work in Music.

The outcomes desired from the Music degrees are:

- Establishment of a vibrant Music program for the benefit of the entire campus community. This outcome will be measured most obviously in the numbers of people in classes, ensembles, lessons, and audiences.
- Establishment of Music degrees that will assist students to reach their various goals. This will be measured primarily in terms of whether students succeed in their intended career path. UVSC will track graduates to see if they get jobs teaching music in public schools, establish viable private studios, are accepted to the graduate program of their choice, or gain employment in Music support industries.

All UVSC Music degrees will emphasize the centrality of strong performing skills. Weak performing skills severely limit a student's potential not just to play pieces, but to teach, write, or even think deeply about Music. The main thrust of the academic work will be to show students what scholarship has to offer to practicing musicians.

## **Institutional Readiness**

UVSC's administration has long demonstrated its determination to offer Music degrees, making concerted efforts in 2001, 2003, 2005 and 2006. Since 2001, four-year degree programs in Music have been on the institution's 1-12 month priority list. Because of this, most of the resources required to offer four-year degrees are already in place, including faculty, facilities, and departmental budgets.

The Administration has shown its support by funding three new Music faculty positions in the last five years, which doubled the full-time tenure-track faculty between 2001 and 2005. The Administration plans to commit one more new position in the near future: a hire is projected for Fall 2007.

UVSC has two large rehearsal rooms; four classrooms with music-staff white boards, pianos, and sound reproduction equipment; a keyboard lab with 17 stations; twelve faculty offices and teaching studios; ten practice rooms; three storage areas, and a department office. The new library, funded by the 2006 Utah State Legislature, will include a Music studies area with listening and notation stations convenient to the collection of scores and books. As with other USHE music venues, UVSC shares its four performance spaces with other entities on campus, but has priority scheduling rights for them. UVSC is also working toward building a fine arts performing center. Now that the library has been funded, the fine-arts building is UVSC's second building priority.

The Department budgets for faculty and ensemble travel. It has been collecting instruments and equipment for nearly twenty years. Over the past half-dozen years, progressively more budget has been allocated to the maintenance and repair of instruments. A milestone in this process was the addition of a substantial new annual budget shared by performing arts departments in Fall 2005.

Because of these preparations, existing administrative structures are adequate; no new organizational structures or positions will be required to deliver the program. The Music degrees will not be particularly expensive. The greatest expense—admittedly a considerable one—is the addition of one faculty line projected for 2007. The other expenses are small in comparison and will be discussed in Section V.

## Faculty

In its effort to offer Music degrees, UVSC has funded three new positions since 2001, doubling the full-time tenure-track faculty in the Music Department. UVSC's proposal calls for the hire of one additional full-time faculty member in Fall 2007. This would bring the total to seven and enable the faculty to bear the load anticipated by the new degrees.

Even without the new position, the ratio of adjunct to full-time faculty is relatively healthy. At present, full-time faculty teach all upper-division courses but one: Music 3400, Music in the Elementary School, which is taught by an adjunct, a specialist with Kodály Society Certification (the Kodály method embodies Europe's most important school of thought on early Music education). Full-time faculty also teach the majority of lower-division courses. The Music Department has faculty-classroom loads of some 238 credit hours per year, of which adjuncts teach about 65, yielding an adjunct-faculty ratio of about 0.273 to 1. This, of course, will be lower still with a new faculty line. As with many Music schools, the bulk of private lessons are taught by adjuncts, but even in this area, UVSC is making progress. In the past, all private students taught by full-

time Music faculty were taught above load for an extra fee. In 2005, the Music Department put private students on full-time loads for the first time, and will increase the number of private students taught on load as resources permit.

The normal process of professional development will suffice to keep the Music faculty at an appropriate level of preparedness to offer these degrees, so the new programs will require no new budget or procedures.

The three most recent hires have doctoral degrees. Bryce Rytting holds a PhD from Princeton University in musicology and the German equivalent of a doctorate in conducting: a *Künstlerische Reifeprüfung* from the Frankfurt Hochschule für Musik und darstellender Kunst (Frankfurt Conservatory). David Fullmer, with a 2003 DMA (Doctor of Musical Arts: the doctoral degree for performers) in instrumental conducting, has already published his dissertation. Donna Fairbanks earned a DMA in violin performance and literature at the University of Arizona after getting a MM at Eastman School of Music (incidentally, until 2003, all full-time faculty were male, now a third are women). These three faculty offer students a wide diversity of experience and training.

The faculty is especially well-prepared to offer an education degree: two-thirds of the full-time faculty and many adjuncts have extensive public school experience (54 years). The full-time faculty alone has amassed a collective 54 years teaching in the public schools. Also, the faculty have a variety of professional experience: two worked in rural schools; one, in an affluent, high-achieving school on the Wasatch Front; and one taught in a troubled low-income multi-ethnic school in urban California. These are gifted teachers, and the demand for their services as professional association officers, judges, clinicians and guest conductors attests to the respect they enjoy from their peers.

Three UVSC adjuncts have earned Kodály Society Certification and the new violin professor will begin Kodály training this summer. In addition, several faculty (including adjuncts) are experts in the Suzuki method, Asia's most influential pedagogical school. UVSC faculty expertise in these areas will especially enrich the training of students who aim to teach children. Simultaneously, the pedagogical sophistication and experience of UVSC faculty will benefit all students who study Music at UVSC.

Since Music departments require faculty with unusually specialized skills (oboists do not teach viola), no program has enough full-time positions to cover the gamut, and so all music schools use adjuncts to broaden their offerings. Utah County's well-known surplus of talent has served UVSC well in this regard. Adjuncts have credentials from the Moscow Conservatory, the Brussels conservatory, Julliard, University of North Texas, Florida State, Arizona State, Catholic University, the University of Michigan, and many other schools. Several have doctorates. In both ability and numbers, the adjunct pool is strong for a community of Utah County's size.

## **Faculty and the Music Education Degree**

While no USHE school has questioned whether the Department is large enough to offer liberal arts degrees, a few have asked whether UVSC has enough faculty to offer the more resource-intensive education degree.

By contrast to the above forecast, an assessment of UVSC's proposal written by a NASM consultant, Dr. Marie Miller, recommends that one or two additional positions be added. Dr. Miller's report is based on a UVSC site visit, knowledge of the number and capabilities of UVSC's full-time and adjunct faculty, and a comprehensive study of UVSC's proposed curriculum.

Since the size of the UVSC music faculty was raised, the Music Department checked its proposal against national norms. Data were collected on Music programs with degrees similar to those proposed by UVSC (liberal arts and education degrees). A current list of NASM-accredited Music programs was checked against the *Directory of Music Faculties in Colleges and Universities* published by the College Music Society. In some cases, additional clarification was sought on the web sites of specific schools. This survey is imperfect: only one pass through the data was taken, many schools were not included because it was difficult to tell how many listed personnel were full-time, many other schools were not even checked, and other ambiguities remain. Still, the exercise yielded useful numbers for comparison.

More than thirty colleges in the United States offer NASM accredited Music Education degrees with a smaller number of full-time, tenure-track faculty than UVSC currently has. Another dozen institutions are roughly the same size as UVSC is now, and at least seven more have the proposed seven full-time positions. In short, UVSC proposes faculty numbers greater than or equal to at least fifty NASM-accredited programs offering Music Education degrees. (Incidentally, nineteen of these same schools also offer NASM accredited performance degrees.)

## **Staff**

The Department currently has one full-time administrative assistant who supervises a steady stream of work-study students (five or more at a time). Typically, two or three of these students have stayed for two or three years. UVSC has no plan to increase the number of staff in the Music Department in the next five years, but if funding becomes available, the Department would apply for a permanent staff member to do much that is currently assigned to work-study students and take over some duties from the full-time faculty.

Information on the staff advisor can be found below in Student Advisement. Any other needs for staff assistance are supplied by the College or the School or contracted separately. Most of this work involves remodeling, tuning and regulation of pianos, maintenance and repair of instruments, computer support, and sound recording.

## **Library and Information Resources**

Music is assigned an annual budget in the main library. The Department is fortunate to be served by a subject librarian who has a Music degree and who orders what is needed by the Department. The collection has improved dramatically. In addition, new four-year degrees are given extra funding to help them get established.

If the library here does not have a particular item, the patron can wield powerful resources. The UVSC library belongs to the Utah Academic Library Consortium (UALC) which includes the higher education institutions in Utah (both public and private) and Idaho along with the University of Nevada at Las Vegas. A reciprocal borrowing agreement through the UALC allows UVSC students and faculty to check out materials from any member's library. If books are not available in the system, or if students cannot physically go to another library, any needed book can be ordered through Interlibrary Loan, which is accessible from the Library Homepage. That is rarely necessary for musicians, for the finest Music library in the Intermountain West is housed at BYU, just seven miles up the road; and since BYU belongs to the UALC, UVSC students and faculty enjoy full access.

The Music Department houses a separate and constantly growing performance library with parts and scores for choir, orchestra, concert band, jazz band, and percussion ensemble (chamber parts and scores are housed in the college library). The Department has borrowing agreements with the Utah Valley Symphony, the Utah Valley Youth Symphony, and some of the better-endowed high schools in the area.

The State of Utah has funded a new UVSC Digital Learning Center which will have an 8,000 square-foot space for the Center for Music and Media Arts. It will house all multimedia, 10 music notation stations, 35 listening/viewing stations, 3, 6-person group viewing rooms, and a multimedia seminar room.

### **Admission Requirements**

Any student entering UVSC may declare a major in Music. The new Music major takes a theory placement exam at the beginning of the freshman year. If the student fails this exam, counseling is given to assess the student's chances for success as a Music major. At the end of the freshman year, Music majors perform for a jury (panel) of faculty who will then advise students on their standing in the Department and prospects for the future. The sophomore jury is followed by a similar meeting in which the successful student is given permission to take upper-division classes.

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

### **Student Advisement**

In 2005 a full-time advisor was hired by the School of Humanities, Arts and Social Sciences (HASS) to advise students in art, Music, and theater. In January 2006 the advisor took advising responsibilities over from the Music faculty member who had been advising student. The new hire is part of a larger institutional effort to professionalize and improve advising at UVSC. HASS plans, eventually, to hire a full-time advisor for each department that offers four-year degrees if the program size warrants it.

After admission to UVSC, students take any needed assessment or placement tests and participate in an online pre-advisement tutorial designed to acquaint the student with campus policies and procedures. After testing and pre-advisement, students are referred to the department advisor who assures that pre-advisement, transcripts, and tests are in place and that the student is a declared major. She next counsels the student on the major and its requirements. After following these steps, the student is cleared for registration.

Continued mentoring and advisement occurs throughout each student's career. Majors are interviewed once a semester. Students with difficulties are assigned a faculty mentor to coach them through the remainder of their program.

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

At 120-126 hours the proposed programs fall within the acceptable range of credit hours as articulated in R401 of USHE Policies and Procedures.

### **External Review and Accreditation**

UVSC is taking careful and concrete steps toward earning NASM accreditation. In October 2005, UVSC hired a NASM consultant, Dr. Marie Miller (PhD in Music Education, Florida State; MM in Piano Performance, Northwestern; Kodály Society Certification), to look at the Music Department and its degree proposals. Dr. Miller, was hired because UVSC wanted an objective assessment of what it would take to offer accredited degrees. She visited the campus, met the faculty and students, attended classes and rehearsals, and took a comprehensive look at the proposed curriculum. She also met with several state and College administrators, including members of the Commissioner's staff.

Dr. Miller offered an assessment and made recommendations based on her experience as a NASM accreditor. In response to Dr. Miller's findings (along with USHE critiques), UVSC is requesting liberal arts degrees rather than significantly more costly performance degrees. With that change, Dr. Miller concluded that UVSC's Music program is on a trajectory that will earn NASM accreditation with reasonable ease (a school may apply for accreditation once one class has graduated). Her report stated that the associate degrees are ready for accreditation now, but recommends that UVSC wait to seek accreditation for all degrees simultaneously. Dr. Miller counseled against UVSC seeking a performance degree now, but endorses the liberal arts degrees. She wrote: "the liberal arts degree fits the overall college model" and "the music department is currently able, with some slight adjustments, to immediately offer this degree."

Dr. Miller also recommends that a Music Education degree be put in place as soon as possible. She identified a number of issues that UVSC must address in order to gain accreditation. None of these steps is draconian, and UVSC will be able to effectively deal with the entire list by the time it is eligible to seek accreditation (that is, again, once it has graduated at least one class of four-year students).

### **Projected Enrollment**

Enrollment at USHE institutions has flattened considerably in the last several years. This trend could continue for as long as a decade. Accordingly, flat enrollments may exert pressure on state higher education budgets for many years to come. Under these circumstances, UVSC assumes that its Music program will not grow beyond one new position in the next several years. This puts a natural limit on enrollments. With seven full-time faculty, UVSC would cap its Music major population at around 100 so as not to exceed a student/faculty ratio of 14:1. With seventy students in the associates program this next year, the cap may have to be imposed starting in 2008. Given these goals and the survey information from students, the number of students projected to be involved in this new degree program follows.

|                                                                                  | 2006-7 | 2007-8 | 2008-9 | 2009-10 | 2010-11 |
|----------------------------------------------------------------------------------|--------|--------|--------|---------|---------|
| FTE Students in new program                                                      | 0.80   | 6.13   | 16.87  | 21.87   | 25.40   |
| Student/Faculty Ratio for all programs, including the present associates degrees | 12     | 13     | 14     | 14      | 14      |
| Headcount in new program                                                         | 10     | 25     | 40     | 55      | 65      |

### Expansion of Existing Program

In 1987, UVSC hired its first Music faculty who was soon named Chair of the Department of Fine Arts. The chair organized a pep band and a choir. In 2000, the then Department of Performing Arts and Communications was split into three departments: Theater and Communications (later to be split yet again), Dance, and Music. At that point UVSC had developed several choirs, an orchestra, a jazz band, and a concert band. Since then, the full-time Music faculty has doubled in size. The Department now runs nine ensembles and a chamber music program.

In 2000, only one upper-division course was listed in the catalog. Just five years later, the 2005-2006 catalog offered sixteen, including Form and Analysis, Scoring and Arranging, Advanced Choral Conducting, Advanced Instrumental Conducting, and Jazz Improvisation. These classes support the Music emphasis of the Integrated Studies Degree and provide a bridge to the future Music baccalaureates.

Thus, student numbers increased dramatically during the past nineteen years. What requires some explanation is that after explosive growth for fifteen years, some of these numbers have leveled off, even decreased in some cases.

|                             | 2000-01 | 2001-2 | 2002-3 | 2003-4 | 2004-5 | 2005-6 |
|-----------------------------|---------|--------|--------|--------|--------|--------|
| Music Major Headcount       | 75      | 81     | 82     | 68     | 62     | 65     |
| Student Credit Hours*       | 2948    | 3533   | 3634   | 2982   | 2696   | 2569   |
| Spring-Fall private lessons | 601     | 688    | 618    | 621    | 544    | 517    |

|                                                     |     |        |        |        |        |        |
|-----------------------------------------------------|-----|--------|--------|--------|--------|--------|
| Annualized student FTE enrollments in music courses |     | 225.04 | 224.67 | 186.88 | 174.80 | 168.74 |
| Music FTE (Institutional Research)                  | 197 | 236    | 242    | 198    | 179    | 172    |

\*This row includes the SCHs for all students in Music classes.

Several factors may help explain these trends.

- In recent years, UVSC became increasingly alarmed at the number of students who were staying and waiting for a bachelor degree. The Music Department realized, in part because of communications with other USHE schools, the necessity of pushing students to move on to other programs. This helps explain the decrease in majors in 2003-4 and 2004-5. New recruiting efforts may account for the sharp increase of new students in 2005-6.
- In Fall 2002, fees for lessons were raised from \$180 to \$210.
- In Fall 2004, the Banner computer system was implemented and students had problems with registration.
- In 2004, after several years of slowing growth, UVSC student FTE in general actually declined.
- For several reasons, Music Department classes have been getting more difficult over time. These rising standards have been catalyzed by UVSC's Northwest Accreditation effort, UVSC's interest in and contact with NASM representatives and standards, feedback from USHE schools, institutional assessment, new faculty, and the changing mission of UVSC.

Because of these factors, this proposal makes intentionally cautious growth projections. The accuracy of these projections is of transitory rather than permanent importance because a department the size of UVSC's Music Department can only accept a finite number of students before either expanding resources or capping enrollment. When that time comes, the Music Department is content to take the approach most harmonious with UVSC's mission, capability, and student demand and will also be willing to consider the interests of other USHE schools.

### SECTION III: Labor Market Demand: Liberal Arts Degrees

According to the U.S. Department of Labor's Bureau of Labor Statistics, "Overall employment of musicians, singers, and related workers is expected to grow about as fast as the average for all occupations through 2014 . . . Although growth in demand for musicians will generate a number of job opportunities, many openings also will arise from the need to replace those who leave the field each year."

Students with liberal arts Music degrees enjoy myriad possibilities: some enter graduate Music programs, some get work as performers, some seek positions in music-related business or arts management, and not a few go on to earn advanced degrees in law, business, dentistry, or medicine. The latter usually choose not to become professional musicians because they rightly see Music as a highly competitive field, one that tends not to remunerate lavishly. However, they decide that the years spent earning a Music degree are worth their time before they face the pragmatics of earning an income, and professional schools welcome

the sensitivities and discipline that Music majors develop. While many graduates that stay in Music work part time and many are self-employed, Utah's unusual profusion of professional and semi-professional orchestras, ballet companies, opera companies, musical theaters, festivals, and recording studios, give some musicians the opportunity to get paid for practicing their art. The demand is strong enough that musicians, including quite a few UVSC students, often start their professional recording and performing careers while still in school.

Most musicians give lessons at some point, and some make private teaching their career. Utah County has a high demand for good Music studio teachers driven by Utah's unusual level of parental commitment to finding excellent teachers for their children. The Suzuki program in Utah is internationally recognized as being extraordinarily large and successful. Utah has become such an important center for harp study that Lyon & Healy, the "Steinway" of harps, has opened a store in Salt Lake City called *Lyon & Healy West*, and Lyon & Healy's competitors have targeted Utah with advertising dollars, public relations efforts, and concert promotions. The president of the Utah Music Teachers Association reports so much demand exists here for piano teachers that teachers from both coasts have migrated to Utah to help meet the need.

This need is only projected to increase. Over the next decade, Utah County is expected to gain more population than any other county in the state except Salt Lake. The local Alpine and Nebo school districts are projected to have the second and fourth largest increases of students in the state. In Wasatch County (where UVSC has a satellite campus) the local school district will grow by some 53%, one of the fastest rates in Utah. All school districts most directly served by UVSC (Alpine, Provo, Nebo, Wasatch) fall in the top two categories of growth in Utah. The increase in students in these areas, especially students in the elementary grades, will drive the need for more teachers (Debora Escalante et. al. *Utah Educator Supply and Demand Study 2004-2005*, Conducted for the Utah State Office of Education by the Instructional Technology Department at Utah State University (November 2005): pp. 13, 14).

The income earned by private teachers varies wildly. In a national poll, the per-lesson rate ranged from \$2 to \$330 (Duke, R., Flowers, P., & Wolfe, D. (1997). "Children Who Study Piano with Excellent Teachers in the United States." Bulletin of the Council for Research in Music Education, issue 132, 51-84). In Utah, a survey taken in the summer of 2006 of Utah Music Teachers Association members elicited 117 usable responses from across the state. Closer to UVSC's home, Emily Stoddard Jorgensen's 2006 BYU Masters Thesis, "An Inquiry into Piano Teaching in Utah County," used 92 responses chosen at random from a master list of over 1200 piano teachers she had identified in Utah Valley.

These studies show that most private teachers here make \$10-60 an hour. A couple of Utah teachers report earning \$5, and a few command more than \$100. Some common-sense assumptions are confirmed by these studies: First, the more Music education a teacher has, the more money she (well over 90% are women) is likely to make. Second, the more communication a teacher has with peers, usually through some formal organization, the more money she is likely to make. Third, urban teachers tend to make more than rural teachers. Based on the results of these studies, UVSC would expect its graduates to start at \$15-30 an hour. How high their income will climb from there will vary according to their gifts as teachers, their business abilities and their professional development.

## Education Degrees

While the U.S. Department of Labor projects demand for teachers will grow at an average rate nationally, fast-growing states in the West, including Utah and some of its neighbors, will see strong growth (Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2006-07 Edition: Teachers—Preschool, Kindergarten, Elementary, Middle, and Secondary*, <http://www.bls.gov/oco/ocos069.htm>, March 2006). The Utah State Office of Education concurs: “If the current projections of growth and attrition are accurate, Utah will need to increase the production of new teachers . . . and find ways to recruit more individuals to enter teaching through both traditional and alternative routes to licensure. Utah may need to consider financial incentives used in other states to recruit and retain educators in the future” (Escalante, p. 4).

In addition to the numbers challenge is the “quality” challenge. In the May 21, 2006 Provo Daily Herald, an article “State falls short in teacher quality” reports: “Only 72 percent of Utah teachers met the ‘highly qualified’ requirement, according to a recent review by the U.S. Department of Education. To be ‘highly qualified’ a teacher must have majored in each core subject they are teaching.... The core academic subjects include language arts, math, science, social studies, the arts, and foreign language.”

This projected shortage and quality issue will also plague neighboring states. The American Association for Employment in Education’s “Supply and Demand Chart by Field and Region” shows a shortage of instrumental and vocal Music teachers is expected to approach critical levels in the Western and Rocky Mountain Regions on a continuing basis.

Some USHE institution comments to these claims demonstrate concern for a potential surplus of Music educators. A University of Utah statement that some of their best students have not found jobs raises questions.

Snow College cited the Utah Teaching Fields Index of Criticality (UTFIC), a list derived from an annual survey of school district personnel directors and superintendents that measures the demand for teachers in the various disciplines which shows a decreased demand for Music educators over the last six years, from a criticality index of 3.7 in 1999, to an index of 3.2 in 2004, to 2.9 in 2005.

Even a decreased shortage is not synonymous with a surplus. The Criticality Index shows the shortage of Music educators in Utah has declined from nearly “critical” in 1999, to the border-line shortage between “moderate” and “minimal” in 2005. USHE institutions will certainly want to keep a close watch on this number to ensure that the state does not overproduce Music educators. And UVSC will readily agree to limit enrollments in the education degree program to this end if necessary. Indeed, UVSC’s Music Department growth will naturally be somewhat limited as long as enrollments stay level.

In the interest of learning more about demand for Music educators, UVSC polled school-district supervisors and received a wide variety of responses. Mature communities along the Wasatch front, like Granite and Provo School Districts, enjoy an abundance of applicants for their Music positions. While even these areas can see localized acute needs, such as Jordan District is currently experiencing, rural and quickly-growing districts tend to encounter more difficulties. For instance, San Juan District confronts a crisis. Music openings are so difficult for the district to fill that some programs are being threatened with closure for lack of personnel, and other programs

are plagued by attrition: choir positions go unfilled every year; San Juan High School has had a new band teacher every year for the last five years.

The Dean of the School of Education and Chair of the Department of Secondary Education agree that finding teachers to go to rural areas is an important and continuing problem. However, they also maintain that the UVSC student population is less bound to the shadow of Timpanogos than it once was. UVSC has been offering education degrees for a decade now (since 1996--even longer if one counts the four years from 1992-1996 during which the UVSC campus offered Weber State University elementary education degrees). Initially, virtually all of the students in the program were place-bound non-traditional students. However, as UVSC has grown, so have the numbers of traditional students that come here (mobile, college-age, and mostly single). Currently, only about a third of education graduates are place-bound non-traditional, while two thirds--twice as many--are younger and more mobile. (Incidentally, job placement has been extremely positive for UVSC education graduates so far).

UVSC will explore the value of giving students some experience in rural school districts through internships, student teaching, tours and field trips. If it is agreeable to other USHE institutions, UVSC could consider actively recruiting and advising students from rural areas (UVSC has largely confined its recruiting efforts to Utah Valley in order not to compete with other USHE schools).

A curricular victory has recently been won by Kodály-method supporters in Utah Valley. Every elementary school in the Provo School District now has a certified Kodály instructor teaching a general Music class to all children from Kindergarten through the 6th grade. This class, which meets twice every week, teaches ear training, Music literacy, and musicianship through singing. Naturally, the proponents believe this is an important step forward in a State with notoriously weak support for Music in elementary schools. In addition, according to the most recent UMEA Directory (2005-2006), the number of private schools offering band programs has risen from seven to ten.

## **Student Demand**

The faculty has surveyed student interest in Music bachelor degrees three times, approximately every two years, most recently in March 2006. The last survey shows 84% of Music majors would stay at UVSC for a bachelor degree. This is up from 74% in the first survey and 75% in the second. UVSC hopes one factor in this rise is an increase in the quality of the education at UVSC. Among those who would transfer to another school, the largest group aspires to attend BYU, one has been accepted by the Rotterdam Conservatory, and others are applying to top American schools such as Julliard and Eastman. UVSC's student population is apparently becoming more ambitious and sophisticated.

The surveys mentioned above paint a relatively consistent picture. The most recent survey can be used as a representative example. While in the past six years, UVSC has had between 140 and 180 students who call themselves Music majors, most of these students never appear in music classes or change their minds after encountering Music theory classes. The number of actual Music majors—that is, students who progress through the program—ranges from about sixty to eighty. Because of this, when UVSC polls music students, it polls students that are currently enrolled in academic Music classes and/or performing ensembles. Because many students in the ensembles have other majors and are therefore not directly

affected by the Music degree programs at UVSC, the polls are limited to the students who are either sure they want to major in Music or will “probably” major in music (some 80% and 20% respectively). The most recent poll yielded fifty-eight responses that could be used.

In these responses, 84% of students say that if UVSC were to offer Music degrees, their most likely course after two years of schooling would be to stay at UVSC to complete the degree. These students manifest strong interest in both the Music education degree and the liberal arts degree, with measurably stronger interest in the Music education program (about 20% more students). If UVSC does not offer a music degree, the majority of these students would still seek a Music degree either by staying at UVSC and earning an Integrated Studies Degree or by transferring to a school that offers a baccalaureate.

Fewer than half of UVSC Music students express interest in transferring to another USHE school. By far, BYU is the preferred destination, followed by out-of-state and other private schools. Since the first two surveys, interest in the University of Utah is growing on this campus (19%, compared to minuscule interest in previous surveys). It has now taken Utah State’s place (16%) as the preferred state school for UVSC graduates. UVSC students manifest precisely the same interest in Weber State as in Southern Utah University (7%). Another relevant trend is that progressively more students have elected to stay at UVSC for an Integrated Studies Degree with a Music emphasis rather than transfer, even though these students nearly universally say they would prefer a Music degree. Also germane is that most of the students earning an Integrated Studies Degree had previously intended to transfer to another school.

During the 2002-2003 school year a cadre of very determined students submitted letters to the Board of Trustees requesting a Music performance degree, citing cost, location and the excellence of teaching as reasons to remain at UVSC for a baccalaureate program in Music.

## **Similar Programs**

Liberal arts degrees are found at the University of Utah, Weber State University, and Southern Utah University. Many who would benefit from the proposed programs at UVSC are non-traditional students bound to Utah Valley by such circumstances as employment, finances, or family obligations.

Music Education degrees are offered at all of Utah’s four-year institutions, and under the pressure of accreditation and licensing most education programs are similar to each other. The proposed program would: (1) realistically graduate a student in four years, and (2) have a pragmatic orientation. Since Music educators do not make high salaries, Music faculty wanted to help students avoid the cost of a fifth year that is so common in Music Education programs and move them into the job market faster.

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

UVSC has learned much and benefited from USHE reactions to its proposals over time. USHE critiques have catalyzed many Music Department gains, including: a new line in 2001 for a faculty member with an academic background, a new line in 2002 to expand the faculty, a faculty line in 2005 that was used to hire the department’s first performance faculty, greater faculty diversity, and extensive engagement with NASM

personnel and standards. USHE suggestions have helped the Department: prefer liberal arts degrees rather than performance degrees, improve classes, put private lessons on full-time loads, and focus on the centrality of performance for all musicians. These interactions have been of great help to UVSC.

Schools across the state, especially the University of Utah and Snow College, have argued that success at UVSC will hurt other USHE schools. UVSC projects that the impact will be minimal, for several reasons:

- The number of UVSC Music majors is not expected to grow significantly until new circumstances, that is, newly increasing numbers of college students in Utah allow it. Until then, UVSC will cap the program at about its current size, and below its previous high numbers.
- Just a trickle of UVSC graduates have been transferring to other USHE schools. Most of the graduates go to BYU, into other majors (especially Integrated Studies with a Music emphasis), into the work force, or out of state. A reduction in transfers from here to other four-year USHE schools from two or three per year to one or two per year does not represent a significant impact.
- USHE schools have different missions. Some students will never choose UVSC because it does not offer performance degrees; others will never go to the University of Utah because it does. While the dynamic of these choices will adjust with the addition of a UVSC degree, the basic topography of options will not change, for each school will continue to attract the same type of students.
- UVSC fully expects students to continue to transfer to other schools after earning an associate degree.
- All Utah four-year schools have newer and better concert halls, better facilities in general, larger faculties with wider reputations, longer track records, and better funding (UVSC students pay more of the cost of their education than any other USHE students).

Given all this, a large shift in student choice seems unlikely. However, UVSC will strive for excellence and serve an important group of students whose upper-division choice is limited to UVSC. If large numbers of fine students end up choosing to come, it will be because UVSC will have earned their interest despite many obstacles, and UVSC will deserve the success.

## **Benefits**

The primary benefit of the proposed bachelor degrees would be to the UVSC community in general, which would enjoy Music and Music making at a higher level, along with a more vibrant artistic life in general since the art, dance, and theater degrees were approved. UVSC believes that the proposed program will have a marked beneficial effect on private Music teaching in the parts of the state most directly served by the institution. And UVSC graduates will move from UVSC to graduate programs at Utah institutions.

## **Consistency with Institutional Mission**

The mission fit of this proposal is straightforward. UVSC is listed under Board of Regents policy R312-6 as a Baccalaureate/Associate's College Type IIIA.

- 6.A.1.1: Offering bachelor degrees will raise the standard of “creative achievements complementary to the teaching role, and community service” in addition to “the quality of life” of the community. The baccalaureate would be “built upon associate degree programs.”
- 6.A.2.2. The Department would seek specialized and state accreditation under the umbrella of college accreditation and “specialized accreditation” from NASM, to “enhance the excellence of the program and education of the student.”
- 6.A.3.1: Although the faculty can boast “scholarly, professional and creative achievements, and service that complement the teaching role,” its greatest strength and highest priority is “effective teaching.”
- 6.A.3.2: Recent and future hires “will have earned or be working on the appropriate terminal degrees for their field and specialty.”
- 6.A.6: With the addition of four-year degrees, the Music Department will exemplify UVSC’s mission as “a state college comprised of two interdependent divisions. The lower division embraces and preserves the philosophy and mission of a comprehensive community college, while the upper division consists of programs leading to baccalaureate degrees in areas of high community demand and interest.” The Music Department will help provide “a broad range of quality academic, vocational, . . . cultural, and social opportunities designed to encourage students in attaining their goals and realizing their talents and potential, personally and professionally.”

UVSC sees a complement of fine arts degrees as integral to its current mission. The new art, dance, and theater degrees bring the college most of the way toward this goal. The Music degree will represent the achievement of a cherished aim.

## **SECTION IV: Program Assessment**

The program goals listed below support the UVSC mission and Academic Master Plan, the Music Department’s mission, and NASM (National Association of Schools of Music) accreditation standards.

### **Finances, Governance, and Administration**

- Maintain sufficient financial resources to enable the Department to meet educational, performance, and administrative goals.
- Provide adequate representation to administrative bodies on campus whose work has an impact on the goals and endeavors of the Department.

### **Faculty and Staff**

- Hire qualified full-time and adjunct faculty, with terminal degrees when possible, who have superior and diverse experience in their fields of expertise, and who will effectively guide and mentor students.
- The ratio of full- to part-time faculty will be sufficient to maintain the integrity of the Department’s programs.
- Hire qualified staff to support the academic and performance programs of the Department.

- Encourage professional development and advancement of faculty and staff, maintaining a workable balance between teaching loads, student advisement, travel and participation in community music functions.
- Maintain appropriate class sizes and student/faculty ratios that will be consistent with the overall mission and goals of the department.

#### **Facilities, Equipment, and Safety**

- Provide adequate rehearsal, performance, classroom, studio and office space, as well as technical equipment, musical instruments, and library materials appropriate to Music programs.
- Provide a safe environment for students, faculty, staff, and patrons.

#### **Library and Learning Resources**

- Improve the quantity and quality of library resources available to faculty, staff, and students, such as music scores, recordings, DVD's, Music literature, and resource materials.

#### **Recruitment, Admission-Retention, Record Keeping, and Advisement**

- Recruit Music students who will thrive and succeed both musically and academically in their program of study.
- Advise students in a consistent and accurate manner, guiding them with appropriate resources, goals consistent with their program of study, and career placement options.
- Maintain accurate and current records for every student.

#### **Branch Campuses, External Programs**

- Assure that Music courses offered at off campus sites maintain the same academic standards and receive the same instructional support as those offered on the main campus.
- Maintain functional equivalency between courses offered on campus and those offered through distance learning delivery systems and through concurrent enrollment.

#### **Community Involvement and Articulation with Other Schools**

- Maintain cooperative interactions between the Department, local public schools, performing groups, and Music organizations.
- Maintain a close, working relationship with schools in the Utah System of Higher Education and with private institutions to maintain appropriate articulation agreements between schools.

#### **Student Assessment: Expected Standards of Performance**

#### **Bachelor of Arts and Bachelor of Science in Music**

The following standards strongly reflect NASM guidelines for liberal arts degrees and freely quote from them. Examples of performance abilities use piano literature as a representative case.

#### **Musicianship capacities:**

- The ability to hear, identify, and work conceptually with the elements of music—rhythm, melody, harmony, and structure measured by success in ear-training, sight-singing, and Music theory classes.
- An understanding of compositional processes, aesthetic properties of style, and the ways these shape and are shaped by artistic and cultural forces.
- An acquaintance with a wide selection of musical literature, the principal eras, genres, and cultural sources, measured by success in Music history classes.
- The ability to develop and defend musical judgments, measured by a performance of a piece followed by a defense of the interpretation.

#### **Performance Capacities:**

- Ability in performing areas appropriate to the student's needs and interests. This would normally mean the ability to give a convincing performance of Music at the level of difficulty of a Brahms Intermezzo, a Bach French Suite, or a Mozart Sonata.
- Ability to sight read Bach chorales at a slow pace or simple settings (such as are found in the simpler pieces in the *Anna Magdalena Notebook* or *Schumann's simplest piano works*) at a moderate pace.
- An understanding of procedures for realizing a variety of Music styles. These include a cross-section of all relevant historical periods, starting with the Renaissance. In practice, this means that a singer will be required to be able to perform in a stylistically appropriate way works from the Renaissance through the present, while a saxophone student would be required to master styles since about 1840. Obviously, some adjustment of breadth vs. depth will be required for the various instruments.
- Ability to function effectively within both small and large ensembles, measured by the student's performance in chamber groups and UVSC choirs, bands, or orchestras.

#### **General capacities, measured by an assessment of a portfolio of a student's written work:**

- The ability to think, speak, and write clearly and effectively.
- An ability to address culture and history from a variety of perspectives.
- Understanding of, and experience in thinking about, moral and ethical problems.
- The ability to respect, understand, and evaluate work in a variety of disciplines.
- The capacity to explain and defend one's views effectively and rationally.
- Understanding of and experience in art forms other than Music.

### **Bachelor of Science in Music Education**

#### **Performance and Conducting**

- At minimum, technical skills on at least one major instrument (or voice) at an intermediate level. For

- pianists, this would be convincing performances of Mozart Sonatas; for singers, Bel Canto arias.
- A broad understanding of the repertory and the ability to perform and conduct from a cross-section of that repertory.
- The ability to read music at sight with fluency.
- Knowledge and skills sufficient to work as a leader and in collaboration on matters of musical interpretation. Rehearsal and conducting skills are required.
- Keyboard competency. Each student will be expected to be able to sight-read easy repertory at the piano, have enough technical ability to play four-part chorales, and be able to demonstrate basic theory concepts at the keyboard, including chords, scales, and non-harmonic tones.
- Growth in artistry, technical skills, collaborative competence and knowledge of repertory through regular ensemble experiences. Ensembles should range from chamber groups to large ensembles.

### **Aural Skills and Analysis**

- An understanding of the common elements and organizational patterns of Music and their interaction, and the ability to present this understanding in aural, verbal, and visual analyses.
- Sufficient understanding of musical forms, processes, and structures to use this knowledge in compositional, performance, scholarly, and especially pedagogical contexts. The program at UVSC will especially emphasize the fluent understanding of musical form at the phrase level.
- The ability to place Music in historical, cultural, and stylistics contexts.

### **Arranging, Composing, and Improvising**

- The ability to arrange and adapt music from a variety of sources to meet the needs and ability levels of school performing groups and classroom situations.
- The ability to compose, improvise, or both, at a basic level in one or more musical languages.

### **History and Repertory**

- A basic knowledge of Music history.
- An acquaintance with repertoires beyond the area of specialization. All students must be exposed to a large and varied body of music.

### **Technology**

- A basic overview understanding of how technology serves the field of music as a whole.
- Working knowledge of the technological developments applicable to teaching music in the public schools.

### **General capacities**

- Pedagogical competencies as specified by the School of Education.

## **SECTION V: Budget**

Because UVSC has long supported departmental efforts to offer bachelor degrees in Music, much of the budget required to offer these degrees is already in place. In 2001, 2002 and 2003, UVSC allocated new faculty lines in preparation for four-year Music degrees. For five years now the Department has offered progressively more upper-division classes annually. The largest increase came with the 2001 approval of the Integrated Studies Degree with an emphasis in Music, a program that serves as a bridge between the needs of the two-year program and those of music-specific, four-year degrees. The curriculum requires the addition of new practicum courses, new literature and methods courses, renumbering of existing history courses, additional sections of core Music theory and history courses, and a gradual accumulation of elective courses. The faculty is already large enough to handle bachelor degrees. UVSC fields three choirs, two orchestras, four smaller ensembles and a burgeoning chamber music program. Well over five hundred students sign up for private lessons every year. The Music instrument collection has been under development for nearly twenty years. All these developments mean that the proposed Music degrees will not require large new costs.

Even last year, a new Music degree would have cost more than it will now. In 2005, as a result of UVSC's PBA (Planning, Budgeting, and Accounting) process, the Department received an allocation for performing arts. In the past, instrument costs have been doled out on a case-by-case basis. Now for the first time, a reliable annual allocation exists to purchase and maintain instruments and other equipment.

The UVSC Music Department now has \$30,000 a year to maintain, repair and purchase instruments. The existence of this budget does not preclude even larger allocations at need. For example, during the 2005-2006 school-year the Music Department had \$70,000 to spend on instruments.

Therefore, the main new costs are associated with one new faculty line in the 2007-2008 school year. This position meets several needs:

- to increase the diversity of skills represented by UVSC faculty,
- to allow experienced Music educators to take on the work of supervising and training student teachers,
- to cover classes as UVSC's load requirements shift, and
- to continue moving private lessons to full-time loads.

The following forecast is as accurate as possible given current information, but it is likely that the future will not unfold in an entirely predictable manner. The Department has some mechanisms by which it can meet changing circumstances. The simplest of these are: controlling the number of students in the program; changing how often classes, especially upper-division electives, are offered; and changing class sizes.

## New Cost Projections

### Required Budget Information for R401

|                  | 2006-7  | 2007-8   | 2008-9   | 2009-10  | 2010-11  |
|------------------|---------|----------|----------|----------|----------|
| Salaries & Wages | \$3,157 | \$55,331 | \$59,320 | \$61,693 | \$64,066 |
| Benefits         | 328     | 28,477   | 29,800   | 30,992   | 31,192   |

|                       |         |          |          |          |           |
|-----------------------|---------|----------|----------|----------|-----------|
| Total Personnel Costs | 3,485   | 83,808   | 89,120   | 92,685   | 95,258    |
| Current               | 500     | 1,000    | 2,000    | 3,000    | 3,000     |
| Travel                | 0       | 1,500    | 1,500    | 1,500    | 1,500     |
| Capital               | 0       | 0        | 0        | 0        | 0         |
| Library               | 200     | 500      | 500      | 500      | 500       |
| TOTAL                 | \$4,185 | \$86,808 | \$93,120 | \$97,685 | \$100,258 |

The Music Department will include the request for an additional salaried faculty member as part of its (PBA) requests within Academic Affairs.

### **Funding Sources**

Material costs will be requested from the academic affairs office through UVSC's annual Planning, Budgeting and Accountability (PBA) process. Funding for the new position will most likely come from second-tier tuition increases which students enthusiastically support for new degree programs. The Music Department will include the adjunct funds necessary through the PBA process as well. Failing that, some sections of Introduction to Music (MUSC 1010) can be cut until a new colleague is hired. However, the new line is an institutional priority supported by UVSC officials. While the new line is important, the Department can offer the new degrees for one to three years before the new faculty becomes indispensable.

### **Reallocation**

As this proposal shows, reallocation from other programs is not expected to provide funding for the Music degrees.

### **Impact on Existing Budgets**

The Music Department will continue to allocate its available funds in the same way it always has. UVSC agrees to increase Music Department resources to raise the costs listed above. Budgets in other departments or programs will not be impacted by the proposed program.

## APPENDIX A: Program Curriculum

### A-1 New Courses

#### Bachelor of Arts in Music and Bachelor of Science in Music

| Course Number | Title                                                 | Credit Hours |
|---------------|-------------------------------------------------------|--------------|
| MUSC 3010     | Music History and Literature I (currently MUSC 2010)  | 3            |
| MUSC 3020     | Music History and Literature II (currently MUSC 2020) | 3            |
| MUSC 3350     | Conducting                                            | 2            |
| MUSC 3800     | Junior Recital                                        | 2            |
| MUSC 4120     | Twentieth Century Theory                              | 3            |
| MUSC 4800     | Senior Recital                                        | 2            |

#### Bachelor of Science in Music Education

| Course Number | Title                                                 | Credit Hours |
|---------------|-------------------------------------------------------|--------------|
| MUSC 3010     | Music History and Literature I (currently MUSC 2010)  | 3            |
| MUSC 3020     | Music History and Literature II (currently MUSC 2020) | 3            |
| MUSC 3620     | Percussion Practicum                                  | 1            |
| MUSC 3640     | String Practicum                                      | 1            |
| MUSC 3660     | Woodwind Practicum                                    | 1            |
| MUSC 3680     | Brass Practicum                                       | 1            |
| MUSC 4220     | Choral Literature and Methods                         | 2            |
| MUSC 4340     | Marching Band Techniques                              | 1            |
| MUSC 4360     | Wind Band Literature and Methods                      | 2            |
| MUSC 4370     | Orchestra Literature and Methods                      | 2            |

## APPENDIX A-2: Program Description

### MUSIC

|                                                                                                                 |                    |
|-----------------------------------------------------------------------------------------------------------------|--------------------|
| <b>BS in Music Education</b>                                                                                    | <b>125 Credits</b> |
| <b>General Education Requirements:</b>                                                                          | <b>35 Credits</b>  |
| ▪ ENGL 1010 Introduction to Writing                                                                             | 3.0                |
| ▪ ENGL 2010 Intermediate Writing--Humanities/Social Sciences                                                    | 3.0                |
| Choose one of the following:                                                                                    | 3.0                |
| ▪ MATH 1030 Quantitative Reasoning (recommended for Humanities or Arts majors) (3.0)                            |                    |
| ▪ MATH 1040 Introduction to Statistics (recommended for Social science majors) (3.0)                            |                    |
| ▪ MATH 1050 College Algebra (recommended for Business, Education, Science, and Health Professions majors) (4.0) |                    |
| Choose one of the following:                                                                                    | 3.0                |
| ▪ POLS 1000 American Heritage (3.0)                                                                             |                    |
| ▪ HIST 2700 US History to 1877 (3.0)                                                                            |                    |
| and HIST 2710 US History since 1877 (3.0)                                                                       |                    |
| ▪ HIST 1700 American Civilization (3.0)                                                                         |                    |
| ▪ ECON 1740 US Economic History (3.0)                                                                           |                    |
| ▪ POLS 1100 American National Government (3.0)                                                                  |                    |
| Complete the following:                                                                                         |                    |
| ▪ PHIL 2050 Ethics and Values                                                                                   | 3.0                |
| ▪ HLTH 1100 Personal Health and Wellness (2.0)                                                                  |                    |
| or PES 1097 Fitness for Life                                                                                    | 2.0                |
| Distribution Courses                                                                                            |                    |
| ▪ Biology                                                                                                       | 3.0                |
| ▪ Physical Science                                                                                              | 3.0                |
| ▪ Additional Biology or Physical Science                                                                        | 3.0                |
| ▪ Humanities Distribution                                                                                       | 3.0                |
| ▪ Fine Arts Distribution                                                                                        | 3.0                |
| ▪ Social/Behavioral Science                                                                                     | 3.0                |
| <b>Discipline Core Requirements:</b>                                                                            | <b>90 Credits</b>  |
| Music Skills Development Courses                                                                                |                    |
| ▪ MUSC 1110 Basic Music Theory I                                                                                | 3.0                |
| ▪ MUSC 1120 Basic Music Theory II                                                                               | 3.0                |
| ▪ MUSC 1130 Aural Music Skills I                                                                                | 2.0                |
| ▪ MUSC 1140 Aural Music Skills II                                                                               | 2.0                |
| ▪ MUSC 1400 Introduction to Music Technology                                                                    | 2.0                |
| ▪ MUSC 2110 Advanced Music Theory I                                                                             | 3.0                |
| ▪ MUSC 2120 Advanced Music Theory II                                                                            | 3.0                |
| ▪ MUSC 2350 Fundamentals of Conducting                                                                          | 2.0                |
| ▪ MUSC 2010 Music History and Literature I                                                                      | 3.0                |

|                                                          |                                                                                                                                                                                                                   |     |
|----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| ▪ MUSC 2020                                              | Music History and Literature II                                                                                                                                                                                   | 3.0 |
| ▪ MUSC 3120                                              | Form and Analysis                                                                                                                                                                                                 | 2.0 |
| ▪ MUSC 4130                                              | Scoring and Arranging                                                                                                                                                                                             | 2.0 |
| ▪ MUSC 4600                                              | Jazz Improvisation                                                                                                                                                                                                | 1.0 |
| Basic Music Education Courses                            |                                                                                                                                                                                                                   |     |
| ▪ MUSC 1640                                              | Group Voice                                                                                                                                                                                                       | 1.0 |
| ▪ MUSC 1650                                              | Group Strings                                                                                                                                                                                                     | 1.0 |
| ▪ MUSC 1660                                              | Group Clarinet                                                                                                                                                                                                    | 1.0 |
| ▪ MUSC 1680                                              | Group Trumpet                                                                                                                                                                                                     | 1.0 |
| ▪ MUSC 1800                                              | Introduction to Music Education                                                                                                                                                                                   | 1.0 |
| ▪ MUSC 3620                                              | Percussion Practicum                                                                                                                                                                                              | 1.0 |
| ▪ MUSC 3640                                              | String Practicum                                                                                                                                                                                                  | 1.0 |
| ▪ MUSC 3660                                              | Woodwind Practicum                                                                                                                                                                                                | 1.0 |
| ▪ MUSC 3680                                              | Brass Practicum                                                                                                                                                                                                   | 1.0 |
| Performance Skills Development Courses                   |                                                                                                                                                                                                                   |     |
| ▪                                                        | Individual Musicianship Studies - Student must complete 4 credits selected from MUSC 150R-156R; student must complete 3 credits selected from MUSC 350R-356R; lessons must be taken on major instrument or voice. | 7.0 |
| ▪                                                        | Performance Group Studies - Student must complete 4 credits selected from MUSC 120R, 124R, 130R, 170R; student must complete 3 credits selected from MUSC 320R, 330R, 370R.                                       | 7.0 |
| ▪                                                        | Student must pass the Departmental Piano Proficiency Examination or complete MUSC 1150 and MUSC 1160 with a grade of "B" or higher                                                                                |     |
| Secondary Education Courses                              |                                                                                                                                                                                                                   |     |
| ▪ EDSC 2540                                              | Development of the Adolescent Student                                                                                                                                                                             | 2.0 |
| ▪ EDSC 3000                                              | Educational Psychology                                                                                                                                                                                            | 3.0 |
| ▪ EDSC 3050                                              | Foundations of American Education                                                                                                                                                                                 | 2.0 |
| ▪ EDSC 3250                                              | Instructional Media                                                                                                                                                                                               | 2.0 |
| ▪ EDSP 3400                                              | Exceptional Students                                                                                                                                                                                              | 2.0 |
| ▪ EDSC 4200                                              | Classroom Management I                                                                                                                                                                                            | 1.0 |
| ▪ EDSC 4250                                              | Classroom Management II                                                                                                                                                                                           | 1.0 |
| ▪ EDSC 4440                                              | Content Area Reading and Writing                                                                                                                                                                                  | 3.0 |
| ▪ EDSC 4450                                              | Multicultural Instruction/ESL                                                                                                                                                                                     | 2.0 |
| ▪ EDSC 4550                                              | Secondary Curriculum Instruction and Assessment                                                                                                                                                                   | 4.0 |
| ▪ EDSC 4850                                              | Student Teaching--Secondary (4.0)                                                                                                                                                                                 | 8.0 |
| Complete one of the following Composite Emphases : 6.0   |                                                                                                                                                                                                                   |     |
| Composite Choral - String Emphasis (6 credits)           |                                                                                                                                                                                                                   |     |
| ▪ MUSC 4150                                              | Advanced Choral Conducting (2.0)                                                                                                                                                                                  |     |
| ▪ MUSC 4220                                              | Choral Literature and Methods (2.0)                                                                                                                                                                               |     |
| ▪ MUSC 4370                                              | Orchestra Literature and Methods (2.0)                                                                                                                                                                            |     |
| Composite Choral - Winds/Percussion Emphasis (7 credits) |                                                                                                                                                                                                                   |     |
| ▪ MUSC 4150                                              | Advanced Choral Conducting (2.0)                                                                                                                                                                                  |     |
| ▪ MUSC 4220                                              | Choral Literature and Methods (2.0)                                                                                                                                                                               |     |

- MUSC 4340 Marching Band Techniques (1.0)
- MUSC 4360 Wind Band Literature and Methods (2.0)

Composite Strings - Choral Emphasis (6 credits)

- MUSC 3150 Advanced Instrumental Conducting (2.0)
- MUSC 4370 Orchestra Literature and Methods (2.0)
- MUSC 4220 Choral Literature and Methods (2.0)

Composite Instrumental (7 credits)

- MUSC 3150 Advanced Instrumental Conducting (2.0)
- MUSC 4340 Marching Band Techniques (1.0)
- MUSC 4360 Wind Band Literature and Methods (2.0)
- MUSC 4370 Orchestra Literature and Methods (2.0)

Composite Winds/Percussion - Choral

Emphasis (7 credits)

- MUSC 3150 Advanced Instrumental Conducting (2.0)
- MUSC 4220 Choral Literature and Methods (2.0)
- MUSC 4340 Marching Band Techniques (1.0)
- MUSC 4360 Wind Band Literature and Methods (2.0)

#### Graduation Requirements:

- 1 Completion of a minimum of 125 semester credits.
- 2 Overall grade point average of 2.0 (C) or above. (Departments may require a higher GPA.)
- 3 Residency hours- minimum of 30 credit hours through course attendance at UVSC, with at least 10 hours in the last 45 hours.
- 4 Completion of GE and specified departmental requirements.

#### BA/BS in Music

120 Credits

#### General Education Requirements:

35 Credits

- ENGL 1010 Introduction to Writing 3.0
- ENGL 2010 Intermediate Writing--Humanities/Social Sciences 3.0

Choose one of the following:

3.0

- MATH 1030 Quantitative Reasoning (recommended for Humanities or Arts majors) (3.0)
- MATH 1040 Introduction to Statistics (recommended for Social science majors) (3.0)
- MATH 1050 College Algebra (recommended for Business, Education, Science, and Health Professions majors) (4.0)

Choose one of the following:

3.0

- POLS 1000 American Heritage (3.0)
- HIST 2700 US History to 1877 (3.0)
- and HIST 2710 US History since 1877 (3.0)
- HIST 1700 American Civilization (3.0)
- ECON 1740 US Economic History (3.0)

|                                                                                                 |                                            |       |                   |
|-------------------------------------------------------------------------------------------------|--------------------------------------------|-------|-------------------|
| ▪ POLS 1100                                                                                     | American National Government               | (3.0) |                   |
| Complete the following:                                                                         |                                            |       |                   |
| ▪ PHIL 2050                                                                                     | Ethics and Values                          |       | 3.0               |
| ▪ HLTH 1100                                                                                     | Personal Health and Wellness               | (2.0) |                   |
| or PES 1097                                                                                     | Fitness for Life                           |       | 2.0               |
| Distribution Courses                                                                            |                                            |       |                   |
| ▪ Biology                                                                                       |                                            |       | 3.0               |
| ▪ Physical Science                                                                              |                                            |       | 3.0               |
| ▪ Additional Biology or Physical Science                                                        |                                            |       | 3.0               |
| ▪ Humanities Distribution (For BA degree: fulfilled by completing Foreign Language 2020 Course) |                                            |       | 3.0               |
| ▪ Fine Arts Distribution                                                                        |                                            |       | 3.0               |
| ▪ Social/Behavioral Science                                                                     |                                            |       | 3.0               |
| <b>Discipline Core Requirements:</b>                                                            |                                            |       | <b>53 Credits</b> |
| Musicianship Courses                                                                            |                                            |       |                   |
| ▪ MUSC 1110                                                                                     | Basic Music Theory I                       |       | 3.0               |
| ▪ MUSC 1120                                                                                     | Basic Music Theory II                      |       | 3.0               |
| ▪ MUSC 1130                                                                                     | Aural Music Skills I                       |       | 2.0               |
| ▪ MUSC 1140                                                                                     | Aural Music Skills II                      |       | 2.0               |
| ▪ MUSC 2110                                                                                     | Advanced Music Theory I                    |       | 3.0               |
| ▪ MUSC 3010                                                                                     | Music History and Literature I             |       | 3.0               |
| ▪ MUSC 3020                                                                                     | Music History and Literature II            |       | 3.0               |
| ▪ MUSC 3120                                                                                     | Form and Analysis                          |       | 3.0               |
| ▪ MUSC 4120                                                                                     | Twentieth-Century Theory                   |       | 3.0               |
| ▪ Complete 6 credits of upper-division MUSC courses not already required for the degree.        |                                            |       | 6.0               |
| Performance Courses                                                                             |                                            |       |                   |
| Complete 4 credits from the following (lessons must be taken on major instrument or voice):     |                                            |       | 4.0               |
| ▪ MUSC 150R                                                                                     | Individual Piano Instruction               | (1.0) |                   |
| ▪ MUSC 151R                                                                                     | Individual Voice Instruction               | (1.0) |                   |
| ▪ MUSC 152R                                                                                     | Individual Woodwind Instruction            | (1.0) |                   |
| ▪ MUSC 153R                                                                                     | Individual Brass Instruction               | (1.0) |                   |
| ▪ MUSC 154R                                                                                     | Individual String Instruction              | (1.0) |                   |
| ▪ MUSC 155R                                                                                     | Individual Percussion Instruction          | (1.0) |                   |
| ▪ MUSC 156R                                                                                     | Individual Guitar Instruction              | (1.0) |                   |
| Complete 4 credits from the following:                                                          |                                            |       | 4.0               |
| ▪ MUSC 350R                                                                                     | Advanced Individual Piano Instruction      | (1.0) |                   |
| ▪ MUSC 351R                                                                                     | Advanced Individual Voice Instruction      | (1.0) |                   |
| ▪ MUSC 352R                                                                                     | Advanced Individual Woodwind Instruction   | (1.0) |                   |
| ▪ MUSC 353R                                                                                     | Advanced Individual Brass Instruction      | (1.0) |                   |
| ▪ MUSC 354R                                                                                     | Advanced Individual String Instruction     | (1.0) |                   |
| ▪ MUSC 355R                                                                                     | Advanced Individual Percussion Instruction | (1.0) |                   |
| ▪ MUSC 356R                                                                                     | Advanced Individual Guitar Instruction     | (1.0) |                   |
| Complete the following:                                                                         |                                            |       |                   |

|                                        |                                                                                                                                                                |                   |
|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| ▪ MUSC 1150                            | Group Piano I (with a grade of "B" or higher)                                                                                                                  | 2.0               |
| <b>and</b> MUSC 1160                   | Group Piano II (with a grade of "B" or higher)                                                                                                                 | 2.0               |
| <b>or</b>                              | Departmental Keyboard Proficiency exam                                                                                                                         |                   |
| ▪ MUSC 3350                            | Conducting                                                                                                                                                     | 2.0               |
| Ensembles                              |                                                                                                                                                                |                   |
| Complete 8 credits from the following: |                                                                                                                                                                | 8.0               |
| ▪ MUSC 320R                            | Advanced A Cappella Choir (1.0)                                                                                                                                |                   |
| ▪ MUSC 322R                            | Chamber Choir (1.0)                                                                                                                                            |                   |
| ▪ MUSC 330R                            | Advanced Symphony Band (1.0)                                                                                                                                   |                   |
| ▪ MUSC 332R                            | Jazz Ensemble (1.0)                                                                                                                                            |                   |
| ▪ MUSC 370R                            | Advanced Symphony Orchestra (1.0)                                                                                                                              |                   |
| ▪ MUSC 372R                            | Chamber Orchestra (1.0)                                                                                                                                        |                   |
| <b>Elective Requirements:</b>          |                                                                                                                                                                | <b>32 Credits</b> |
| ▪                                      | For BS degree: Complete any courses 1000 level or higher (7 credits must be upper-division)                                                                    | 32.0              |
| <b>or</b>                              | For BA degree: One Foreign Language                                                                                                                            | 15.0              |
| <b>and</b>                             | Complete any courses 1000 level or higher (7 credits must be upper-division)                                                                                   | 17.0              |
| <b>Graduation Requirements:</b>        |                                                                                                                                                                |                   |
| 1                                      | Completion of a minimum of 120 semester credits, 40 credits must be upper-division.                                                                            |                   |
| 2                                      | Overall grade point average of 2.0 (C) or above. (Departments may require a higher GPA.)                                                                       |                   |
| 3                                      | Residency hours- minimum of 30 credit hours through course attendance at UVSC, with at least 10 hours in the last 45 hours.                                    |                   |
| 4                                      | Completion of GE and specified departmental requirements.                                                                                                      |                   |
| 5                                      | For the BA degree, completion of 18 credit hours of course work from one language to include the 1010, 1020, 2010, and 2020 levels or transferred equivalents. |                   |
| <b>Minor in Music</b>                  |                                                                                                                                                                | <b>18 Credits</b> |
| <b>Matriculation Requirements:</b>     |                                                                                                                                                                |                   |
| 1                                      | Admitted to a bachelor degree program at UVSC.                                                                                                                 |                   |
| <b>Discipline Core Requirements:</b>   |                                                                                                                                                                | <b>18 Credits</b> |
| ▪ MUSC 1010                            | Introduction to Music                                                                                                                                          | 3.0               |
| ▪ MUSC 1100                            | Fundamentals of Music                                                                                                                                          | 2.0               |
| ▪ MUSC 1110                            | Basic Music Theory I                                                                                                                                           | 3.0               |
| ▪ MUSC 1130                            | Aural Music Skills I                                                                                                                                           | 2.0               |
| Performance Courses                    |                                                                                                                                                                |                   |
| Complete 4 credits from the following: |                                                                                                                                                                | 4.0               |
| ▪ MUSC 150R                            | Individual Piano Instruction (1.0)                                                                                                                             |                   |
| ▪ MUSC 151R                            | Individual Voice Instruction (1.0)                                                                                                                             |                   |
| ▪ MUSC 152R                            | Individual Woodwind Instruction (1.0)                                                                                                                          |                   |
| ▪ MUSC 153R                            | Individual Brass Instruction (1.0)                                                                                                                             |                   |
| ▪ MUSC 154R                            | Individual String Instruction (1.0)                                                                                                                            |                   |
| ▪ MUSC 155R                            | Individual Percussion Instruction (1.0)                                                                                                                        |                   |
| ▪ MUSC 156R                            | Individual Guitar Instruction (1.0)                                                                                                                            |                   |

- MUSC 350R Advanced Individual Piano Instruction (1.0)
- MUSC 351R Advanced Individual Voice Instruction (1.0)
- MUSC 352R Advanced Individual Woodwind Instruction (1.0)
- MUSC 353R Advanced Individual Brass Instruction (1.0)
- MUSC 354R Advanced Individual String Instruction (1.0)
- MUSC 355R Advanced Individual Percussion Instruction (1.0)
- MUSC 356R Advanced Individual Guitar Instruction (1.0)

Performance Group Studies

Complete 4 credits from the following:

4.0

- MUSC 320R Advanced A Cappella Choir (1.0)
- MUSC 322R Chamber Choir (1.0)
- MUSC 330R Advanced Symphony Band (1.0)
- MUSC 332R Jazz Ensemble (1.0)
- MUSC 370R Advanced Symphony Orchestra (1.0)
- MUSC 372R Chamber Orchestra (1.0)

### PROGRAM SCHEDULE – MUSIC EDUCATION

| First Semester        |                                   |   |       |    |
|-----------------------|-----------------------------------|---|-------|----|
| MUSC 1110             | Basic Music Theory I              | 3 |       |    |
| MUSC 1120             | Aural Music Skills I              | 2 |       |    |
| MUSC 150R - MUSC 156R | Individual Music Instruction      | 1 |       |    |
| MUSC 120R-170R        | Performance Group                 | 1 |       |    |
| MUSC 1660             | Group Clarinet                    | 1 |       |    |
| MUSC 1800             | Introduction to Music Education   | 1 |       |    |
|                       | General Education Courses         | 6 |       |    |
|                       |                                   |   | TOTAL | 15 |
| Second Semester       |                                   |   |       |    |
| MUSC 1130             | Basic Music Theory II             | 3 |       |    |
| MUSC 1140             | Aural Music Skills II             | 2 |       |    |
| MUSC 150R - MUSC 156R | Individual Music Instruction      | 1 |       |    |
| MUSC 120R-170R        | Performance Group                 | 1 |       |    |
| MUSC 1400             | Introduction to Music Technology  | 2 |       |    |
| MUSC 1680             | Group Trumpet                     | 1 |       |    |
|                       | General Education Courses         | 6 |       |    |
|                       |                                   |   | TOTAL | 16 |
| Third Semester        |                                   |   |       |    |
| MUSC 2120             | Advanced Music Theory I           | 3 |       |    |
| MUSC 3010             | Music History and Literature I    | 3 |       |    |
| MUSC 150R-156R        | Individual Music Instruction      | 1 |       |    |
| MUSC 120R-170R        | Performance Group                 | 1 |       |    |
| MUSC 1150             | Fundamentals of Conducting        | 2 |       |    |
| ECFS 2540             | Development of Adolescent Student | 2 |       |    |

|                       |                                 |   |       |    |
|-----------------------|---------------------------------|---|-------|----|
|                       | General Education Courses       | 6 |       |    |
|                       |                                 |   | TOTAL | 18 |
|                       | Fourth Semester                 |   |       |    |
| MUSC 2130             | Advanced Music Theory II        | 3 |       |    |
| MUSC 3020             | Music History and Literature II | 3 |       |    |
| MUSC 150R - MUSC 156R | Individual Music Instruction    | 1 |       |    |
| MUSC 120R-170R        | Performance Group               | 1 |       |    |
| MUSC 3660             | Woodwind Practicum              | 1 |       |    |
| MUSC 4600             | Jazz Improvisation              | 1 |       |    |
| ECFS 3400             | Exceptional Students            | 2 |       |    |
|                       | General Education Courses       | 6 |       |    |
|                       |                                 |   | TOTAL | 18 |

| Fifth Semester        |                                                  |   |       |    |
|-----------------------|--------------------------------------------------|---|-------|----|
| MUSC 1640             | Group Voice                                      | 1 |       |    |
| MUSC 1650             | Group Strings                                    | 1 |       |    |
| MUSC 3120             | Form and Analysis                                | 2 |       |    |
| MUSC 3150             | Advanced Instrumental Conducting                 | 2 |       |    |
| Or                    |                                                  |   |       |    |
| MUSC 4150             | Advanced Choral Conducting                       | 2 |       |    |
| MUSC 320R-370R        | Advanced Performance Group                       | 1 |       |    |
| MUSC 350R - MUSC 356R | Adv. Individual Music Instruction 1              |   |       |    |
| MUSC 3620             | Percussion Practicum                             | 1 |       |    |
| ECFS 3000             | Foundation Studies in Teaching and Learning      | 3 |       |    |
| ECFS 3050             | Foundations of American Education                | 2 |       |    |
|                       | General Education Courses                        | 3 |       |    |
|                       |                                                  |   | TOTAL | 17 |
| Sixth Semester        |                                                  |   |       |    |
| MUSC 320R-370R        | Adv. Performance Group                           | 1 |       |    |
| MUSC 350R - MUSC 356R | Adv. Individual Music Instruction 1              |   |       |    |
| MUSC 3680             | Brass Practicum                                  | 1 |       |    |
| MUSC 4130             | Scoring and Arranging                            | 2 |       |    |
| MUSC 4360             | Wind Band Literature and Methods                 | 2 |       |    |
| ECFS 4450             | Multicultural Instruction/ESL                    | 2 |       |    |
|                       | General Education Courses                        | 6 |       |    |
|                       |                                                  |   | TOTAL | 15 |
| Seventh Semester      |                                                  |   |       |    |
| MUSC 320R-370R        | Adv. Performance Group                           | 1 |       |    |
| MUSC 350R - MUSC 356R | Adv. Individual Music Instruction 1              |   |       |    |
| MUSC 3640             | String Practicum                                 | 1 |       |    |
| MUSC 4340             | Marching Band Techniques                         | 1 |       |    |
| MUSC 4220             | Choral Literature and Methods                    | 2 |       |    |
| ECFS 4440             | Content Area Reading and Writing                 | 3 |       |    |
| ECFS 4550             | Secondary Curriculum, Instruction and Assessment | 4 |       |    |
|                       | General Education Course                         | 3 |       |    |
|                       |                                                  |   | TOTAL | 16 |
| Eighth Semester       |                                                  |   |       |    |
| ECFS 3250             | Instructional Media (Block Class)                | 2 |       |    |
| ECFS 4200             | Classroom Management I                           | 1 |       |    |
| ECFS 4250             | Classroom Management II                          | 1 |       |    |
| MUSC 4850             | Student Teaching - Secondary (10 weeks)          | 8 |       |    |
|                       |                                                  |   | TOTAL | 12 |

Phasing in of new Music Courses

|             |                                   |  |
|-------------|-----------------------------------|--|
| Fall 2006   | No change to scheduled coursework |  |
| Spring 2007 | No change to scheduled coursework |  |

|             |                                                                                                         |                                   |
|-------------|---------------------------------------------------------------------------------------------------------|-----------------------------------|
| Fall 2007   | MUSC 3520 Percussion Practicum<br>MUSC 3660 Woodwind Practicum                                          | 4 additional instructional hours. |
| Spring 2008 | MUSC 4360 Wind Band Lit. and Methods<br>MUSC 3680 Brass Practicum<br>MUSC 4220 Choral Lit. and Methods  | 6 additional instructional hours. |
| Fall 2008   | MUSC 4340 Marching Band Techniques<br>MUS 3640 - String Practicum<br>MUS 4370 Orchestra Lit and Methods | 6 additional instructional hours  |
| Spring 2009 | Student Teaching                                                                                        | Funds for supervision             |

## APPENDIX A-3 Course Descriptions

MUSC 1010 Introduction to Music 3.0 : 3.0 : 0.0 Su, F, Sp  
A survey course designed to make music more meaningful. Studies melody, harmony, form, and rhythm together with historical and biographical information.

MUSC 1100 Fundamentals of Music 2.0 : 2.0 : 0.0 Su, F, Sp  
Designed for non-music majors. Examines the fundamentals of music such as keys, scales, intervals, rhythms, meters, and terminology. Completion of a second course is required to satisfy the fine arts requirement (see Graduation section of catalog).

MUSC 1110 Basic Music Theory I 3.0 : 3.0 : 0.0 F, Sp  
Prerequisite(s): MUSC 1100 or passing score or Music Program Placement Test  
For music majors, interested students, and community members. An intense study of the fundamentals of music including elementary harmony, primary and secondary triads with inversions, non harmonic tones and modulation. Concurrent enrollment in MUSC 1130 is highly desirable.

MUSC 1120 Basic Music Theory II 3.0 : 3.0 : 0.0 Su, Sp  
Prerequisite(s): MUSC 1110  
A continuation of MUSC 1110, Music Theory I.

MUSC 1130 Aural Music Skills I 2.0 : 2.0 : 0.0 F, Sp  
For music majors and other interested students and community members. An intense study of the skills of analysis, sight reading, and ear training. Develops student's aural music skills.

MUSC 1140 Aural Music Skills II 2.0 : 2.0 : 0.0 Su, Sp  
Prerequisite(s): MUSC 1130  
For music majors and other interested students and community members. An intense study of the skills of analysis, sight reading, and ear training. A continuation of MUSC 1130.

MUSC 1150 Group Piano I 2.0 : 2.0 : 0.0 Su, F, Sp  
Group piano class for students who have had little or no piano experience. A comprehensive course covering fundamentals of aural, tactile, and visual keyboard skills as well as some music theory.

MUSC 1160 Group Piano II 2.0 : 2.0 : 0.0 F, Sp  
Prerequisite(s): MUSC 1150 or instructor approval  
Group piano class designed for students who have basic performing and technical skills. A comprehensive course including instruction in theory, keyboard skills, and sight-reading.

MUSC 120R A Cappella Choir 1.0 : 0.0 : 4.0 F, Sp  
Prerequisite(s): Audition  
Provides group training in various styles of choral literature. Requires attendance at scheduled performances and expected acquisition of choir attire. Requires audition. May be repeated. Two credits may apply toward the AAS degree and four credits toward AS or BS degrees.

MUSC 122R Chamber Choir 1.0 : 2.0 : 0.0 F, Sp

Prerequisite(s):Audition

Corequisites(s):MUSC 120R

For the advanced singer desiring experience in choral performance. Provides the opportunity of performing in a small group of select singers. Studies music of various styles and periods. Requires participation in concerts, programs, and tours. May be repeated. Two credits may apply toward the AAS degree and four credits toward the AA/AS degrees.

MUSC 124R UVSC Concert Choir 1.0 : 2.0 : 0.0 F, Sp

Prerequisite(s):Instructor approval

For the singer desiring experience in choral performance. Provides the opportunity of performing in a group of select singers. Studies music of various style and periods. Requires participation in concerts and programs. Instructor approval is required. May be repeated. Two credits may apply toward the AAS degree and four credits toward the AA/AS degree.

MUSC 126R Show Choir—Encore 2.0 : 1.0 : 3.0 F, Sp

Corequisites(s):MUSC 120R

For the advanced singer desiring experience in show choir performance. Provides the opportunity of performing in a small group of select singers. Studies music and choreography. Requires participation in concerts, programs and tours. Some costume expenses may be incurred. May be repeated. Four credits may apply toward the AAS degree and eight credits toward the AA/AS degrees.

MUSC 130R Symphonic Band 1.0 : 0.0 : 4.0 F, Sp

Prerequisite(s):Audition

Provides opportunity to improve musical performance skills by participating in the band. Studies and performs serious concert literature. Functions as the Wolverine Pep Band at athletic activities. Requires attendance at all concerts, performances, and tours. May be repeated. Two credits may apply toward the AAS degree and four credits toward the AS or BS degrees.

MUSC 132R Jazz Ensemble 1.0 : 2.0 : 0.0 F, Sp

Prerequisite(s):Instructor approval

Provides the advanced instrumentalist the opportunity to perform jazz music as a member of the jazz ensemble. Studies all styles of jazz, rock and popular music. Requires attendance at all performances. May be repeated. Two credits may apply toward the AAS degree and four credits toward the AA/AS degrees.

MUSC 1400 Introduction to Music Technology 2.0 : 2.0 : 0.0 F, Sp

Covers the fundamentals of MIDI (musical recording technology, analog and digital synthesis, and digital sampling). Surveys available music software and hardware with hands-on experience in the College's electronic music studio.

MUSC 150R Individual Piano Instruction 1.0 : 1.0 : 0.0 Su, F, Sp

Private instruction on piano. Designed to meet the individual needs of the student in developing skills and techniques. Requires five hours of practice each week. May be repeated. Two credits may apply toward the AAS degree and four credits toward the AA/AS degrees.

MUSC 151R Individual Voice Instruction 1.0 : 1.0 : 0.0 Su, F, Sp  
Private instruction in developing the voice. Designed to meet the individual needs of the student in developing skills and techniques. Requires five hours of practice each week. May be repeated. Two credits may apply toward the AAS degree and four credits toward the AA/AS degree.

MUSC 152R Individual Woodwind Instruction 1.0 : 1.0 : 0.0 Su, F, Sp  
Private instruction on woodwind instruments. Designed to meet the individual needs of the student in developing skills and techniques. Requires five hours of practice each week. May be repeated. Two credits may apply toward the AAS degree and four credits toward AA/AS degrees.

MUSC 153R Individual Brass Instruction 1.0 : 1.0 : 0.0 Su, F, Sp  
Private instruction on brass instruments. Designed to meet the individual needs of the student in developing skills and techniques. Requires five hours of practice each week. May be repeated. Two credits may apply toward the AAS degree and four credits toward AA/AS degrees.

MUSC 154R Individual String Instruction 1.0 : 1.0 : 0.0 Su, F, Sp  
Private instruction on string instruments. Designed to meet the individual needs of the student in developing skills and techniques. Requires five hours of practice each week. May be repeated. Two credits may apply toward the AAS degree and four credits toward AA/AS degrees.

MUSC 155R Individual Percussion Instruction 1.0 : 1.0 : 0.0 Su, F, Sp  
Private instruction on percussion instruments. Designed to meet the individual needs of the student in developing skills and techniques. Requires five hours of practice each week. May be repeated. Two credits may apply toward the AAS degree and four credits toward AA/AS degrees.

MUSC 156R Individual Guitar Instruction 1.0 : 1.0 : 0.0 Su, F, Sp  
Private instruction on guitar. Designed to meet the individual needs of the student in developing skills and techniques. Requires five hours of practice each week. May be repeated. Two credits apply toward the AAS degree and four credits toward the AA/AS degrees.

MUSC 1640 Group Voice 1.0 : 1.0 : 1.0 F, Sp  
Designed for non-voice majors. Group instruction to fit the individual needs of the students in developing vocal skills and techniques. Covers vocal tone, melodies, diction, performance skills, etc.

MUSC 1650 Group Strings 1.0 : 1.0 : 1.0 F, Sp  
Teaches students basic performing and teaching skills on the violin, viola, cello and bass.

MUSC 1660 Group Clarinet 1.0 : 1.0 : 1.0 F  
Teaches basic performing and teaching skills on the clarinet. Covers good clarinet tone, knowledge of fingerings and special problems, correct clarinet assembly, etc.

MUSC 1680 Group Trumpet 1.0 : 1.0 : 1.0 Sp  
Teaches basic performing and teaching skills on the trumpet. Covers knowledge of the trumpet mechanism, trumpet tone, trumpet fingerings, etc.

MUSC 170R Symphony Orchestra 1.0 : 0.0 : 4.0 F, Sp

Prerequisite(s):Audition

Provides the opportunity to improve musical performance skills by participating in the orchestra. Studies and performs serious concert literature from all periods of music history. Requires attendance at all concerts, rehearsals, and tours. May be repeated. Two credits may apply toward the AAS Degree and four credits toward the AS or BS degrees.

MUSC 172R Chamber Orchestra 1.0 : 2.0 : 0.0 On Sufficient Demand

Prerequisite(s):Instructor approval and prior playing experience

For students desiring public chamber orchestra performance experience. Provides the opportunity to improve music performance skills. Studies and performs serious concert literature from all periods of music history. Attendance is expected at all concerts, rehearsals, and tours. Entrance requires audition. May be repeated. Two credits may apply toward the AAS Degree and four credits toward the AA/AS degrees.

MUSC 1800 Introduction to Music Education 1.0 : 1.0 : 1.0 F, Sp

Introduces the Music education profession. Emphasizes personal, professional, and musical skills necessary for successful music teaching and learning. Requires observation of music teachers outside of scheduled class time.

MUSC 2010 Music History and Literature I 3.0 : 3.0 : 1.0 F

Basic course for music majors and for those desiring a comprehensive background in music. Examines the history of music from ancient time to the end of the Baroque era. Emphasizes listening to music and developing knowledge of musical style. Covers significant composers and characteristics of the studied period.

MUSC 2020 Music History and Literature II 3.0 : 3.0 : 1.0 Sp

For music majors and other interested students and community members. Examines the history of music starting with the Classical Era and continuing up to our own time. Emphasizes listening to music and developing a comprehensive background in music. Covers significant composers and characteristics of the studied periods.

MUSC 2110    Advanced Music Theory I            3.0 : 3.0 : 0.0    F

Prerequisite(s):MUSC 1120

For music majors and other interested students and community members. Studies chromatic elements of music. Covers the music theory of the twentieth century. Provides additional training in sight-singing and dictation. Covers diminished seventh chords, modulation, augmented sixth chords, etc.

MUSC 2120    Advanced Music Theory II            3.0 : 3.0 : 0.0    Sp

Prerequisite(s):MUSC 2110

A continuation of MUSC 2110. For music majors, interested students and community members.

MUSC 220R    Small Ensembles            1.0 : 1.0 : 0.0    F, Sp

For the musician desiring experience in small ensemble performance. Provides opportunity for performing in small groups of select musicians. Studies music of various styles and periods. Some public performances may be required. May be repeated. Two credits may apply toward the AAS degree and four credits toward the AA/AS degrees.

MUSC 2350    Fundamentals of Conducting    2.0 : 2.0 : 0.0    F, Sp

For music majors, interested students and community members. An introductory course which covers the basics of conducting. Focuses on baton technique, score reading, interpretation and rehearsal.

MUSC 2400    Recording Studio I            2.0 : 1.0 : 2.0    F, Sp

Prerequisite(s):MUSC 1120, MUSC 1140

Introduces recording studio from an artistic and operational point of view. Emphasizes audio consoles, microphones, multi-track recorders, and echo chambers. Increases understanding of operation and function of recording equipment and its relationship to musicians, sound engineer, and producer.

MUSC 2420    Recording Studio II            2.0 : 1.0 : 2.0    Sp

Prerequisite(s):MUSC 2400

Continues the study and application of recording techniques begun in MUSC 2400. Emphasizes multi-track recording and mix down, microphone placement, and patch bay function. Requires creative projects demonstrating proficient use of studied equipment.

MUSC 281R    Internship in Music            1.0 to 3.0: 0.5 : 3.5 to 11.5

Prerequisite(s):Acceptance as a music major.

Provides an opportunity for students to receive college credit and explore career options in music by working in music-related fields. Applies academic concepts to actual work experiences. Requires approval of faculty sponsor and completion and acceptance of application. Requires completion of an orientation, completion of Master Agreement between UVSC and employer, completion of goals and tasks as required by academic department, and completion of final evaluation. May be repeated for a total of 6 credits towards graduation.

MUSC 290A Independent Study 1.0 : 0.0 to 1.0 : 0.0 to 3.0  
Prerequisite(s): Instructor permission and advisor approval  
Individual projects to be negotiated by student and instructor on a case-by-case basis to be approved by the departmental advisor.

MUSC 290B Independent Study 2.0 : 0.0 to 2.0 : 0.0 to 6.0  
Prerequisite(s): Instructor permission and advisor approval  
Individual projects to be negotiated by student and instructor on a case-by-case basis to be approved by the departmental advisor.

MUSC 290C Independent Study 3.0 : 0.0 to 3.0 : 0.0 to 9.0  
Prerequisite(s): Instructor permission and advisor approval  
Individual projects to be negotiated by student and instructor on a case-by-case basis to be approved by the departmental advisor.

MUSC 3120 Form and Analysis 2.0 : 2.0 : 0.0 F  
Prerequisite(s): MUSC 2120  
Studies the formal genres of western art music. Emphasizes written and aural analysis.

MUSC 3150 Advanced Instrumental Conducting 2.0 : 2.0 : 0.0 Sp  
Prerequisite(s): MUSC 2350, MUSC 2120, MUSC 2010, MUSC 2020 or instructor's permission  
Teaches advanced baton techniques, score preparation and basic rehearsal procedures for instrumental ensembles.

MUSC 320R Advanced A Cappella Choir 1.0 : 0.0 : 4.0 F, Sp  
Prerequisite(s): Audition  
Provides group training in the various styles of choral literature. Requires attendance at scheduled performances. May be repeated. Three credits may apply toward the BS degree.

MUSC 330R Advanced Symphony Band 1.0 : 0.0 : 4.0 F, Sp  
Prerequisite(s): Instructor approval; prior playing experience  
Improves musical performance skills by participation in the band. Studies and performs serious concert literature. Requires attendance at all concerts, performances, tours and acquisition of performance attire. May be repeated. Three credits may apply toward the BS degree.

MUSC 3350 Conducting 2.0 : 2.0 : 0.0  
Prerequisite(s): MUSC 2110  
For music majors. Course increases the student's knowledge of conducting. Focuses on baton technique, score reading, interpretation and rehearsal.

MUSC 3400 Music in the Elementary School 2.0 : 2.0 : 0.0 Su, F, Sp  
For Elementary Education students and other interested students and community members. Introduces concepts and techniques of music education applicable to the elementary school classroom. Teaches concepts and skills through a combination of readings and lectures. Applies vocal and instrumental basics and class projects. Addresses the Utah State Core Curriculum for music for the elementary school.

Completion of a second course is required to satisfy the fine arts requirement (see Graduation section of catalog).

MUSC 350R    Advanced Individual Piano Instruction    1.0 : 1.0 : 0.0    Su, F, Sp

Prerequisite(s): Passing juried examination

Develops student performance skills and techniques. Requires five hours of practice each week. May be repeated. Three credits may apply toward the BS degree.

MUSC 351R    Advanced Individual Voice Instruction    1.0 : 1.0 : 0.0    Su, F, Sp

Prerequisite(s): Passing juried examination

Develops the student's singing voice. Requires five hours of practice each week. May be repeated. Three credits may apply toward the BS degree.

MUSC 352R    Advanced Individual Woodwind Instruction    1.0 : 1.0 : 0.0    Su, F, Sp

Prerequisite(s): Passing juried examination

Develops individual woodwind performance skills. Requires five hours of practice each week. May be repeated. Three credits may apply toward the BS degree.

MUSC 353R    Advanced Individual Brass Instruction    1.0 : 1.0 : 0.0    Su, F, Sp

Prerequisite(s): Passing juried examination

Develops individual brass performance skills. Requires five hours of practice each week. May be repeated. Three credits may apply toward the BS degree.

MUSC 354R    Advanced Individual String Instruction    1.0 : 1.0 : 0.0    Su, F, Sp

Prerequisite(s): Passing juried examination

Develops individual string performance skills. Requires five hours of practice each week. May be repeated. Three credits may apply toward the BS degree.

MUSC 355R    Advanced Individual Percussion Instruction    1.0 : 1.0 : 0.0    Su, F, Sp

Prerequisite(s): Passing juried examination

Develops percussion performance skills. Requires five hours of practice each week. May be repeated. Three credits may apply toward the BS degree.

MUSC 356R    Advanced Individual Guitar Instruction    1.0 : 1.0 : 0.0    Su, F, Sp

Prerequisite(s): Passing juried examination

Develops performance skills on guitar. Requires five hours of practice each week. May be repeated. Three credits may apply toward the BS degree.

MUSC 3620 Percussion Practicum 1.0 : 1.0 : 1.0

Prepares music education majors in the pedagogy and methods of percussion instruments.

MUSC 3640 String Practicum 1.0 : 1.0 : 1.0

Prerequisite(s):MUSC 1650

Prepares music education majors in pedagogy and methods of stringed instruments.

MUSC 3660 Woodwind Practicum 1.0 : 1.0 : 1.0

Prerequisite(s):MUSC 1660

Develops skills and strategies used in teaching flute, oboe, bassoon, and saxophone. Includes lectures, demonstrations, group and individual playing, and mock lessons.

MUSC 3680 Brass Practicum 1.0 : 1.0 : 1.0

Prerequisite(s):MUSC 1680

Focuses on skills and strategies used in the teaching of the French Horn, trombone, euphonium and tuba. Includes lectures, demonstrations, group and individual playing, and mock lessons.

MUSC 370R Advanced Symphony Orchestra 1.0 : 0.0 : 4.0 F, Sp

Prerequisite(s):Audition required; instructor permission

Provides opportunity to improve musical performance skills by participating in orchestra. Studies and performs serious concert literature from all periods of music history. Requires attendance at all concerts, rehearsals, tours and acquisition of performance attire. May be repeated. Three credits may apply toward the BS degree.

MUSC 3800 Junior Recital 2.0 : 0.0 : 6.0

Provides credit for the student desiring to prepare and perform a recital during the junior year.

MUSC 4120 Twentieth-Century Theory

3.0 : 3.0 : 0.0

Prerequisite(s):MUSC 2110

A continuation of MUSC 2110. For music majors, interested students and community members.

MUSC 4130 Scoring and Arranging 2.0 : 2.0 : 0.0 Sp

Prerequisite(s):MUSC 2120

Studies techniques of scoring and arranging music for orchestra, band, choir, and small ensembles.

MUSC 4150 Advanced Choral Conducting 2.0 : 2.0 : 0.0 F

Prerequisite(s):MUSC 2350, MUSC 2120, MUSC 2010, MUSC 2020

Develops advanced baton techniques, score preparation and basic rehearsal procedures for choral organizations.

MUSC 4220 Choral Literature and Methods 2.0 : 2.0 : 1.0

Prerequisite(s):MUSC 2350, MUSC 3010, MUSC 3020

Studies the literature, methodology, and administration of a school choral program. Includes field work in the public schools.

MUSC 4340 Marching Band Techniques 1.0 : 1.0 : 1.0

Teaches organization and training of marching bands in public schools. Emphasizes precision marching and traditional formation techniques. Covers elements of instrumentation, charting, drill techniques and parade marching.

MUSC 4360 Wind Band Literature and Methods 2.0 : 2.0 : 1.0

Prerequisite(s):MUSC 2350, MUSC 3010, MUSC 3020

Studies literature, methodology, and administration of school band program. Includes field work in the public schools.

MUSC 4370 Orchestra Literature and Methods 2.0 : 2.0 : 1.0

Prerequisite(s):MUSC 2350, MUSC 3010, MUSC 3020 or instructor's permission

Studies literature, methodology, and administration of a school orchestra program. Includes field work in the public schools.

MUSC 4600 Jazz Improvisation 1.0 : 1.0 : 1.0 F

Prerequisite(s):MUSC 1120

Develops jazz improvisational skills for instrumental and vocal jazz performance. Emphasizes chords related to 12-bar blues and simple song using II-V7-I chord progressions. Develops skills through a program of systematic exposition and utilization of fundamental musical structures.

MUSC 4800 Senior Recital 2.0 : 0.0 : 6.0

Designed to provide credit for the student desiring to perform a recital prior to graduation.

MUSC 481R Internship in Music II 1.0 to 3.0: 0.5 : 3.5 to 11.5

Prerequisite(s):Senior status as a music major.

Provides an opportunity for upper-division students to receive college credit and work in a music-related field. Offers students the opportunity to focus on a specific career path and prepare themselves to enter the profession. Applies academic concepts to actual work experiences. Requires approval of faculty sponsor and completion and acceptance of application. Also requires completion of an orientation, completion of Master Agreement between UVSC and employer, completion of goals and tasks as required by academic department, and completion of final evaluation. May be repeated for a total of 6 credits towards graduation.

## APPENDIX B - Program Schedule

BA/BS in Music

| COURSE                                                                                                               | Fall | Spring |
|----------------------------------------------------------------------------------------------------------------------|------|--------|
| MUSC 1110 Basic Music Theory I                                                                                       | 3    |        |
| MUSC 1120 Basic Music Theory II                                                                                      |      | 3      |
| MUSC 1130 Aural Music Skills I                                                                                       | 2    |        |
| MUSC 1140 Aural Music Skills II                                                                                      |      | 2      |
| MUSC 1150 Group Piano I                                                                                              | 1    |        |
| MUSC 1160 Group Piano II                                                                                             |      | 1      |
| MUSC 320R, 324R, 330R, 370R Performing Group: A Cappella Choir, Concert Choir, Symphonic Band, or Symphony Orchestra | 1    | 1      |
| MUSC 150R-156R Individual Instruction                                                                                | 1    | 1      |
| G.E./Electives/Foreign Language                                                                                      | 8    | 7      |
| TOTAL FRESHMAN YEAR                                                                                                  | 16   | 15     |
| MUSC 2110 Advanced Music Theory I                                                                                    | 3    |        |
| MUSC 2120 Advanced Music Theory II                                                                                   |      | 3      |
| MUSC 320R, 324R, 330R, 370R Performing Group                                                                         | 1    | 1      |
| MUSC 150R-156R Individual Instruction                                                                                | 1    | 1      |
| G.E./Electives/Foreign Language                                                                                      | 10   | 11     |
| TOTAL SOPHOMORE YEAR                                                                                                 | 15   | 16     |
| MUSC 3120 Form and Analysis                                                                                          | 2    |        |
| MUSC 320R, 330R, 370R Advanced Performing Groups                                                                     | 1    | 1      |
| MUSC 350R-356R Advanced Individual Instruction                                                                       | 1    | 1      |
| MUSC 3010 Music History and Literature I                                                                             | 3    |        |
| MUSC 3020 Music History and Literature II                                                                            |      | 3      |
| G.E./Electives/Foreign Language                                                                                      | 7    | 9      |
| TOTAL JUNIOR YEAR                                                                                                    | 14   | 14     |
| MUSC 320R, 330R, 370R Advanced Performing Groups                                                                     | 1    | 1      |
|                                                                                                                      |      |        |

|                                |     |    |
|--------------------------------|-----|----|
| G.E./Elective/Foreign Language | 14  | 14 |
| TOTAL SENIOR YEAR              | 15  | 15 |
| TOTAL FOR DEGREE               | 120 |    |

## APPENDIX C - Faculty

### FULL-TIME

#### **Wayne E. Erickson**

MM in Music Education/Conducting, Brigham Young University, 1979

BM in Music Education, Utah State University, 1971

AS in Music, College of Eastern Utah, 1969

Professor of Music, Director of Bands, Utah Valley State College, 1987-  
Chair, UVSC 1987-2002

Director of Bands, Snow College, 1979-1985

Director of Bands, Provo High School, 1977-1979, 1985-1987

Music teacher, Emery County School District, 1976-1977

Interim Director of Bands, College of Eastern Utah, 1975-1976

Director of Bands, Supervisor, Carbon School District, 1973-1975

Music Teacher, Monticello High School, 1970-1973

President, College Band Directors National Association, Western Division, 2005-

President, Utah Music Educators Association, 1999-2001

#### **Donna Fairbanks**

DMA in Violin Performance, University of Arizona, 1988

MM in Violin Performance and Literature, Eastman School of Music, 1983

BM in Music Performance, Brigham Young University, magna cum laude, 1981

Assistant Professor, UVSC, 2005-

Violin faculty, Brigham Young University, 1988-2001

First violin, Tucson Symphony, 1986-88

Two chamber CDs, multiple recordings and studio work

Solo performances with Orquestra Sinfonica de Londrina, Brazil, Utah Symphony, Charleston Symphony

#### **David Fullmer**

DMA in Instrumental Music Conducting, University of Washington, 2003

MM in Music Education, Brigham Young University, 1990

BM in Music Education, Brigham Young University, 1986

Assistant Professor of Music, Director of Jazz & Percussion, UVSC, 2002-

Adjunct Professor of music, Jazz Ensemble Director, Utah Valley State College, 2000-2002

Director of Bands, Timpview High School, 1990-2002

Graduate Teaching Assistant, University of Washington, 1997-1998

President, Utah Music Educators Association, 2003-04

Has published dissertation and several articles

**G. Lawrence Johnson**

MM in Music Education, Brigham Young University, 1982

BM in Music Education, Brigham Young University, 1972

Associate Professor, Utah Valley State College, 1992-present

Public school teacher - Washington County School District, 1972-1992

Co-Director, Wasatch Chorale; 1999-2000

Co-founder/co-director, Southwest Symphonic Chorale (St. George, Utah) 1980-1992

State of Utah Certification with endorsements in choral and instrumental music

**Dyanne S. Riley**

MM in Choral Conducting Performance, Brigham Young University, 1995

BA. in Music Ed., with Distinction in Music, San Diego State University, 1978

Assistant Professor, Utah Valley State College, 2003-

Lecturer, Utah Valley State College, 2000-2003

Adjunct Faculty, Utah Valley State College, 1994-2000

Director of Choral Activities and P.E. Teacher, Mt. Miguel H.S., Spring Valley, CA, 1989-1992

Choral Teacher, Parkway Junior High, La Mesa, CA, 1981-82

Vocal Specialist for the Training School of the Mormon Tabernacle Choir, 2002-present

Associate Conductor of the Wasatch Chorale, 2004-5

Conductor, Wasatch Chorale, 2005-

**Bryce Rytting**

PhD in Musicology, Princeton University, 1996

Künstlerische Reifeprüfung in Conducting, Frankfurt Conservatory (Hochschule für Musik und darstellender Kunst), 1981 (The terminal degree for conductors in German conservatories)

MFA in Musicology, Princeton University, 1986

BS in Music Theory, magna cum laude, University of Utah, 1977

Associate professor of Music, Utah Valley State College, 2004-

Chair, Department of Music, Utah Valley State College, 2002-

Assistant professor of music, Utah Valley State College, 2001-2004

Assistant professor of music, Brigham Young University, 1996-2001

Instructor of musicology, Brigham Young University, 1989-1996

Instructor of Musicology, Eastman School of Music, 1986-88

Conductor, Utah Valley Symphony, 1988-

Conductor, Utah Regional Ballet, 1988-

President, College Band Directors National Association, Western Division, 2005-

President, Utah Music Educators Association, 1999-2001

## ADJUNCTS

### Doctorates

|                  |                                                                                                                                                                                                                                                                                                         |
|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Mark Ammons      | DMA (the music performance doctorate) & MM University of Southern California, BM Brigham Young University. Assistant Director, Brigham Young University School of Music: administrator of jazz studies, director of Jazz Ensemble and jazz combos, fund raising.<br>UVSC individual trombone instructor |
| Dave Blackinton  | DMA Catholic University, MA & BA University of Michigan. Currently Director of Bands and Trumpet Professor at Brigham Young University. Past President of UMEA (Utah Music Educators Association)<br>UVSC individual trumpet instructor                                                                 |
| Elizabeth Ruppe  | DMA University of North Texas, MM & BM Brigham Young University<br>UVSC individual flute instructor                                                                                                                                                                                                     |
| Marden Pond      | PhD University of Northern Colorado, MA Arizona State University, BS Brigham Young University<br>UVSC, Music Technology                                                                                                                                                                                 |
| Tom Cimarusti    | ABD for PhD Florida State University, MA & BM Brigham Young University<br>UVSC, Introduction to Music                                                                                                                                                                                                   |
| Madeline Johnson | ABD for DMA & MM Arizona State University, BM Brigham Young University<br>UVSC, Introduction to Music, individual clarinet instructor                                                                                                                                                                   |
| Jim Hardy        | DMA candidate, University of Cincinnati, MA & BA Brigham Young University<br>UVSC individual cello instructor                                                                                                                                                                                           |

### International credentials

|                   |                                                                                                       |
|-------------------|-------------------------------------------------------------------------------------------------------|
| Kira Mershevskaya | Diploma in Piano Conservatory of Moscow<br>UVSC individual piano instructor                           |
| Lysa Rytting      | Premier prix Conservatory of Brussels, BA Brigham Young University<br>UVSC individual harp instructor |

### Master Degrees

|              |                                                                                                                             |
|--------------|-----------------------------------------------------------------------------------------------------------------------------|
| Monica Call  | MM & BM Brigham Young University, Kodály Society Certification<br>UVSC individual cello instructor                          |
| Judy Charles | MM Brigham Young University, BM University of Utah<br>UVSC, Group Piano, Introduction to Music, individual piano instructor |

|                         |                                                                                                                                     |
|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Kathy Colton            | MM University of Missouri, BM Brigham Young University<br>UVSC individual horn instructor                                           |
| Connie Jensen           | MA & BA California State San Bernardino<br>UVSC, Concert Choir, Introduction to Music, individual voice instructor                  |
| Shauna Johnson          | MA & BA Brigham Young University, Kodály Society Certification<br>UVSC: Music for Elementary Educators, individual voice instructor |
| Berin Stephens          | MM & BM Brigham Young University<br>UVSC individual saxophone instructor                                                            |
| Sally Brinton           | MM Julliard School of Music, BM University of Utah<br>UVSC individual piano instructor, starting Fall 2006                          |
| Justin Leslie           | MA candidate Brigham Young University, BA Brigham Young University<br>UVSC individual guitar instructor                             |
| <b>Bachelor degrees</b> |                                                                                                                                     |
| Lee Pierce              | BA Utah State<br>UVSC Individual voice instructor                                                                                   |
| Cynthia Richards        | BA Brigham Young University, Kodály Society Certification<br>UVSC individual violin instructor                                      |

July 19, 2006

**MEMORANDUM**

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Utah Valley State College – Bachelor of Arts and Bachelor of Science Degree in Communication, Effective Fall Semester 2006 – Action Item

Issue

Officials at Utah Valley State College (UVSC) request approval to offer Bachelor of Arts and Bachelor of Science Degrees in Communication, effective Fall Semester 2006. The proposed program was approved by the Utah Valley State College Board of Trustees on January 12, 2006.

Background

Programs of study in Communication at UVSC offer a balance of analytic and applied approaches to study in the field. The department already offers a full menu of beginning and advanced courses in print, radio, and television journalism, interpersonal communication, intercultural communication, international communication, organizational communication, public relations, media studies, and argumentation and debate.

The proposed bachelor degrees in Communication offer a mix of practical, historical, analytical, critical, and theoretical courses in communication, with an emphasis on applied learning through internships, “hands-on” production of print and broadcast journalism, and capstone projects. The curriculum has been designed to offer students a solid undergraduate education and to be consistent with the standard requirements of other institutions in and out of the state in order to facilitate transferability as well as the mobility of students to enter post-graduate programs of study.

The purpose of the proposed degrees at UVSC is to prepare students for careers that demand skills in oral, written, and visual communication in interpersonal, organizational, print, and electronic contexts. Communication majors are highly sought after because graduates have developed a range of transferable skills in high demand in many fields. Virtually every modern field of endeavor has increasing demand for specialists with training in the field of communication.

#### Policy Issues

The Utah Valley State College Board of Trustees approved this proposal on January 12, 2006. The Regent's Program and Review Committee approved the Letter of Intent March 2, 2006. Other USHE institutions have reviewed the proposal. The University of Utah (UU) expressed concern over the overlap between the UU's existing program and the UVSC proposed degrees. Officials at the UU believe that it is not useful to have two programs in communication within 45 minutes of one another, and that student enrollment at the UU will be negatively impacted. Utah State University feels that the degree is well designed, and that increasing numbers of job openings in the communication industry over the next 10 to 20 years will sustain the demand along the southern Wasatch Front.

#### Commissioner's Recommendation

The Commissioner recommends that the Regents approve the Request to Offer a Bachelor of Arts and a Bachelor of Science in Communication at Utah Valley State College, 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 a Bachelor of Arts and a Bachelor of Science in Communication

Effective Fall 2006.

Utah Valley State College

Prepared for  
Richard E. Kendell

By  
Gary Wixom

July 19, 2006

## **SECTION I: The Request**

Utah Valley State College requests approval to offer Bachelor of Arts and Bachelor of Science degrees in Communication. The new degrees were approved by the Institutional Board of Trustees January 12, 2006. This proposal was authorized by the Program Review Committee of the Board of Regents on March 2, 2006. If approved, the new degree programs will be effective Fall Semester 2006.

## **SECTION II: Program Description**

The existing degree programs in Communication offer courses of study leading to Associate in Arts and Associate in Science degrees, as well as emphases supporting Bachelor of Arts and Bachelor of Science Degrees in Integrated Studies. The department also provides classes that offer fundamental contributions to general and transfer education on campus.

Programs of study in Communication at UVSC offer a balance of analytic and applied approaches to study in the field. The department already offers a full menu of beginning and advanced courses in print, radio, and television journalism, interpersonal communication, intercultural communication, international communication, organizational communication, public relations, media studies, and argumentation and debate. Working with Student Media, Studios and Engineering, and the Department of Multimedia Communication Technology, and networking with local and national providers of internships, the department creates many opportunities for "hands-on" learning, as exemplified in its broadcast journalism courses, which culminate in a student-produced, locally broadcast television news show.

The proposed bachelor degrees in Communication offer a mix of practical, historical, analytical, critical, and theoretical courses in communication, with an emphasis on applied learning through internships, "hands-on" production of print and broadcast journalism, and capstone projects. The curriculum has been designed to offer students a solid undergraduate education and to be consistent with the standard requirements of other institutions in and out of the state in order to facilitate transferability as well as the mobility of students to enter post-graduate programs of study.

The program offers three areas of emphasis:

1. Journalism
2. Public Relations
3. Communication Theory and Practice

The first two emphasis areas, Journalism and Public Relations, are designed to provide students with the range of specific skills, knowledge, and experience needed to begin successful professional careers in journalism, media, or public relations. Students will leave the program with portfolios of work in their areas of emphasis, and the training and confidence needed to follow through on their educational investment in pursuing their professional goals.

The third area of emphasis, Communication Theory and Practice, is designed to satisfy three distinct types of educational goals:

1. law school preparation;
2. other graduate level education (communication, linguistics, American cultural studies, etc.); and
3. general communication worker preparation (for students who wish to do human relations sorts of work, including training, customer relations, organizational communication consulting, etc.).

## Communication Baccalaureate Degree Credit Requirements

### Bachelor of Arts (125 credit hours)

|                                                |                 |
|------------------------------------------------|-----------------|
| General Education Requirements                 | 35 credit hours |
| Foreign Language Requirements                  | 15 credit hours |
| Lower Division Communication Core Requirements | 21 credit hours |
| Upper Division Communication Core Requirements | 24 credit hours |
| Lower Division Emphasis Requirements           | 12 credit hours |
| Upper Division Emphasis Requirements           | 18 credit hours |

### Bachelor of Science (122 credit hours)

|                                                |                 |
|------------------------------------------------|-----------------|
| General Education Requirements                 | 35 credit hours |
| Open Electives                                 | 15 credit hours |
| Lower Division Communication Core Requirements | 18 credit hours |
| Upper Division Communication Core Requirements | 24 credit hours |
| Lower Division Emphasis Requirements           | 12 credit hours |
| Upper Division Emphasis Requirements           | 18 credit hours |

(See Appendix A for complete menu of course requirements.)

## Purpose of Degree

The purpose of the bachelor degree programs at UVSC is to prepare students for careers that demand skills in oral, written, and visual communication in interpersonal, organizational, print, and electronic contexts. Communication majors are highly sought after because graduates have developed a range of transferable skills in high demand in many fields. Virtually every modern field of endeavor has increasing demand for specialists with training in the field of communication.

Survey after survey cites skills in oral, written, and interpersonal communication as the most sought-after attributes by employers, making communication a very practical field of study. The National Association of Colleges and Employers<sup>1</sup> states that general communication skills are **the most important** traits sought in recruiting and hiring college graduates, noting that employers rank such skills as more important than discipline-specific technical skills, which are considered more transitory. This degree is expected to provide UVSC graduates with training and skills needed in the Utah County labor market.

## Institutional Readiness

The two tracks for the Integrated Studies Communication emphasis have given the Communication Department the opportunity to develop a number of upper-division courses, already in place and offered

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<sup>1</sup> Available at [www.nacweb.org](http://www.nacweb.org)

regularly. Only five new courses are needed to offer the communication bachelor degrees. (See Appendix A for list of new courses needed for the proposed degrees.)

Communication is already housed in its own department, with its own budget, administrative assistant, advisor, and staff of work-study students. The program's history of offering two tracks of upper-division study through the popular Integrated Studies Communication emphasis (the second most popular emphasis for the major), has left it in a well-developed state, with sufficient equipment, a range of upper-division courses, and established relationships with Student Media and the Multimedia Communication Department, as well as local and national internship providers. (The Communication Department has placed interns at Dreamworks SKG, Excel Entertainment, Halestorm Entertainment, the Springville Museum of Art, The Daily Herald, The Orem Owlz, the office of Senator Orrin Hatch, the office of Congressman Chris Cannon, the U.S. White House, and many others.)

The department currently has its own video editing station and two high-quality video cameras available for students to use. Additionally, the program has "shared use" agreements with the Multimedia Communication Technology Department, making their equipment and courses available for Communication students, including a television studio in the library.

Students enrolled in journalism courses at UVSC are strongly encouraged to participate in Student Media, and often have assignments in the syllabus which require some form of participation. While working on such assignments, students have access to a computer lab in the College Times office with over 20 computers to use for word processing applications, as well as 3 additional video cameras and 3 digital still cameras available for students to check out. The newspaper advisor, Brent Sumner, is the former publisher of the Orem-Geneva Times, and is available five days per week to help Communication students with their various news gathering and writing assignments.

The Communication Department will be contributing funds to help maintain the television studio in LC 311, and will also contribute funds as needed to off-set the extra demands of its students on equipment purchased by the MCT Department, beginning with the replacement of ten cameras for the 2006/2007 academic year.

The department will hire one additional tenure-track faculty member within one year of the initiation of the new degree programs, and a second faculty member within three years. Assuming Communication faculty continue teaching a 5/5 load in the foreseeable future, every upper-division course will be taught by a tenured or tenure-track faculty member, and every lower-division course will be overseen by a tenured or tenure-track faculty member responsible for working with adjuncts who teach the popular general education courses.

## Faculty

The Communication Department is in a solid position with regard to faculty preparedness. The Department has long been innovative in making the most of faculty resources across campus. Every upper-division course offered through the department's two popular emphases for the bachelor degree in Integrated Studies is currently taught by tenured or tenure-track faculty members (except for Val Peterson, the Vice-President for Administration and External Affairs, who holds a PhD from BYU). A number of Communication courses are cross-listed, and thus taught by tenured or tenure-track faculty members in

other departments, including Multimedia Communication Technology, Business, Philosophy, and Psychology. Additionally, one full-time English professor regularly teaches upper-division film studies for the department.

There are currently four full-time, tenured or tenure-track faculty members in the Communication Department, two of whom hold PhDs. One faculty member holds a master degree, and has extensive professional experience in his field of expertise, communication consulting and motivational speaking. The fourth faculty member holds a master degree, has extensive professional experience in broadcast journalism, is finished with his coursework for his doctoral degree, and is currently preparing for his qualifying examinations.

| Tenured or Tenured-track Faculty with Degree                                                    | Area of Specialization                                                  |
|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| <b>Philip Gordon</b><br>PhD, University of Illinois<br>Associate Professor<br>Chair             | Media Studies<br>American Studies<br>Cultural Studies                   |
| <b>Roger Gunn</b><br>MS, University of Utah<br>A.B.D. University of Utah<br>Assistant Professor | Broadcast Journalism<br>Journalism Ethics<br>First Amendment            |
| <b>Jingdong Liang</b><br>PhD, University of Utah<br>Associate Professor                         | Print Journalism<br>International Communication                         |
| <b>Dave Litchford</b><br>MS, Brigham Young University<br>Professor                              | Public Speaking<br>Organizational Communication<br>Corporate Consulting |

| Tenured or Tenure-track Shared<br>Faculty with Degree and Department                                                                             | Area of Specialization                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|
| <b>Christa Albrecht-Crane</b><br>PhD, Michigan Technological University<br>Assistant Professor, English                                          | Film Studies and Criticism<br>American Studies<br>Cultural Studies |
| <b>Scott Hammond</b><br>PhD, University of Utah<br>Associate Professor,<br>Business Management                                                   | Intercultural Communication                                        |
| <b>Dennis Potter</b><br>MA, Florida State University<br>Assistant Professor, Philosophy                                                          | Mormon Studies                                                     |
| <b>Grant Richards</b><br>EdD, Brigham Young University<br>Professor, Behavioral Science                                                          | Mediation and Conflict Management                                  |
| <b>Mike Wisland</b><br>MS, Electrical Engineering,<br>University of Missouri-Rolla<br>Assistant Professor<br>Multimedia Communication Technology | Applied Media & Technology                                         |
| <b>Val Peterson</b><br>PhD, Brigham Young University<br>Vice President- Administration & External<br>Affairs (non-tenured)                       | Public Relations                                                   |

All full-time faculty are evaluated every year through multiple indices, including student, peer, and supervisor evaluations. Peer evaluations demonstrate that Communication faculty are informed, committed, dynamic educators, deploying multiple pedagogic strategies effectively in the classroom. Supervisor evaluations indicate that course materials are adequate, and all faculty members have been active in fulfilling their commitments to the three areas of responsibility: teaching, scholarship, and service.

Roger Gunn excels at applied learning, as he brings his experience of producing over 2,000 local television newscasts to UVSC's own student journalists. Jingdong Liang, former European desk editor of Xinhua

News Agency, won the HASS Dean's scholarship award for the 2003/2004 academic year for the publication of his book on how the American press covers China. Philip Gordon, known for his dynamic lecturing style, has recently published in, and edited, a tier-one, international journal, as well as being one of the most active faculty members in college service on campus. David Litchford has won more teaching awards than any faculty member on campus, and just added the Dean's Humanitarian Service Award to his trophy collection.

The Communication Department also employs approximately 25 adjunct instructors with master degrees (or enrolled in graduate degree programs), or with significant professional experience, to help teach its most popular, lower-division, general education courses, particularly public speaking. While the many adjunct instructors indicate a high adjunct/full-time ratio, the majority of those adjunct instructors are teaching lower-division courses. (See Appendix C for adjunct faculty credentials.)

## **Staff**

As stated above, Communication is already housed in its own department, with its own budget, administrative assistant, advisor, and staff of work-study students.

## **Library and Information Resources**

Library materials are selected by a subject specialist librarian in collaboration with faculty to best support present and future curriculum. As with other subject areas, Communication is assigned its own separate, set annual budget. Communication collections are housed primarily in the "P" and "PN" areas using the Library of Congress classification system. Because of the interdisciplinary nature of communication in general, and journalism in particular, additional resources can be found in the areas related to the specific subject area, such as anthropology, political science, sociology, linguistics, psychology, education, marketing, etc.

The UVSC library currently has around 1,000 books specifically focused on communication studies and journalism, subscriptions to 45 communication periodicals, a standard set of electronic periodical indexes (Academic Search Elite, Com Abstracts, LexisNexis, etc.) available from the library home page, and over 300 videos and DVDs on communication-specific subjects.

The statewide reciprocal borrowing agreement through the Utah Academic Library Consortium allows UVSC students and faculty to check out materials from any state higher educational institution, and also includes Westminster and BYU. The consortium membership brings access to over 600 additional journal titles available through electronic journal indexes.

Any article not available in either electronic or print format at UVSC may be obtained free of charge through UTAD (Utah Article Delivery Service). This service provides faculty and students with faxed copies of articles often within 48 hours. Interlibrary Loan services are available to facilitate this in-state process, as well as to obtain books from outside the state. The online request form is available online at the Library Home Page.

The library also offers subject-specific bibliographic instruction sessions to help students maximize their use of library sources and materials and increase the quality of research and scholarship.

### **Admission Requirements**

Students may enter the proposed Communication degree programs as freshmen by declaring Communication as their major.

### **Student Advisement**

The advisor for the Communication Department is Jennifer Lynch. Prospective students will be directed to her by general advising if they express an interest in the Communication degree. Students will meet with her at least once per academic year. They will also be directed to discuss their academic and career goals with specific Communication faculty, depending on their emphasis within the major.

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

The proposed 122-125 credit hour requirement is within the regular guidelines in USHE policy for BA and BS degrees.

### **External Review and Accreditation**

Numerous sources were consulted during the process of developing this proposal. Existing communication programs in the state were reviewed. Communication assessment material made available by the National Communication Association (NCA) was reviewed, as were accreditation standards from the American Communication Association (ACA) and the Accrediting Council on Education in Journalism and Mass Communication (ACEJMC). An advisory committee of local communication practitioners in the state consulted in the development stages of the proposal, and experts from high-ranking and similar institutions across the nation reviewed the proposal in its final stage.

NCA is the major umbrella organization for the academic discipline of Communication in the United States. They do not offer an accreditation program. They do publish assessment materials, which were consulted in the design of the program. ACA offers an accreditation, but it is something of an “upstart” organization, and does not carry much status. Their standards require a nine-hour/semester maximum teaching load for full-time faculty, which makes any program at UVSC ineligible. However, the UVSC program does meet their standards with regard to governance, curriculum, faculty, facilities, etc.

With regard to ACEJMC standards, the proposed UVSC communication degree programs are generally in compliance with all nine standards, although offerings in diversity and inclusiveness need to be strengthened, and the department needs to follow-through with the self-assessment program that is currently in the second of its first three phases. Generally, accreditation from ACEJMC is for mature programs, and is something the UVSC program expects to work toward over a substantial period of time.

An outside advisory committee was created in early 2005 during the formative stages of this proposal. Members included Tad Walch, the Utah County Bureau Chief of *The Deseret Morning News*, Barbara

Smith, an anchor from KSL-TV, and John Petersen, the director of community relations for Nu-Skin Enterprises. That group contributed the inclusion of professional internships as part of the core curriculum, as well as the addition of more writing-intensive courses for the program's journalism and public relations emphases.

The final proposal was reviewed by four professors from three institutions across the country, including a chair, a former chair, and a nationally-renowned historian of journalism. All reviews gave unqualified endorsements of the program. Barbara Harville, the former chair of the Department of Communication at the University of Alaska, Anchorage, a school similar to UVSC in size, open-enrollment admissions, and dual-mission of associate and baccalaureate degree granting, praised the proposal for how practical and forward-looking it is.

Barbara Wilson, the chair of one of the highest-ranked communication departments in the country at the University of Illinois at Urbana-Champaign, called the UVSC communication proposal "thorough and well-integrated," and noted that she was "particularly impressed" by the inclusion of a capstone experience in a core curriculum that offers "a nice blend of historical, theoretical, practical, and ethical courses." She also noted that the emphases were well "tailored," and that they represented a comprehensive range of options for students with interests in the field.

John Nerone, author of the seminal book, *Violence Against the Press*, observes that UVSC is part of a current trend in "other institutions around the country in recognizing the importance of communication as a set of vocations central to current and future social and economic developments." He states that "the proposed degrees allow the campus to provide students with the necessary tools to contribute to the media and communication industries." He also notes the cooperation with other units on campus, and sees great possibilities for "a cross-pollination of available human and technological resources in a way that maximizes the potential of the campus."

### Projected Enrollment

|                           | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---------------------------|--------|--------|--------|--------|--------|
| Headcount                 | 35     | 60     | 65     | 75     | 85     |
| FTE students              | 11.67  | 16.77  | 17.93  | 22.87  | 23.2   |
| Student/Faculty FTE ratio | 17     | 17     | 14     | 14     | 17     |

### Expansion of Existing Program

| Year                                | 2000/2001 | 2001/2002 | 2002/2003 | 2003/2004 | 2004/2005 |
|-------------------------------------|-----------|-----------|-----------|-----------|-----------|
| Students in Communication pre-major | 33        | 125       | 211       | 223       | 226       |

## SECTION III: Need

### Program Need

Nationally, the discipline of communication is experiencing an increase in interest and popularity, reflecting the new centrality of communication processes to global life in the digital age.<sup>2</sup>

Locally, there is strong community, market, and student demand for this program. A public opinion poll conducted by Foster and Associates indicates that 89% of Utah residents feel it is somewhat or very important for UVSC to provide more four-year programs. A bachelor degree in communication is a standard degree at four-year institutions across the nation. According to the National Center for Education Statistics,<sup>3</sup> communication is among the 20 most-offered degree programs at baccalaureate-granting institutions in the United States.

A 2003 survey of Utah high school graduates by UVSC's Office of Institutional Research found that communication was the third most desired of the unavailable degrees at UVSC, behind only visual and performing arts and physical therapy.<sup>4</sup> The same survey found that most of UVSC's students attend UVSC because they have a strong desire or need to live in Utah County. Many college-aged residents of the county remain in the area because they cannot afford the time and money needed to commute to the University of Utah. This is in large part because many have already started families, and therefore have other social and employment obligations. The residents of Utah County make up the largest population in the state not currently served by a state-supported institution offering a four-year degree in communication.

The UVSC survey also found that many Utah County residents use UVSC as a back-up school in case they cannot get into BYU. The demand for the communication major at BYU is so great that the department there recently issued a letter to academic advisors in the state announcing that BYU currently has more students who would like to major in communications, particularly in public relations, than the department has resources to support. A bachelor degree program in communication at UVSC will thus provide Utah County residents with an opportunity to pursue a degree in their chosen field that they would not otherwise have.

### Labor Market Demand

Traditional areas of employment for communication students include: print and electronic journalism; print and electronic entertainment; public relations (e.g., media relations, customer relations, press agency, etc.); advertising; various sorts of writing, reviewing, and editing; business and industry (e.g., sales, customer service, communication consulting, special events planning, training and development), and government and education (e.g., political campaigning, public affairs, and community affairs). Today, new media technologies are expanding the need for communication specialists, as well as their range of skills, which now include media literacy. Communication also provides excellent preparation for graduate study in the fields of anthropology, psychology, linguistics, sociology, cultural studies, business, education, law, and of course, communication.

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<sup>2</sup> National Communication Association: *Communication Programs in Higher Education*. Washington, D.C.: NCA, 2004.

<sup>3</sup> National Center for Education Statistics, Fall 2002

<sup>4</sup> Available at <http://www.uvsc.edu/ir/research/executivesum.pdf>

Nationally, the U. S. Department of Labor's Bureau of Labor Statistics (BLS)<sup>5</sup> reports that job growth in journalism will be between 3 and 9 percent, but that

[j]ournalism graduates have the background for work in closely related fields such as advertising and public relations, and many take jobs in these fields. Other graduates accept sales, managerial, or other nonmedia [sic] positions.

With regard to public relations, the BLS states that

Employment of public relations specialists is expected to increase faster than the average for all occupations through 2012. The need for good public relations in an increasingly competitive business environment should spur demand for public relations specialists in organizations of all types and sizes. The value of a company is measured not just by its balance sheet, but also by the strength of its relationships with those upon whom it depends for its success. And in the wake of corporate scandals, more emphasis will be placed on improving the image of the client, as well as building public confidence.

The BLS specifically lists communication theory, for teachers and trainers of communication skills, as a growth field, projecting an annual employment increase of 2.2%.

Locally, the Utah Department of Workforce Services projects growth in demand for employees with bachelor degrees in communication.<sup>6</sup> Jobs in Utah specifically for professional media and communication workers are projected to grow as follows:

| Employment                                  | 2002  | 2012  | Growth/year | Replacements/year | Total/year | 10 Year Growth |
|---------------------------------------------|-------|-------|-------------|-------------------|------------|----------------|
| Media and Communication Workers (general)   | 6,430 | 8,590 | 220         | 120               | 340        | 2,160          |
| Announcers                                  | 540   | 590   | 10          | 10                | 20         | 50             |
| News analysts, reporters and correspondents | 360   | 390   | 0           | 10                | 10         | 30             |
| Public Relations Specialists                | 970   | 1,360 | 40          | 10                | 50         | 390            |
| Editors                                     | 870   | 1,150 | 30          | 20                | 50         | 280            |
| Technical Writers                           | 470   | 630   | 20          | 10                | 30         | 160            |
| Writers and Authors                         | 2,270 | 3,190 | 90          | 40                | 130        | 920            |
| Interpreters                                | 470   | 620   | 20          | 10                | 30         | 150            |
| Advertising and                             | 1,220 | 1,720 | 50          | 20                | 70         | 500            |

<sup>5</sup> Available at <http://www.bls.gov/oco/ocos086.htm>

<sup>6</sup> Utah Department of Workforce Services, *Utah Job Trends: Statewide Occupational Outlook*, current through September 2005

|                                         |     |     |    |    |    |     |
|-----------------------------------------|-----|-----|----|----|----|-----|
| Promotions Managers                     |     |     |    |    |    |     |
| Public Relations Managers               | 580 | 730 | 20 | 10 | 30 | 150 |
| Communications teachers, post-secondary | 160 | 230 | 10 | 0  | 10 | 70  |

Twelve Utah County businesses and organizations were surveyed by the Department of Communication in the fall 2005 semester. Nine indicated that they would be likely or very likely to hire UVSC graduates holding bachelor degrees in communication:

Provo/Orem Chamber of Commerce (likely)  
Adventure Advertising (likely)  
Utah Valley Magazine (likely)  
Snapp Norris Public Relations Group (very likely)  
Marketing Success Institute, LC (likely)  
Utah Valley Television (Likely)  
Utah County Health Department (very likely)  
The Deseret News (Likely)  
The Daily Herald (Likely)

All indicators suggest that hundred of jobs will be created in Utah for workers with specific backgrounds in communication during the next several years. Add to that the opportunities in sales, human relations, and graduate education that will be open to people with communication training, and it becomes clear that a communication bachelor degree program at UVSC will help satisfy a growing employment demand.

## Student Demand

Communication has been among the fastest growing programs at UVSC since it began offering a pre-major for an associate degree in 2000. Despite the fact that UVSC enrollment is down overall, the number of students in the AA/AS communication pre-major has grown every year since it was first offered, increasing nearly sevenfold in five years, from 33 students in 2001 to 226 in 2005. (See "Expansion of Existing Program" above.) Of course increases in individual courses are based on such things as whether courses were general education required or distribution, required or elective in the major or emphasis, or other such factors. So, enrollments in only certain courses grew at that rate.

As stated above, UVSC's Office of Institutional Research found in 2003 that communication was the third most desired of the unavailable bachelor degrees at UVSC, behind only visual and performing arts and physical therapy. This extant demand is supported by evidence from the Integrated Studies Department, who report that Communication is the second most popular emphasis for their bachelor degrees, with 109 students registered in fall 2005.

One-third of the Integrated Studies students with communication emphases surveyed in the fall 2005 semester reported a desire to obtain a baccalaureate degree in communication. Extrapolating the 30

students surveyed to the 109 students enrolled in the program, the survey suggests that approximately 35 students would become Communication majors from that pool.

2005 Integrated Studies student survey:

Number of students with Communication emphases in Integrated Studies: 109

Number of Integrated Studies/Communication students surveyed: 30

Number who indicated a desire to obtain a bachelor degree in Communication: 10

Anticipated number of new Communication majors from existing Integrated Studies students: 35

Surveys of students in Communication courses regarding their interest in majoring in a 4-year degree in Communication at UVSC were conducted during the spring 2005 and 2006 semesters. The results were as follows:

2005 survey:

Number of Communication students surveyed: 659

Number "very interested" in 4-year communication degree: 133 (20%)

2006 survey:

Number of Communication students surveyed: 418

Number "very likely" to major in proposed UVSC 4-year communication degree: 90 (21%)

Number who will choose another major if UVSC does not offer the degree: 78 (18%)

Number who will major in Integrated Studies if UVSC does not offer the degree: 53 (13%)

Number who will drop out of school if UVSC does not offer the degree: 12 (3%)

Number who will transfer to another school even if UVSC offers the degree: 33 (8%)

These surveys indicate that student demand for the major is high. Around twenty percent of students in communication classes consistently report a desire to major in communication for a four-year degree. Most of those indicate that they will choose another major if UVSC does not offer the degree, rather than transfer to an institution that will allow them to pursue their degree of choice. Some will transfer to other schools to study communication even if UVSC does offer such a degree. But most seem to prefer to stay at UVSC and study communication. About half of likely communication majors will choose the Integrated Studies degree if UVSC does not offer the communication degree.

### Similar Programs

|               | Advertising | Broadcasting | Communication Theory | Journalism | Public Relations | Teaching and Training |
|---------------|-------------|--------------|----------------------|------------|------------------|-----------------------|
| Southern Utah | X           | X            | X                    | X          | X                |                       |
| Utah          |             | X            | X                    | X          | X                | X                     |
| Utah State    |             | X            |                      | X          | X                |                       |
| Weber State   |             | X            | X                    | X          | X                | X                     |
| Dixie State   |             | X            |                      | X          |                  |                       |

UVSC's proposed Communication degree programs have similarities to, and differences with, the other communication bachelor degree programs in the Utah State Higher Education system. Like SUU, UU, USU, and WSU, UVSC's program offers emphases in journalism, public relations, and theory. The curriculum offers a mix of historical, theoretical, ethical, and practical courses. UVSC's program has a particular emphasis on "hands-on" learning, with lower- and upper-division internships required for all graduates, as well as a final capstone project, which are unique to the UVSC degree.

UVSC's program is also unique in the way it integrates with Student Media (under Student Life) and the Department of Multimedia Communication Technology (MCT) in the School of Technology and Computing. The MCT department handles the studio production aspect of Communication's broadcast journalism courses, allowing the Communication Department to focus on teaching newsgathering, writing, law, and ethics. The partnership between Communication and MCT allows students to produce a weekly television news show, which will soon be telecast on Orem's cable channel. The partnership ensures that students have adequate training for, and supervised access to, the television studios, while allowing them a degree of autonomy in controlling the content, set design, and advertising of the news.

Broadcast and print journalism students at UVSC receive advising on the legal and ethical considerations of the news they produce from multiple sources. In addition to their coursework on journalism history, practice, ethics, and law, Student Media ensures many opportunities for students to get experience in applied journalism.

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

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## **Benefits**

Students, UVSC, Utah County, and the other institutions in USHE will all ultimately benefit from the proposed degree programs. Many place-bound, Utah County students have communication as their degree and career of choice. Part of UVSC's mission is to provide a comprehensive offering of undergraduate degrees to community residents. There is strong statewide support for UVSC fulfilling that mission, and the communication bachelor degrees are part of it. Long term, the growing population of the area and state is projected to create a growing need for communication workers, and the UVSC program will help fill that need, particularly in Utah County. The UVSC program will also provide a larger pool of applicants for graduate degree programs at institutions in the state.

## **Consistency with Institutional Mission**

The program is within the current R312 description of Utah Valley State College, which states that the school's "mission is to transmit knowledge and skills through undergraduate programs at the associate and baccalaureate levels...[and to] contribute to the quality of life and economic development at the local and state levels." The program proposal is also within the current mission of UVSC, which dictates that the school offer "baccalaureate degrees in areas of high community demand and interest." As demonstrated

above, there is strong community demand and interest for these programs, and they will contribute to the economic development of Utah County.

## **SECTION IV**

### **Program and Student Assessment**

#### **Program Goals:**

- I. Create a vibrant teaching and learning environment.
- II. Foster academic excellence.
- III. Manage program development and growth.
- IV. Help students pursue their career objectives.

#### **Goal Measurements:**

- I. Follow-through with student learning assessment program already underway, adapted for learning goals of new program.
- II. Monitor faculty and student participation in scholarly activities.
- III. Measure enrollment trends and graduation rates.
- IV. Monitor post-graduation job placement rates.

### **Student Assessment**

#### **Learning Goals:**

- I. Mastery of oral communication knowledge and skills.
- II. Mastery of written communication knowledge and skills.
- III. Mastery of interpersonal communication knowledge and skills.
- IV. Mastery of group and organizational communication knowledge and skills.
- V. Mastery of basic journalism skills and knowledge.
- VI. Mastery of basic public relations skills and knowledge.
- VII. Mastery of critical analytic skills.
- VIII. Appreciation of the nature and roles of communication in modern social and cultural life.
- IX. Ability to begin a successful career in a communication-related field.

Multiple methods of student assessment will be implemented, derived from specific learning outcome goals. Methods will reflect three types of learning: cognitive, behavioral, and affective.

#### **Measures of cognitive and behavioral learning:**

- I. The use of nationally respected pre- and post-tests for communication degree programs.
- II. Capstone project assessment.
- III. External evaluations of student internship performance.

#### **Measures of affective learning:**

- I. Exit interviews and focus group discussions of graduating seniors.
- II. Surveys of alumni and employers.

Other relevant measures to be implemented:

- I. Job and graduate school placement data will be kept by the department.

## SECTION V

### Budget

#### Five-year Projected Budget for Bachelor Degree Programs in Communication

|                       | Year 1   | Year 2   | Year 3    | Year 4    | Year 5    |
|-----------------------|----------|----------|-----------|-----------|-----------|
| Salaries & Wages      | \$38,500 | \$57,200 | \$59,488  | \$66,156  | \$64,342  |
| Benefits              | \$18,340 | \$27,248 | \$35,422  | \$40,232  | \$41,378  |
| Total Personnel Costs | \$56,840 | \$84,448 | \$94,910  | \$106,389 | \$105,720 |
| Current               | \$4,000  | \$5,000  | \$5,000   | \$5,000   | \$5,000   |
| Travel                | \$1,000  | \$2,000  | \$2,000   | \$2,000   | \$2,000   |
| Capital               | \$8,000  | \$0      | \$0       | \$8,000   | \$0       |
| Library               | \$1,500  | \$1,500  | \$1,500   | \$1,500   | \$1,500   |
| TOTAL                 | \$71,340 | \$92,948 | \$103,410 | \$122,889 | \$113,220 |
| New Positions         |          |          |           |           |           |
| Salaried Faculty      | 0.70     | 1.00     | 1.25      | 1.35      | 1.35      |

### Funding Sources

The Communication program is a cost effective program. Preparations for the program have already begun with the scheduled addition of a new salaried faculty member for 2006-07 through UVSC's internal Planning, Budgeting, and Accountability (PBA) process. This new position is one of several new positions supported by student leaders for funding new programs from the second-tier tuition increase. Future budgetary needs will receive high priority in UVSC's PBA cycles for additional funding from either student tuition revenue (retaining students for BS degrees who otherwise may have left UVSC), second-tier tuition allocations, or potential future mission-based funding and/or internal UVSC budget reallocations.

The budget outlined in this document indicates 0.7 FTE salaried faculty in Year One and 1.35 FTE salaried faculty by Year 4. Two new salaried faculty positions will support this degree. The first will provide for 70% effort to upper-division with the other 30% supporting lower-division coursework. The second will, by Year 4, provide for 65% effort to upper-division with 35% supporting lower-division coursework. It is certainly not uncommon for faculty to support both lower-division and upper-division coursework. The additional faculty positions will allow for an appropriate salaried faculty mix to support the upper-division coursework.

## **Reallocation**

No current reallocation of program funds is planned.

## **Impact on Existing Budgets**

No impact is anticipated to Department or School budgets outside of the Department of Communication or the School of HASS other than what some are not already contributing to existing programs. No increases from them are needed. Impacts on the department budget are outlined in the budget section above.

## Appendix A

### Program Curriculum

#### [New Courses to be added in the Next Five Years]

| Course Number | Title                                   | Credit Hours |
|---------------|-----------------------------------------|--------------|
| COMM 3010     | History of Mass Communication           | 3            |
| COMM 3050     | Theories of Communication and Culture   | 3            |
| COMM 3700     | Free Expression in a Democratic Society | 3            |
| COMM 380R     | Long-Format Video Journalism            | 3            |
| COMM 4830     | Communication Capstone                  | 3            |

#### [All Program Courses]

#### Bachelor of Science Degree

| General Education                                                    |                                                                                                                                                        |              |
|----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| Course Number                                                        | Title                                                                                                                                                  | Credit Hours |
| ENGL 1010                                                            | Introduction to Writing                                                                                                                                | 3            |
| ENGL 2010                                                            | Intermediate Writing                                                                                                                                   | 3            |
| MATH 1030 or<br>MATH 1040 or<br>MATH 1050                            | Quantitative Reasoning or<br>Introduction to Statistics or<br>College Algebra (4)                                                                      | 3            |
| PHIL 2050                                                            | Ethics and Values                                                                                                                                      | 3            |
| HLTH 1100 or<br>PES 1097                                             | Personal Health and Wellness or<br>Fitness for Life                                                                                                    | 2            |
| ECON 1740<br>HIST 1700<br>POLS 1000<br>POLS 1100<br>HIST 2700 & 2710 | US Economic History or<br>American Civilization or<br>American Heritage or<br>American National Government or<br>US Hist. to 1877 & US Hist. from 1877 | 3            |
| Humanities Distribution Course                                       |                                                                                                                                                        |              |
| COMM 1020 (Strongly Recommended)                                     | Public Speaking                                                                                                                                        | 3            |
| Social Science Distribution Course                                   |                                                                                                                                                        |              |
| COMM 2110 (Strongly Recommended)                                     | Interpersonal Communication                                                                                                                            | 3            |
| Fine Arts Distribution Course                                        |                                                                                                                                                        | 3            |
| Biology Distribution Course                                          |                                                                                                                                                        | 3            |
| Physical Science Distribution Course                                 |                                                                                                                                                        | 3            |
| Biology or Physical Distribution Course                              |                                                                                                                                                        | 3            |
| <b>General Education Sub-Total</b>                                   |                                                                                                                                                        | <b>35</b>    |
| <b>Electives</b>                                                     |                                                                                                                                                        | <b>15</b>    |
| <b>Communication Core</b>                                            |                                                                                                                                                        |              |
| MCT 2110                                                             | Digital Cinema Essentials                                                                                                                              | 3            |

|                                      |                                                         |           |
|--------------------------------------|---------------------------------------------------------|-----------|
| COMM 1050                            | Introduction to Speech Communication                    | 3         |
| COMM 1130                            | Writing for the Mass Media                              | 3         |
| COMM 1500                            | Introduction to Mass Communication                      | 3         |
| COMM 2010                            | Mass Communication and Society                          | 3         |
| COMM 281R                            | Internship                                              | 3         |
| COMM 3010                            | History of Communication                                | 3         |
| COMM 3050                            | Theories of Communication                               | 3         |
| COMM 3600                            | Mass Media Ethics and Law                               | 3         |
| COMM 3700                            | Free Expression in a Democratic Society                 | 3         |
| COMM 3790                            | Case Studies in Journalism                              | 3         |
| COMM 380R                            | Long-Format Video Journalism                            | 3         |
| COMM 481R                            | Internship                                              | 3         |
| COMM 4930                            | Communication Capstone                                  | 3         |
| <b>Communication Core Sub-Total</b>  |                                                         | <b>42</b> |
| <b>Journalism Emphasis</b>           |                                                         |           |
| COMM 1610                            | Reporting for the Mass Media                            | 3         |
| COMM 2130                            | Television News Writing                                 | 3         |
| COMM 2700                            | Television News Anchoring and Producing                 | 3         |
| COMM 350R                            | Special Topics in Mass Communication                    | 3         |
| COMM 3520                            | Case Studies in Public Relations                        | 3         |
| COMM 3620                            | International Communication                             | 3         |
| COMM 413R                            | Advanced Television News Writing                        | 3         |
| COMM 470R                            | On-Air Broadcast Journalism                             | 3         |
| COMM 479R                            | Journalism Workshop                                     | 3         |
| <b>Journalism Emphasis Electives</b> |                                                         |           |
| COMM 2100                            | The News Editing Process                                | 3         |
| OR COMM 2790                         | Magazine Writing                                        | 3         |
| OR COMM 2560                         | Radio Production                                        | 3         |
| OR MCT 3520                          | Digital Film Production                                 | 3         |
| <b>Journalism Emphasis Sub-Total</b> |                                                         | <b>30</b> |
| <b>Public Relations Emphasis</b>     |                                                         |           |
| COMM 1610                            | Reporting for the Mass Media                            | 3         |
| COMM 2120                            | Small Group Communication                               | 3         |
| COMM 2300                            | Public Relations                                        | 3         |
| COMM 3320                            | Cross-Cultural Communication for International Business | 3         |
| COMM 3410                            | Fundamentals of Mediation and Negotiation               | 3         |
| COMM 3520                            | Case Studies in Public Relations                        | 3         |
| COMM 3620                            | International Communication                             | 3         |

|                                                                      |                                                         |            |
|----------------------------------------------------------------------|---------------------------------------------------------|------------|
| COMM 3900                                                            | Writing for Public Relations                            | 3          |
| COMM 4100                                                            | Advanced Mediation and Negotiation                      | 3          |
| <b>Public Relations Emphasis Electives</b>                           |                                                         |            |
| COMM 2790                                                            | Magazine Writing                                        | 3          |
| OR COMM 2400                                                         | Organizational Communication                            | 3          |
| <b>Public Relations Emphasis Sub-Total</b>                           |                                                         | <b>30</b>  |
| <b>Communication Theory and Practice Emphasis</b>                    |                                                         |            |
| In consultation with an advisor, take 12 credits from the following: |                                                         |            |
| COMM 128R                                                            | Forensics                                               | 3          |
| COMM 2120                                                            | Small Group Communication                               | 3          |
| COMM 2270                                                            | Argumentation                                           | 3          |
| COMM 2280                                                            | Oral Interpretation                                     | 3          |
| COMM 2400                                                            | Organizational Communication                            | 3          |
| COMM 2560                                                            | Radio Production                                        | 3          |
| AMST 2000                                                            | Introduction to American Studies                        | 3          |
| In consultation with an advisor, take 18 credits from the following  |                                                         |            |
| AMST 300R                                                            | Topics in American Studies                              | 3          |
| COMM 3130                                                            | Culture of Nature and Technology                        | 3          |
| COMM 3320                                                            | Cross-Cultural Communication for International Business | 3          |
| COMM 3400                                                            | Film Theory                                             | 3          |
| COMM 3410                                                            | Fundamentals of Mediation and Negotiation               | 3          |
| COMM 350R                                                            | Special Topics in Mass Communication                    | 3          |
| COMM 3520                                                            | Case Studies in Public Relations                        | 3          |
| COMM 3780                                                            | Mormon Cultural Studies                                 | 3          |
| COMM 4100                                                            | Advanced Mediation and Negotiation                      | 3          |
| ENGL 3890                                                            | Contemporary Critical Approaches to literature          | 3          |
| ENGL 4010                                                            | Studies in Language                                     | 3          |
| PHIL 3150                                                            | Philosophical Issues in Feminism                        | 3          |
| PHIL 3700                                                            | Social and Political Philosophy                         | 3          |
| PHIL 3750                                                            | Marxist Philosophy                                      | 3          |
| PHIL 3810                                                            | Existentialism and Phenomenology                        | 3          |
| PHIL 4150                                                            | History of Continental Philosophy                       | 3          |
| PHIL 4480                                                            | Philosophy of Language                                  | 3          |
| <b>Communication Theory and Practice Emphasis Sub-Total</b>          |                                                         | <b>30</b>  |
| <b>Total Credits</b>                                                 |                                                         | <b>122</b> |

## Bachelor of Arts Degree

| General Education                                                    |                                                                                                                                                        |              |
|----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| Course Number                                                        | Title                                                                                                                                                  | Credit Hours |
| ENGL 1010                                                            | Introduction to Writing                                                                                                                                | 3            |
| ENGL 2010                                                            | Intermediate Writing                                                                                                                                   | 3            |
| MATH 1030 or<br>MATH 1040 or<br>MATH 1050                            | Quantitative Reasoning or<br>Introduction to Statistics or<br>College Algebra (4)                                                                      | 3            |
| PHIL 2050                                                            | Ethics and Values                                                                                                                                      | 3            |
| HLTH 1100 or<br>PES 1097                                             | Personal Health and Wellness or<br>Fitness for Life                                                                                                    | 2            |
| ECON 1740<br>HIST 1700<br>POLS 1000<br>POLS 1100<br>HIST 2700 & 2710 | US Economic History or<br>American Civilization or<br>American Heritage or<br>American National Government or<br>US Hist. to 1877 & US Hist. from 1877 | 3            |
| Humanities Distribution Course                                       |                                                                                                                                                        | 3            |
| Social Science Distribution Course                                   |                                                                                                                                                        |              |
| COMM 2110 (Strongly Recommended)                                     | Interpersonal Communication                                                                                                                            | 3            |
| Fine Arts Distribution Course                                        |                                                                                                                                                        | 3            |
| Biology Distribution Course                                          |                                                                                                                                                        | 3            |
| Physical Science Distribution Course                                 |                                                                                                                                                        | 3            |
| Biology or Physical Distribution Course                              |                                                                                                                                                        | 3            |
| <b>General Education Sub-Total</b>                                   |                                                                                                                                                        | <b>35</b>    |
| <b>Foreign Language</b>                                              |                                                                                                                                                        | <b>15</b>    |
| <b>Communication Core</b>                                            |                                                                                                                                                        |              |
| MCT 2110                                                             | Digital Cinema Essentials                                                                                                                              | 3            |
| COMM 1020                                                            | Public Speaking                                                                                                                                        | 3            |
| COMM 1050                                                            | Introduction to Speech<br>Communication                                                                                                                | 3            |
| COMM 1130                                                            | Writing for the Mass Media                                                                                                                             | 3            |
| COMM 1500                                                            | Introduction to Mass Communication                                                                                                                     | 3            |
| COMM 2010                                                            | Mass Communication and Society                                                                                                                         | 3            |
| COMM 281R                                                            | Internship                                                                                                                                             | 3            |
| COMM 3010                                                            | History of Communication                                                                                                                               | 3            |
| COMM 3050                                                            | Theories of Communication                                                                                                                              | 3            |
| COMM 3600                                                            | Mass Media Ethics and Law                                                                                                                              | 3            |
| COMM 3700                                                            | Free Expression in a Democratic<br>Society                                                                                                             | 3            |
| COMM 3790                                                            | Case Studies in Journalism                                                                                                                             | 3            |
| COMM 380R                                                            | Long-Format Video Journalism                                                                                                                           | 3            |
| COMM 481R                                                            | Internship                                                                                                                                             | 3            |
| COMM 4930                                                            | Communication Capstone                                                                                                                                 | 3            |
| <b>Communication Core Sub-Total</b>                                  |                                                                                                                                                        | <b>45</b>    |

|                                                                      |                                                         |           |
|----------------------------------------------------------------------|---------------------------------------------------------|-----------|
| <b>Journalism Emphasis</b>                                           |                                                         |           |
| COMM 1610                                                            | Reporting for the Mass Media                            | 3         |
| COMM 2130                                                            | Television News Writing                                 | 3         |
| COMM 2700                                                            | Television News Anchoring and Producing                 | 3         |
| COMM 350R                                                            | Special Topics in Mass Communication                    | 3         |
| COMM 3520                                                            | Case Studies in Public Relations                        | 3         |
| COMM 3620                                                            | International Communication                             | 3         |
| COMM 413R                                                            | Advanced Television News Writing                        | 3         |
| COMM 470R                                                            | On-Air Broadcast Journalism                             | 3         |
| COMM 479R                                                            | Journalism Workshop                                     | 3         |
| <b>Journalism Emphasis Electives</b>                                 |                                                         |           |
| COMM 2100                                                            | The News Editing Process                                | 3         |
| OR COMM 2790                                                         | Magazine Writing                                        | 3         |
| OR COMM 2560                                                         | Radio Production                                        | 3         |
| OR MCT 3520                                                          | Digital Film Production                                 | 3         |
| <b>Journalism Emphasis Sub-Total</b>                                 |                                                         | <b>30</b> |
| <b>Public Relations Emphasis</b>                                     |                                                         |           |
| COMM 1610                                                            | Reporting for the Mass Media                            | 3         |
| COMM 2120                                                            | Small Group Communication                               | 3         |
| COMM 2300                                                            | Public Relations                                        | 3         |
| COMM 3320                                                            | Cross-Cultural Communication for International Business | 3         |
| COMM 3410                                                            | Fundamentals of Mediation and Negotiation               | 3         |
| COMM 3520                                                            | Case Studies in Public Relations                        | 3         |
| COMM 3620                                                            | International Communication                             | 3         |
| COMM 3900                                                            | Writing for Public Relations                            | 3         |
| COMM 4100                                                            | Advanced Mediation and Negotiation                      | 3         |
| <b>Public Relations Emphasis Electives</b>                           |                                                         |           |
| COMM 2790                                                            | Magazine Writing                                        | 3         |
| OR COMM 2400                                                         | Organizational Communication                            | 3         |
| <b>Public Relations Emphasis Sub-Total</b>                           |                                                         | <b>30</b> |
| <b>Communication Theory and Practice Emphasis</b>                    |                                                         |           |
| In consultation with an advisor, take 12 credits from the following: |                                                         |           |
| COMM 128R                                                            | Forensics                                               | 3         |
| COMM 2120                                                            | Small Group Communication                               | 3         |
| COMM 2270                                                            | Argumentation                                           | 3         |
| COMM 2280                                                            | Oral Interpretation                                     | 3         |
| COMM 2400                                                            | Organizational Communication                            | 3         |
| COMM 2560                                                            | Radio Production                                        | 3         |
| AMST 2000                                                            | Introduction to American Studies                        | 3         |

|                                                                     |                                                         |            |
|---------------------------------------------------------------------|---------------------------------------------------------|------------|
| In consultation with an advisor, take 18 credits from the following |                                                         |            |
| AMST 300R                                                           | Topics in American Studies                              | 3          |
| COMM 3130                                                           | Culture of Nature and Technology                        | 3          |
| COMM 3320                                                           | Cross-Cultural Communication for International Business | 3          |
| COMM 3400                                                           | Film Theory                                             | 3          |
| COMM 3410                                                           | Fndmntls of Mediation & Negotiation                     | 3          |
| COMM 350R                                                           | Special Topics in Mass Communication                    | 3          |
| COMM 3520                                                           | Case Studies in Public Relations                        | 3          |
| COMM 3780                                                           | Mormon Cultural Studies                                 | 3          |
| COMM 4100                                                           | Advanced Mediation and Negotiation                      | 3          |
| ENGL 3890                                                           | Contemporary Critical Approaches to literature          | 3          |
| ENGL 4010                                                           | Studies in Language                                     | 3          |
| PHIL 3150                                                           | Philosophical Issues in Feminism                        | 3          |
| PHIL 3700                                                           | Social and Political Philosophy                         | 3          |
| PHIL 3750                                                           | Marxist Philosophy                                      | 3          |
| PHIL 3810                                                           | Existentialism and Phenomenology                        | 3          |
| PHIL 4150                                                           | History of Continental Philosophy                       | 3          |
| PHIL 4480                                                           | Philosophy of Language                                  | 3          |
| <b>Communication Theory and Practice Emphasis Sub-Total</b>         |                                                         | <b>30</b>  |
| <b>Total Credits</b>                                                |                                                         | <b>125</b> |

### [Course Descriptions]

COMM 1020 Public Speaking 3.0: 3.0 : 0.0 Su, F, Sp

Covers speech research, preparation, outlining, and delivery. Provides students with practical experience and evaluation.

COMM 1050 Introduction to Speech Communication 3.0: 3.0 : 0.0 F, Sp

Surveys the questions, methods, and current status of knowledge in the discipline of speech communication. Explores communication theory and practice across a variety of contexts and forms, including verbal, non-verbal, interpersonal, group, organizational, and inter-cultural communication.

COMM 1130 Writing for the Mass Media 3.0: 3.0: 0.0 F, Sp

Teaches Associated Press-style writing for the mass media. Focuses on organizing and presenting information to a mass audience, with an emphasis on news writing.

COMM 120R Communication Forum 1.0: 1.0: 0.0 F, Sp

Facilitates students in engaging contemporary communication issues. Provides enriched learning situations in which students may interact with noted guest scholars. Includes discussions, lectures, symposia, field trips, outreach projects and other activities oriented to immerse students in the study of communication. Meets with the Communication Club. Grading is credit/no credit. May be repeated for a total of four credits.

COMM 128R Forensics 3.0: 3.0: 0.0 F, Sp

*Prerequisite(s):* COMM 1020

Designed for students interested in inter-collegiate speech and theatre competition. Studies all aspects of intercollegiate speech competition and prepares the student for specialization in areas of the student's choice. Includes debate, public speaking, limited preparation speaking, oral interpretation, and reader's theatre. Members of the class will compete in forensics tournaments. Includes lecture, demonstration, practice speeches, and tournament competition. May be repeated up to four times.

COMM 1500 Introduction to Mass Communication 3.0: 3.0: 0.0 Su, F, Sp

Provides a survey of the structure, operation, diversity, and effects of mass media. Discusses the different forms of media and the impact of media. Explores opportunities in communication work. Also covers consumer impacts.

COMM 1610 Reporting for the Mass Media 3.0: 3.0: 0.0 Su, F, Sp

For students interested in pursuing careers in journalism. Focuses on gathering and organizing information in the field. Includes interviewing, covering a beat, investigative reporting, reviews, and opinions. Simulates a journalist's working experience. Offers experience covering current actual events in the field.

COMM 2010 Mass Communication and Society 3.0: 3.0: 0.0 F

*Prerequisite(s):* COMM 1500

Examines relationships between mass communication and society from a variety of theoretical perspectives and social concerns.

COMM 2100 The News Editing Process 3.0: 3.0 : 0.0 Sp

*Prerequisite(s):* COMM 1130

Introduces news judgment, content, and forms. Prepares and edits copy for publication, including rewriting faulty stories, copy editing, proof-reading, headlines, newspaper design, and picture editing.

COMM 2110 Interpersonal Communication (Cross Listed With: MGMT 2110) 3.0 : 3.0 : 0.0 F, Sp

Examines the role of communication in interpersonal relationships. Includes the history of interpersonal communication research and theory, and applications such as negotiation, conflict management, listening, and assertiveness.

COMM 2120 Small Group Communication and Decision Making 3.0: 3.0: 0.0

Provides an overview of the communication processes involved in small group interactions. Covers theories of leadership, decision-making, and problem-solving through group activities.

COMM 2130 Television News Writing and Reporting 3.0: 1.0: 6.0 F, Sp

*Prerequisite(s):* (COMM 1130 or COMM 1610) and MCT 2110

Teaches advanced techniques in news writing and reporting for applied, multimedia contexts. Produces news stories for print, radio, television, and internet. Covers news selection, interviewing techniques, field reporting, news videography, and script-writing for the various media. Produces voice overs (VO), voice over to sound on tape (VO-SOT), and news packages for student-produced television newscast. Requires students to supply news packages for student-produced newscasts.

COMM 2270    Argumentation    3.0: 3.0 : 0.0    F

Examines the study of argument. Emphasizes reasoning, evidence, analysis, evaluation, audience analysis, and practice.

COMM 2280    Oral Interpretation    3.0: 3.0 : 0.0

*Prerequisite(s):* COMM 1020 or THEA 1033 or THEA 1113

Prepares students to perform individual oral interpretation of literature. Presents techniques relative to the interpretation of poetry, prose, and drama. Introduces interpreter's theatre. Completers should be conversant with the three major divisions of theatrical literature and be skilled in verbal and non-verbal communication as applied to theatrical productions.

COMM 2300    Public Relations    3.0: 3.0: 0.0    F, Sp

*Prerequisite(s):* COMM 1500

Introduces the basics of writing for the media, designing corporate literature and working with the public on behalf of organizations and individuals.

COMM 2400    Organizational Communication    3.0: 3.0 : 0.0    Sp

*Prerequisite(s):* COMM 1050 or consent of instructor

Teaches how communication processes affect organizations. Applies theory to organizational analysis. Utilizes dialogue and network analysis to improve organizational values and performance.

COMM 2560    Radio Production (Cross Listed With: MCT 2460 )    3.0 : 3.0 : 0.0

Teaches the history of radio, and the structure of typical radio stations, from management to programming, sales, production, and promotion. Covers methods of producing radio promos, radio shows, commercials and news segments, as well as features and interviews. Uses Digital Audio Workstations to produce several radio segments of the student's choosing. Includes lectures, demonstrations, and guest lecturers from radio stations in the community.

COMM 2700    Broadcast Journalism Anchoring and Producing    3.0: 1.0 : 6.0    F

*Prerequisite(s):* (COMM 1130 or COMM 1610) and MCT 2110

Teaches television news writing, anchoring, and the non-technical aspects of producing. Requires students to produce a weekly newscast in conjunction with students from Broadcast Production, and Multimedia News Writing and Reporting.

COMM 2790    Magazine Writing    3.0: 3.0 : 0.0    F, Sp

*Prerequisite(s):* COMM 1610

For students interested in pursuing careers in journalism. Focuses on non-fiction writing for magazine consumption. Teaches how to research and write long, investigative feature articles. Includes analysis of the early magazine industry, contemporary issues in the magazine industry, and in-depth reporting on special topics, such as science, politics, culture and society, education, environment, and international affairs.

COMM 281R    Internship    2.0 to 9.0: 0.5 : 7.5 to 42.5    Su, F, Sp

*Prerequisite(s):* Department approval

Provides an opportunity for students to get college credit by working in communication-related fields. Applies academic concepts to actual work experiences. Requires instructor approval and final report. Repeatable for a total of 9 credit hours.

COMM 290A Independent Study 1.0: 1.0 : 0.0 F, Sp

*Prerequisite(s):* COMM 1610, Approval of instructor and department chair.

For qualified students who wish to undertake a well-defined project or directed study related to an area of special interest. Requires individual initiative and responsibility. Includes limited formal instruction and faculty supervision. Projects may include writing a publishable paper, creating a portfolio of published news articles, producing an annotated bibliography, oral or multimedia presentation, or other options as approved by the instructor.

COMM 290B Independent Study 2.0: 2.0: 0.0 F, Sp

*Prerequisite(s):* COMM 1610, Approval of instructor and department chair.

For qualified students who wish to undertake a well-defined project or directed study related to an area of special interest. Requires individual initiative and responsibility. Includes limited formal instruction and faculty supervision. Projects may include writing a publishable paper, creating a portfolio of published news articles, producing an annotated bibliography, oral or multimedia presentation, or other options as approved by the instructor.

COMM 290C Independent Study 3.0: 3.0: 0.0 F, Sp

*Prerequisite(s):* Approval of instructor and department chair.

For qualified students who wish to undertake a well-defined project or directed study related to an area of special interest. Requires individual initiative and responsibility. Includes limited formal instruction and faculty supervision. Projects may include writing a publishable paper, creating a portfolio of published news articles, producing an annotated bibliography, oral or multimedia presentation, or other options as approved by the instructor.

COMM 290D Independent Study 4.0: 4.0: 0.0 F, Sp

*Prerequisite(s):* COMM 1610, Approval of instructor and department chair.

For qualified students who wish to undertake a well-defined project or directed study related to an area of special interest. Requires individual initiative and responsibility. Includes limited formal instruction and faculty supervision. Projects may include writing a publishable paper, creating a portfolio of published news articles, producing an annotated bibliography, oral or multimedia presentation, or other options as approved by the instructor.

COMM 3010 History of Mass Communication 3.0: 3.0 : 0.0

*Prerequisite(s):* ENGL 1010

Covers the historical development of the means, conventions, and institutions of communication. Focuses particularly on the rise of media in the United States.

COMM 3050 Theories of Communication and Culture 3.0: 3.0 : 0.0

*Prerequisite(s):* ENGL 1010

Covers main theoretical approaches to communication and culture. Includes transmission, ritual, symbolic interactionist, structuralist, post-structuralist, postmodern, and critical theories.

COMM 3130 The Culture of Nature and Technology 3.0: 3.0 : 0.0

*Prerequisite(s): ENGL 1010*

Analyzes the cultural construction of nature and technology from historical, interpretive, and critical perspectives. Explores the political and social implications of representations of, and relations to, nature and technology. Includes an independent research project.

COMM 3400 Film Theory 3.0: 3.0: 0.0 F

*Prerequisite(s): ENGL 2010 or ENGL 2020 or permission of instructor*

Emphasizes cultural analysis through the readings of key texts in film theory. Relates cultural phenomena to films that reflect elements of contemporary film theory, focusing on form, narration, and style. Discusses the role of auteur, the cinematic gaze, spectatorship, and film production. Discusses film as an aesthetic, thematic, and reflective medium. Includes lecture, film screenings, and critical discussions of assigned readings. Some films screened may be considered controversial and carry an "R" rating.

COMM 3410 Fundamentals of Mediation and Negotiation (Cross Listed With: LEGL 3410 , SW 3410, PSY 3410 ) 3.0 : 3.0 : 0.0

*Prerequisite(s): LEGL 1000 or PSY 1010 or SOC 1010 or COMM 1050*

Prepares students to understand and participate knowledgeably on a basic level in the processes of mediation and negotiation. Improves conceptual knowledge of both processes and improves practical skills and effectiveness as a mediator and negotiator. Uses an interactive-workshop format that blends theory with simulated class role-play.

COMM 350R Special Topics in Mass Communication 3.0: 3.0 : 0.0 Sp

*Prerequisite(s): COMM 1500, COMM 2010*

Presents selected topics in mass communication, and will vary from semester to semester. Requires a project demonstrating competency in the specific topic. May be repeated once with different topics for a total of six (6) credits. Topics could include: Representations of Mormons in the Mass Media; Representations of Nature and Technology in the Mass Media; and American Youth and Mass Media.

COMM 3520 Case Studies in Public Relations 3.0: 3.0: 0.0 F

*Prerequisite(s): COMM 1500, COMM 2300*

Examines public relations strategic planning process through the analysis of case studies. Addresses issues in media relations, crisis communications, ethics, creative planning, research, and evaluation, using real-world situations and clients.

COMM 3600 Mass Media Ethics and Law 3.0: 3.0: 0.0 F

*Prerequisite(s): COMM 1500*

Teaches the basics of media ethics and law. Includes ethics in journalism, broadcasting, advertising and public relations, and fundamental legal concerns, including First Amendment, libel, slander, media case law, advertising regulations, and copyright law.

COMM 3620 International Communication 3.0: 3.0 : 0.0 F

*Prerequisite(s): COMM 2010 or consent of instructor*

Introduces theories of international communication. Covers different systems of the press in different countries. Analyzes specific case studies in international media.

COMM 3700 Free Expression in a Democratic Society 3.0: 3.0: 0.0

*Prerequisite(s): ENGL 2010 or ENGL 2020*

Examines the historical development of the concept of free speech and expression as a component of American democracy and society. Studies recorded statements concerning free speech beginning in the 5th century Greek writings, through the Romans, the medieval and renaissance centuries, the 17th and 18th centuries, and finally to the 1st amendment and the American Constitution. Includes general theories of free expression as well as specific Supreme Court cases that have molded our current concept of free speech.

COMM 3780 Mormon Cultural Studies 3.0: 3.0: 0.0

*Prerequisite(s): ENGL 2010 or ENGL 2020; AMST 2000 recommended*

Studies contemporary Mormon cultural issues from a cultural studies point of view. Interrogates prejudice against Mormons and non-Mormons. Explores historical Mormon constructions of race and gender. Develops an understanding of culture as a complex site of struggle where identities and social relations are actively produced, negotiated, and changed.

COMM 3790 Case Studies in Journalism 3.0: 3.0: 0.0 Sp

*Prerequisite(s): (COMM 1610 and COMM 2790), or (COMM 1500 and COMM 2010)*

For students interested in mass media with particular interests in careers in journalism and mass media. Examines historically significant examples of the press in action from historical, ethical, and critical perspectives. Requires a research paper.

COMM 380R Long-Format Video Journalism 3.0: 3.0: 0.0

*Prerequisite(s): COMM 1610 or COMM 1130*

Covers long-format video journalism, including pre-production, production, post-production, and legal and ethical issues. Studies a range of cinematic and televisual narrative strategies and structures. Includes the production of a long-format video story. May be repeated for a maximum of 6 credits toward graduation.

COMM 4100 Advanced Mediation and Negotiation (Cross Listed With: LEGL 4100 , PSY 4100 , SW 4100 ) 3.0: 3.0: 0.0

*Prerequisite(s): ENGL 2010 or ENGL 2020, LEGL 3410 or PSY 3410 or COMM 3410*

Prepares students to perform at an advanced level in the processes of mediation and negotiation. Builds on the fundamentals learned in the basic course, improves knowledge of both processes, and sharpens practical skills and effectiveness as a mediator or negotiator. Uses an interactive-workshop format that blends theory with simulated class role-play. A certification with the Utah State Court Administrator's office may be offered to those who pass the course and complete 10 hours of mediation and negotiation at the conclusion of the semester.

COMM 413R Advanced Television News Writing and Reporting 3.0: 2.0 : 3.0 Sp

*Prerequisite(s): COMM 2130*

Teaches advanced techniques and skills in television reporting and writing. Requires students to prepare news packages used in the weekly Utah Valley News newscast to be aired on cable. Repeatable for six credits toward graduation.

COMM 470R On-Air Broadcast Journalism 3.0: 1.0 : 6.0 Sp

*Prerequisite(s): COMM 2700*

For students with interests in careers in broadcast journalism. Teaches live anchoring skills, television studio control room operations, television news direction, production, studio camera operation, audio control, computer graphics, teleprompter, and tape operator duties for on-air college newscasts. May be repeated three times for a total of twelve (12) credits.

COMM 479R Journalism Workshop 3.0: 1.0 : 6.0 Su, F, Sp

*Prerequisite(s): COMM 2790 or consent of instructor*

For student newspaper staff. Gives experience in writing, editing, and publishing. Students work on the student newspaper completing specific learning objectives related to print production such as news and feature writing, columns and editorials. May include layout, production, photography, advertising, and sales. May be repeated once for credit.

COMM 481R Internship 2.0 to 9.0 : 0.5 : 7.5 to 42.5 Su, F, Sp

*Prerequisite(s): Departmental Approval*

For upper division students working toward a Bachelor of Arts or a Bachelor of Science degree in Integrated Studies with a Communication emphasis. Provides a transition from school to work where academic concepts are applied to actual practice through on-the-job experience commensurate with upper division classroom instruction. Requires instructor approval and final report. Repeatable for a total of nine credits.

COMM 4930 Communication Capstone 3.0: 3.0: 0.0

*Prerequisites: Communication major and senior status*

Discusses the integration of various principles and objectives covered across the communication curriculum. Includes major thesis or project designed to reflect students' career goals.

## Appendix B

### Program Schedule

#### Bachelor of Science

#### Communication: Journalism Emphasis

Sample Four-Year Schedule-Total Hours: 122

##### Fall 2006

|                                  |          |
|----------------------------------|----------|
| ENGL 1010 Intro to Writing       | 3        |
| MATH 1030 Quantitative Reasoning | 3        |
| HLTH 1100 Personal Health        | 2        |
| COMM 1020 Public Speaking        | 3        |
| Fine Arts Distribution course    | <u>3</u> |
|                                  | 14       |

##### Fall 2007

|                                       |          |
|---------------------------------------|----------|
| Physical Science Distribution         | 3        |
| Biology/Physical Science Distribution | 3        |
| MCT 2110 Digital Cinema Essentials    | 3        |
| COMM 1610 Reporting for Mass Media    | 3        |
| COMM 1050 Intro to Speech Comm        | 3        |
| Elective                              | <u>3</u> |
|                                       | 18       |

##### Fall 2008

|                                       |          |
|---------------------------------------|----------|
| COMM 2130 TV News Writing & Reporting | 3        |
| COMM 3600 Mass Media Ethics & Law     | 3        |
| COMM 350R Spec Top. Mass Comm         | 3        |
| Elective                              | 3        |
| Elective                              | <u>3</u> |
|                                       | 15       |

##### Fall 2009

|                                             |          |
|---------------------------------------------|----------|
| COMM 3010 History of Mass Comm              | 3        |
| COMM 3790 Case Studies Journalism           | 3        |
| COMM 3620 International Comm                | 3        |
| MCT 3520 Digital Film Production            | 3        |
| COMM 413R Adv TV News Writing and Reporting | <u>3</u> |
|                                             | 15       |

##### Spring 2007

|                                  |          |
|----------------------------------|----------|
| ENGL 2010 Intermediate Writing   | 3        |
| COMM 1500 Intro to Mass Comm     | 3        |
| HIST 1700 American Civilization  | 3        |
| COMM 1130 Writing for Mass Media | 3        |
| Biology Distribution             | <u>3</u> |
|                                  | 15       |

##### Spring 2008

|                                 |          |
|---------------------------------|----------|
| PHIL 2050 Ethics and Values     | 3        |
| COMM 2010 Mass Comm and Society | 3        |
| COMM 2110 Interpersonal Comm    | 3        |
| COMM 281R Internship            | 3        |
| Elective                        | <u>3</u> |
|                                 | 15       |

##### Spring 2009

|                                         |          |
|-----------------------------------------|----------|
| COMM 2700 TV News Anchoring & Producing | 3        |
| COMM 3050 Theories Comm/Culture         | 3        |
| COMM 481R Internship                    | 3        |
| COMM 479R Journalism Workshop           | 3        |
| Elective                                | <u>3</u> |
|                                         | 15       |

##### Spring 2010

|                                           |   |
|-------------------------------------------|---|
| COMM 3700 Free Expression in Dem. Society | 3 |
| COMM 380R Long-Format Video Journalism    | 3 |

|                                       |          |
|---------------------------------------|----------|
| COMM 4930 Comm Capstone               | 3        |
| COMM 3520 Case Studies Pub. Rel.      | 3        |
| COMM 470R On-Air Broadcast Journalism | <u>3</u> |
|                                       | 15       |

|                               |          |
|-------------------------------|----------|
| Physical Science Distribution | <u>3</u> |
|                               | 15       |

## Bachelor of Arts

### Communication: Public Relations

Sample Four-Year Schedule-Total Hours: 125

#### Fall 2006

|                                    |          |
|------------------------------------|----------|
| ENGL 1010 Intro to Writing         | 3        |
| MATH 1030 Quantitative Reasoning   | 3        |
| HLTH 1100 Personal Health/Wellness | 2        |
| COMM 1020 Public Speaking          | 3        |
| Fine Arts Distribution             | <u>3</u> |
|                                    | 14       |

#### Spring 2007

|                                  |          |
|----------------------------------|----------|
| ENGL 2010 Intermediate Writing   | 3        |
| COMM 1500 Intro Mass Comm        | 3        |
| HIST 1700 American Civilization  | 3        |
| COMM 1130 Writing for Mass Media | 3        |
| Foreign Language                 | <u>3</u> |
|                                  | 15       |

#### Fall 2007

|                                    |          |
|------------------------------------|----------|
| COMM 1050 Intro Speech Comm        | 3        |
| Biology/Physical Distribution      | 3        |
| COMM 2300 Public Relations         | 3        |
| COMM 1610 Reporting for Mass Media | 3        |
| Foreign Language                   | 3        |
| Humanities Distribution            | <u>3</u> |
|                                    | 18       |

#### Spring 2008

|                                 |          |
|---------------------------------|----------|
| COMM 281R Internship            | 3        |
| PHIL 2050 Ethics and Values     | 3        |
| COMM 2010 Mass Comm and Society | 3        |
| COMM 2110 Interpersonal Comm    | 3        |
| Foreign Language                | <u>3</u> |
|                                 | 15       |

#### Fall 2008

|                                     |          |
|-------------------------------------|----------|
| COMM 2120 Small Group Comm          | 3        |
| COMM 3600 Mass Media Ethics/Law     | 3        |
| COMM 2400 Organizational Comm       | 3        |
| COMM 3900 Writing for Pub Relations | 3        |
| Foreign Language                    | 3        |
| Biology Distribution                | <u>3</u> |
|                                     | 18       |

#### Spring 2009

|                                             |          |
|---------------------------------------------|----------|
| COMM 481R Internship                        | 3        |
| COMM 3050 Theories Comm/Culture             | 3        |
| COMM 3520 Case Studies Pub. Rel.            | 3        |
| COMM 3410 Fund of Mediation/<br>Negotiation | 3        |
| Foreign Language                            | <u>3</u> |
|                                             | 15       |

#### Fall 2009

|                                    |   |
|------------------------------------|---|
| COMM 3010 History of Mass Comm     | 3 |
| COMM 3790 Case Studies Journalism  | 3 |
| COMM 3620 International Comm       | 3 |
| MCT 2110 Digital Cinema Essentials | 3 |

#### Spring 2010

|                                              |   |
|----------------------------------------------|---|
| COMM 3700 Free Expression in Dem.<br>Society | 3 |
| COMM 380R Long-Format Video<br>Journalism    | 3 |

|                                     |          |    |
|-------------------------------------|----------|----|
| COMM 4930 Comm Capstone             | 3        | 15 |
| COMM 4100 Adv Mediation/Negotiation | 3        |    |
| COMM 3320 Cross-Cult Comm Intl Bus  | <u>3</u> |    |
|                                     | 15       |    |

## Bachelor of Science

### Communication: Theory & Practice Emphasis

Sample Four-Year Schedule-Total Hours: 122

#### Fall 2006

|                                    |          |
|------------------------------------|----------|
| ENGL 1010 Intro to Writing         | 3        |
| MATH 1030 Quantitative Reasoning   | 3        |
| HLTH 1100 Personal Health/Wellness | 2        |
| COMM 1020 Public Speaking          | 3        |
| COMM 128R Forensics                | <u>3</u> |
|                                    | 14       |

#### Fall 2007

|                                       |          |
|---------------------------------------|----------|
| Physical Science Distribution         | 3        |
| Biology/Physical Science Distribution | 3        |
| MCT 2110 Digital Cinema Essentials    | 3        |
| COMM 128R Forensics                   | 3        |
| COMM 1050 Intro Speech Comm           | 3        |
| Fine Arts Distribution                | <u>3</u> |
|                                       | 18       |

#### Fall 2008

|                                                            |          |
|------------------------------------------------------------|----------|
| COMM 2270 Argumentation                                    | 3        |
| COMM 3600 Mass Media Ethics/Law                            | 3        |
| COMM 350R Spec. Top in Mass Comm:<br>Lobbying and Advocacy | 3        |
| Elective                                                   | 3        |
| Elective                                                   | <u>3</u> |
|                                                            | 15       |

#### Fall 2009

|                                               |          |
|-----------------------------------------------|----------|
| COMM 3010 History of Mass Comm                | 3        |
| COMM 3790 Case Studies Journalism             | 3        |
| PHIL 3150 Philosophical Issues in<br>Feminism | 3        |
| COMM 2280 Oral Interpretation                 | 3        |
| Elective                                      | <u>3</u> |

#### Spring 2007

|                                  |          |
|----------------------------------|----------|
| ENGL 2010 Intermediate Writing   | 3        |
| COMM 1500 Intro Mass Comm        | 3        |
| HIST 1700 American Civilization  | 3        |
| COMM 1130 Writing for Mass Media | 3        |
| Biology Distribution             | <u>3</u> |
|                                  | 15       |

#### Spring 2008

|                                 |          |
|---------------------------------|----------|
| COMM 281R Internship            | 3        |
| PHIL 2050 Ethics and Values     | 3        |
| COMM 2010 Mass Comm and Society | 3        |
| COMM 2110 Interpersonal Comm    | 3        |
| Elective                        | <u>3</u> |
|                                 | 15       |

#### Spring 2009

|                                             |          |
|---------------------------------------------|----------|
| PHIL 3700 Social/Political Philosophy       | 3        |
| COMM 3050 Theories Comm/Culture             | 3        |
| COMM 481R Internship                        | 3        |
| COMM 3410 Fund of Mediation/<br>Negotiation | 3        |
| Elective                                    | <u>3</u> |
|                                             | 15       |

#### Spring 2010

|                                              |          |
|----------------------------------------------|----------|
| COMM 3700 Free Expression in Dem.<br>Society | 3        |
| COMM 380R Long-Format Video<br>Journalism    | 3        |
| COMM 4930 Comm Capstone                      | 3        |
| COMM 4100 Adv Mediation/Negotiation          | 3        |
| COMM 3320 Cross-Cult Comm Intl Bus           | <u>3</u> |
|                                              | 15       |

## Appendix C: Faculty

| Tenured or Tenure-track Faculty<br>with Degree                                                 | Area of Specialization                                                  |
|------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| <b>Philip Gordon</b><br>PhD, University of Illinois<br>Associate Professor<br>Chair            | Media Studies<br>American Studies<br>Cultural Studies                   |
| <b>Roger Gunn</b><br>MS University of Utah<br>A.B.D. University of Utah<br>Assistant Professor | Broadcast Journalism<br>Journalism Ethics<br>First Amendment            |
| <b>Jingdong Liang</b><br>PhD University of Utah<br>Associate Professor                         | Print Journalism<br>International Communication                         |
| <b>Dave Litchford</b><br>MS Brigham Young University<br>Professor                              | Public Speaking<br>Organizational Communication<br>Corporate Consulting |

| Tenured or Tenure-track Shared<br>Faculty with Degree and Department                                                                                       | Area of Specialization                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| <p><b>Christa Albrecht-Crane</b><br/>PhD, Michigan Technological University<br/>Assistant Professor, English</p>                                           | <p>Film Studies and Criticism<br/>American Studies<br/>Cultural Studies</p> |
| <p><b>Scott Hammond</b><br/>PhD, University of Utah<br/>Associate Professor,<br/>Business Management</p>                                                   | <p>Intercultural Communication</p>                                          |
| <p><b>Dennis Potter</b><br/>MA, Florida State University<br/>Assistant Professor, Philosophy</p>                                                           | <p>Mormon Cultural Studies</p>                                              |
| <p><b>Grant Richards</b><br/>PhD<br/>Professor, Behavioral Science</p>                                                                                     | <p>Mediation and Conflict Management</p>                                    |
| <p><b>Mike Wisland</b><br/>MS, Electrical Engineering,<br/>University of Missouri-Rolla<br/>Assistant Professor, MCT</p>                                   | <p>Applied Media &amp; Technology</p>                                       |
| <p><b>Val Peterson</b><br/>PhD, Brigham Young University<br/>(APR Accredited since 1990)<br/>Vice President- Administration &amp; External<br/>Affairs</p> | <p>Public Relations</p>                                                     |

| Adjunct Faculty                                                                                                  | Additional Professional Experience                                                                                     |
|------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| <p><b>Richard Baker</b><br/>M.A.- Speech, USU</p>                                                                |                                                                                                                        |
| <p><b>Shirene Bell</b><br/>M.A.-Organizational Communications,<br/>BYU; Doctoral student, University of Utah</p> |                                                                                                                        |
| <p><b>Dale Bjork</b><br/>M.A.- English, Texas A&amp;M</p>                                                        |                                                                                                                        |
| <p><b>Pamela Brubaker</b><br/>M.A.- Mass Communication, BYU</p>                                                  |                                                                                                                        |
| <p><b>Melynda Burt</b><br/>B.A.- Communication/Public Relations,<br/>BYU</p>                                     | <p>Director of Publications for Sequel Magazine;<br/>Director of Publications for UVSC, Sequel<br/>magazine editor</p> |
| <p><b>Scott Carrier</b><br/>M.A.- Communication; U of U</p>                                                      | <p>frequent contributor to National Public Radio<br/>and various national magazines</p>                                |
| <p><b>Alan Cherry</b><br/>M.A.- Communication; U of U</p>                                                        |                                                                                                                        |
| <p><b>Rebecca Farnsworth</b><br/>M.A.- Communication; BYU</p>                                                    |                                                                                                                        |
| <p><b>Jill Fellow</b><br/>B.A. in Communication, BYU;<br/>Doctoral student, BYU</p>                              | <p>Reporter/ assistant editor, The Daily Herald.</p>                                                                   |
| <p><b>Barbara Hammond</b><br/>B.A.- Communication, BYU</p>                                                       |                                                                                                                        |
| <p><b>Shiela Heindel</b><br/>M.A.- Theatre and Cinematic Arts,<br/>BYU</p>                                       |                                                                                                                        |

|                                                                                                                                     |                                                                                                                                                                                                                                                |
|-------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Jim Hunter</b><br/>M.A.- Communication/Mass Media, BYU</p>                                                                    | <p>Debate coach for informal UVSC debate team.</p>                                                                                                                                                                                             |
| <p><b>Cindi Savage</b><br/>B.S.- Education, BYU</p>                                                                                 |                                                                                                                                                                                                                                                |
| <p><b>Diena Simmons</b><br/>M.A.-Communications, BYU</p>                                                                            |                                                                                                                                                                                                                                                |
| <p><b>Bennion Spencer</b><br/>M.A.- Political Science, Emphasis- Media<br/>Influence on US Campaign and Foreign<br/>Policy, USU</p> | <p>20 year, prof. Journalist. Prof. Consultant,<br/>Motor Comm. Programs &amp; Small Market<br/>Television. On Carrie Edwards Committee,<br/>Hispanic Voter campaign. Assisting the Dick<br/>Nourse School of Mass Comm. &amp; Journalism.</p> |
| <p><b>Nola Smith</b><br/>Ph.D- Theatre and Media Arts, BYU</p>                                                                      | <p>1988 Association of Mormon Letters; 1997<br/>American Society for the Theatre Research,<br/>1997 Comparative Literature Conference</p>                                                                                                      |
| <p><b>Paul Smith</b><br/>M.A.- Journalism, University of Illinois</p>                                                               | <p>Former Press Secretary for Senator Orrin<br/>Hatch, Former radio and newspaper journalist.</p>                                                                                                                                              |
| <p><b>Emily A. Smurthwaite</b><br/>M.A.- Communication, BYU</p>                                                                     |                                                                                                                                                                                                                                                |
| <p><b>Karla Stirling</b><br/>M.A.- Communication, Texas Tech.</p>                                                                   | <p>Instructor full-time Comm. Dept. Snow College,<br/>Teaching Assistant for Texas Tech. Forensics<br/>Coach, Texas Tech.</p>                                                                                                                  |
| <p><b>Paul Swenson</b><br/>B.S.- Journalism, USU</p>                                                                                | <p>Published Iced at the Ward and other poems.<br/>Collection of 50 Poems titled in Sleep and<br/>Other Poems</p>                                                                                                                              |
| <p><b>Diane Wanamaker</b><br/>MBA, BYU</p>                                                                                          |                                                                                                                                                                                                                                                |
| <p><b>Tracy Willburn</b><br/>M.A. Comparative Literature, BYU;<br/>Doctoral student, UU</p>                                         |                                                                                                                                                                                                                                                |

July 12, 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. Utah State University***

**i. Removal of the Business Analysis and Decision Making Specialization  
Master of Business Administration**

**The Request:** Utah State University requests approval to remove the Business Analysis and Decision Making Specialization from the Master of Business Administration. The Board of Trustees approved this request at its meeting of 7 April 2006.

The Business Analysis and Decision Making specialization has seen limited enrollment in the past several years. Students wishing to pursue additional course work in this area can meet individually with the academic advisor to plan a course of study. The MBA department would like to manage its limited resources into classes which have higher enrollment.

**Need:** There has been low enrollment for this specialization. There are still several other specializations from which students can choose.

**Institutional Impact:** There is no impact to the institution.

**Finances:** There is no budgetary impact.

**ii. Removal of the Business Information Systems Specialization  
Master of Business Administration**

**The Request:** Utah State University requests removal of the Business Information Systems Specialization from the Master of Business Administration. The Board of Trustees approved this request at its meeting of 7 April 2006.

The Business Information Systems specialization has seen limited enrollment in the past several years. The MBA program would like to manage its limited resources into classes which have higher enrollment.

**Need:** There has been low enrollment for this specialization. There are still several other specializations from which students can choose.

**Institutional Impact:** There is no impact to the institution.

**Finances:** There is no budgetary impact.

**iii. Removal of the International Economics Specialization  
Master of Business Administration**

**The Request:** Utah State University requests approval to remove the International Economics Specialization from the Master of Business Administration. The Board of Trustees approved this request at its meeting of 7 April 2006.

The International Economic specialization has seen limited enrollment in the past several years. Students wishing to pursue additional course work in this area can meet individually with the academic advisor to plan a course of study. The MBA program would like to manage its limited resources into classes which have higher enrollment.

**Need:** There has been low enrollment for this specialization. There are still several other specializations from which students can choose.

**Institutional Impact:** There is no impact to the institution.

**Finances:** There is no budgetary impact.

**iv. Removal of the Quantitative Economic Analysis Specialization  
Master of Business Administration**

**The Request:** Utah State University requests removal of the Quantitative Economic Analysis Specialization from the Master of Business Administration. There are still several other specializations from which students can choose. The Board of Trustees approved this request at its meeting of 7 April 2006.

The Quantitative Economic Analysis specialization has seen limited enrollment in the past several years. The MBA program would like to manage its limited resources into classes which have higher enrollment.

**Need:** There has been low enrollment for this specialization. There are still several other specializations from which students can choose.

**Institutional Impact:** There is no impact to the institution.

**Finances:** There is no budgetary impact.

### ***B. Southern Utah University***

#### **Discontinue the Undergraduate Physical Education Minor with an Athletic Training Emphasis**

**The Request:** Southern Utah University requests approval to discontinue the undergraduate Physical Education Minor Emphasis in Athletic Training.

**Need:** During the past decade rigorous certification criteria have been implemented by the National Athletic Training Association to ensure capable and qualified athletic trainer practitioners. As part of this certification process there are educational and practical clinical hour requirements that must be satisfied before a candidate will be allowed to take the certifying NATA national exam. The current minor emphasis in athletic training at SUU does not prepare or qualify a student to take the certification exam.

There are very few students that are currently enrolled in the athletic training minor. The majority of these students are either Pre-Physical Therapy or Pre-Med students. The new exercise science major and minor emphasis in Physical Education should satisfy the needs of the currently enrolled students and future students wishing to pursue careers in human performance. In addition, all courses necessary to complete the Athletic Training Minor Emphasis will be offered on the same scheduling format.

**Institutional Impact:** The impact of the new emphasis upon existing administrative structures and students should be minimal.

**Finances:** There is no anticipated budgetary impact on other programs or units within the institution.

#### **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

July 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. Interdisciplinary Undergraduate Minor in Leadership Studies*

**The Request:** This proposal seeks to establish an interdisciplinary undergraduate minor in Leadership Studies that is coordinated through the Office of Undergraduate Studies. The proposed minor will offer undergraduate students focused learning opportunities in leadership. Student interest and support of this proposed minor is evident from several assessments conducted at the University since 2000. Currently there is not an undergraduate program offered at the University to meet this need. The minor in Leadership Studies will take advantage of faculty and courses already in place while connecting students with a variety of departments and programs on campus. The Leadership minor could be completed by students to supplement many bachelor degree programs offered at the University of Utah. A stand-alone minor in this area will encourage students to utilize many courses already offered at this institution and thereby strengthen their college transcript as well as enhancing students' development as citizens. In addition, the program will institute creative introductory/gateway and capstone courses.

**Need:** Employers and graduate schools are consistently looking for graduates who demonstrate competency and knowledge in leadership-specific areas. This minor will seek to provide students with the information and expertise in leadership that will suit them in their pursuits after graduation. Several areas throughout the University campus conduct assessments of students regarding their leadership experiences at the U. One area where students consistently comment on desiring additional opportunities and training is in leadership studies. Offering this minor at the University of Utah will meet the need students have expressed by providing students with an option for gaining academic knowledge in leadership studies.

**Institutional Impact:** The addition of a minor in Leadership Studies will have minimal impact on institutional resources. The current programs and resources available to students will be sufficient

for this minor, with the caveat that some existing resources within Student Affairs will be redistributed.

**Finances:** Minimal additional funds are required for the implementation of this minor at this time. Many of the courses for this minor are currently being offered through many departments across campus. One additional course will be taught through Undergraduate Studies and one additional course will be taught through Educational Leadership and Policy.

## **ii. Undergraduate Interdisciplinary Minor in Applied Ethics and Human Values**

**The Request:** This proposal is for an interdisciplinary minor in applied ethics and human values at the University of Utah, to be housed administratively in the University's Department of Philosophy.

**Need:** The field of applied ethics consists in the analysis of ethical issues as they arise in the management and resolution of real-world problems. Applied (or, as it is sometimes called, practical) ethics promotes an ongoing "conversation" between specific cases and pressing issues, on the one hand, and theory and meta-theory on the other. Interest in applied ethics, in the U.S. and beyond, has greatly increased in recent years, not only in response to scandals in all sectors of society but also as an effort to stimulate the study and practice of ethics across disciplines and professions. Bioethics, business ethics, and environmental ethics are but a few of the areas of applied ethics that have flourished in recent years, and all three areas are well represented by the faculty at the University of Utah. A number of universities in North America and Europe now grant master's and doctoral degrees in applied ethics. A much larger number of institutions offer undergraduate majors or minors in applied ethics. There is also a national organization, the Association of Practical and Professional Ethics, which brings together programs in applied ethics through their clearinghouse and annual conference.

**Institutional Impact:** There is no anticipated institutional impact. The philosophy department will handle the advising; the current structure of undergraduate advising is adequate to the task. Library facilities are appropriate for the existing courses and no new funding will be required.

**Finances:** Because the courses affiliated with this proposal are courses that are already established in the catalog and listed in the class schedule, there is no budgetary impact. Students who may be interested in the minor already take some of these courses; there is the possibility of some increase in SCH from the presence of the organized minor.

## ***B. Southern Utah University***

### ***i. Consolidation of Existing PE Major and PE Minor Programs***

**The Request:** Southern Utah University requests approval to consolidate the two emphases in the baccalaureate major and minor in Physical Education.

**Need:** The coaching and teaching options in the major have become nearly identical in course requirements. The only difference between the two options is the addition of two credit hours of coaching classes. The minor emphases have also become similar in course requirements with

only two core and two elective classes defining the distinction. Most of the differences in the options seem to be arbitrary and without sufficient justification. With the addition of new degree and certification programs within the department, it is necessary to streamline, simplify, and avoid duplication of the existing programs.

**Institutional Impact:** The proposed changes will have little impact on program enrollments and administrative structures. The changes should simplify student advisement and graduate processing. Average class size in two of the core classes might show a modest increase because of the proposed addition of these classes into the minor.

**Finances:** There is no anticipated budgetary impact on other programs or units within the institution.

## **ii. PE Major and Minor with Exercise Science Emphasis**

**The Request:** Southern Utah University requests approval to add an Exercise Science Emphasis in the PE Major and Minor programs.

**Need:** Exercise-related professions have been expanding for the past three decades. The fitness boom of the 1970's resulted in a vast expansion of public opportunities and services. It also resulted in a need for qualified exercise professionals in and out of public education. Individuals experienced and interested in exercise quickly became sources of information and assistance in this area without much attention to the educational background of such individuals. This lack of education about topics such as exercise physiology, exercise testing and prescription, and kinesiology, combined with the potential for injury or health complication due to the stress of exercise and misinformation that has been propagated in the past, has resulted in increased emphasis on quality education and training of exercise professionals.

Currently, Bachelor Degrees are offered in Physical Education and Athletic Training. The addition of an applied Exercise Science Emphasis would complement the existing programs, further enable SUU to accomplish its mission, and offer students additional opportunities at Southern Utah University to pursue an exercise-related profession outside of the public schools. It will also provide the southern Utah region with highly trained and educated exercise professionals.

**Institutional Impact:** The impact of the new emphasis upon existing administrative structures should be minimal.

**Finances:** There is no anticipated budgetary impact on other programs or units within the institution.

## **iii. Restructuring of Undergraduate Minor in Health Education**

**The Request:** Southern Utah University requests approval to restructure the Health Education minor in the Physical Education Department.

**Need:** PE students were having difficulty accessing the adolescent development class (PSY 3220). Adding a similar class in life span development (PSY 1110) provides flexibility in scheduling and facilitates graduation on time. It was also felt that the minor needed more rigor and emphasis on the mind/body relationship. The addition of psychology classes will provide a more substantial base of knowledge that will help in developing a holistic approach to understanding human health.

**Institutional Impact:** The proposed changes will have little impact on program enrollments and administrative structures. Average class size in the two psychology classes might show modest increases.

**Finances:** There is no anticipated budgetary impact on other programs or units within the institution.

#### **iv. Name Change of Existing Program & Academic Department**

**The Request:** Southern Utah University requests approval to change the name of the existing degree program and the academic department: 1) change from Bachelor of Science Degree in Physical Education to Bachelor of Science Degree in Physical Education and Human Performance, and 2) change from Department of Physical Education to Department of Physical Education and Human Performance.

**Need:** The nature of the Physical Education Department has changed significantly in the past few years with the addition of new degree programs in athletic training and outdoor recreation, and a broader focus on fitness and the exercise sciences. The majority of the department's majors are still certifying as teachers and coaches in the public education system, while others are opting to follow career paths in exercise science, personal training, and other related areas. The addition of "Human Performance" to the department's name and degree programs expands the associated links to the many sub-disciplines that are now included in the department's curriculum. Keeping "Physical Education" in the title will show continued emphasis and commitment to developing physical educators and will add familiarity with which new and prospective students can identify.

**Institutional Impact:** The proposed changes will have no impact on program enrollments and administrative structures.

**Finances:** There is no anticipated budgetary impact on other programs or units within the institution.

### ***C. UTAH VALLEY STATE COLLEGE***

#### **i. Program and Name Changes to the Emphases in the Bachelor of Fine Arts Degree**

**The Request:** The Art and Visual Communications Department is proposing the following program and name changes to the emphases in the Bachelor of Fine Arts Degree: 1) change the name of the emphasis in Studio Arts to Fine Arts; 2) change the name of the emphasis in Design/Illustration

to Illustration; and 3) create a new emphasis in Graphic Design from the split of the previous Design/Illustration emphasis.

**Need:** UVSC's current four-year degree was proposed four years before it was finally approved because of the moratorium concerning new degrees in the state of Utah. Through that four-year wait, the Art and Visual Communications Department hired four new faculty members with terminal degrees with the intent of using them as coordinators in their respective areas of specialization. Although the approved degree was judged to be of high quality by the new faculty, they each wanted to have input concerning their individual areas of expertise. This new realignment of curriculum will improve the Art and Visual Communications Program by more clearly outlining the individual areas of emphasis and standardizing curriculum in the department.

**Institutional Impact:** The proposed recommendations will not affect existing administrative structures. No new faculty, physical facilities, or equipment will be required.

**Finances:** The proposed recommendations will not require additional funding and are anticipated to save some expenses as resources between AVC and MCT are consolidated to serve students from both departments.

## **ii. Interdisciplinary Minor in Peace and Justice Studies**

**The Request:** Peace and Justice Studies is an interdisciplinary approach to the study of peace, justice, and conflict. After a course introducing students to the core concepts of the minor, additional coursework in four areas (1. Peace, War and Conflict, 2. Justice, 3. Mediation/Conflict Resolution, 4. Philosophy and Religion) will provide a breadth of historical and contemporary concepts in the area. The Committee on Interdisciplinary Studies capstone course will provide a venue for integrating these various areas. Students will be able to relate their knowledge to the world in which they live. Peace and Justice Studies courses will foster deeper critical thinking and broader contextualization by encouraging students to apply interdisciplinary perspectives to the knowledge and skills being mastered in their own disciplines. Thus the Peace and Justice minor will provide students a strong complement to a wide variety of majors—an additional course of study that will help them to balance the focus of a traditional, coherent discipline with the fresh insights and breadth of interdisciplinary approaches.

**Need:** There are at least three reasons a Peace and Justice Studies minor is needed at Utah Valley State College: 1) issues of peace and justice are increasingly important parts of American culture; 2) students will find the minor useful in achieving their professional and personal goals; and 3) a Peace and Justice Studies minor advances the missions of both Utah Valley State College and the Utah state higher education system.

In offering such a minor, UVSC efficiently uses existing resources to join many college and universities in the U.S. which offer minors and degrees in Peace and Justice Studies. Programs in Peace and Justice Studies are widely held to be important areas of academic study, research, and teaching. Over 500 college and university similar programs are described in the Global Directory of Peace and Conflict Resolution Programs.

UVSC is a highly appropriate institution for such a minor because of its overall commitment to interdisciplinary study, its Integrated Studies program, the Butler Institute, the Center for the Study of Ethics, and the Committee on Interdisciplinary Studies, under which academic auspices the PJST will function. In addition, since the PJST minor utilizes existing courses and faculty, it will efficiently increase enrollment in disciplines as varied as Biology, Criminal Justice, and Philosophy thus adding to the quality of interdisciplinary and liberal arts programs offered by UVSC. The college will be efficiently using its resources.

**Institutional Impact:** The minor requires the addition of only one new course, so it will not take students from their major programs and the attendant courses. The effect of the proposed Peace and Justice Studies minor on enrollments in existing baccalaureate programs should be positive because it organizes existing courses so work on the minor increases cross-disciplinary enrollment. Students studying the minor will take courses they might not have taken otherwise. Pursuing this minor will lead students to courses offered by departments other than their major department, strengthening enrollments in various departments.

Approval of the Peace and Justice Studies minor will enhance the already strong offerings of the Committee on Interdisciplinary Studies. The interdisciplinary nature of the proposed minor makes COIS an appropriate administrative home. And the School of General Academics is a very appropriate home for the administration/supervision of this committee. Like other minors housed in CIS, Peace and Justice Studies encourages study across academic boundaries.

Programs similar to the Peace and Justice Studies minor as proposed are surprisingly uncommon within the USHE system. Apparently, only one similar minor exists. A Peace and Justice Studies minor at Utah Valley State College should not alter enrollments at that or other colleges.

Since the delivery requirements of the courses for the minor are the same those of any other course, the physical facilities needed for the minor are currently in place.

**Finances:** No new expenditures are required for the minor. It is created almost completely from existing courses and existing faculty; therefore, the benefits of the Peace and Justice Studies minor outweigh the costs for UVSC. The capstone course is provided by the Integrated Studies program as it is for other COIS minor programs.

### **iii. Restructure the Aviation Science Program**

**The Request:** Rename the current Bachelor of Science in Aviation Science Professional Pilot Degree to the Bachelor of Science in Aviation Science, make the current degree program an emphasis in Professional Pilot, and add another emphasis to the degree in Aviation Administration.

**Need:** After the September 11, 2001 attacks, the aviation industry experienced significant changes affecting training and job opportunities. Members of UVSC's industry-oriented Aviation Advisory Committee, students, and graduates of the current aviation degree program requested a broader bachelor degree program to address major changes in aviation employment opportunities. These changes include: 1) relatively light pilot hiring at major and international airlines; 2) extensive pilot hiring at regional airlines, the military and in corporate aviation; and 3) need for better

management and leadership training of pilots who are often required to become managers early in their careers.

**Institutional Impact:** The proposed title change enables the institution to better meet the needs of its students without significant changes to structure or administration. No additional classroom facilities will be needed due to the variety of delivery methods currently utilized by the Aviation Science program. Current faculty will be utilized for the majority of courses, while new faculty positions hired in February 2006 and Summer 2006 will meet any additional needs.

**Finances:** The proposal adds an emphasis to the existing baccalaureate degree program. Additional faculty members for the Aviation Program have been hired through off-budget (soft-funding). Current office and advisement support staff are sufficient to meet the needs of the degree changes.

#### iv. Gender Studies Minor

**The Request:** Utah Valley State College requests approval to offer a Gender Studies Minor effective Fall Semester 2006.

**Need:** The Gender Studies minor is designed to respond to the increasing interest among the student population in issues regarding gender, sexuality, family and interpersonal relationships.

**Institutional Impact:** The institutional impact of the Gender Studies minor will be minimal from the perspective of new faculty, course proposals, physical facilities or equipment as each of the aforementioned are already in place for the minor to be immediately implemented.

From the perspective of impacting the quality of education at Utah Valley State College, the results will be positive. As demonstrated by the success of the Gender Studies Club, the popularity of various courses across campus which deal with gender-related issues, and the positive results of both the student and faculty surveys, the campus is prepared for and enthusiastic about the introduction of the Gender Studies minor.

From the perspective of the Committee on Interdisciplinary Studies (CIS), the impact will be positive as well. Many of the courses included in the Gender Studies minor will draw students participating in other CIS minors, thus increasing attendance, particularly in upper-level courses. In particular, the INST 4900 capstone course, which is a component of the core requirement of most CIS minors, will benefit educationally from the participation of students minoring in Gender Studies. The Gender Studies minor, by its interdisciplinary nature, will provide opportunities for enhancing cooperative efforts between existing academic departments and schools across UVSC. The location of CIS within the School of General Academics will allow for cooperation and communication between different academic entities within the school (such as the Integrated Studies Program and Honors Program) thus strengthening the interdisciplinary interests of the school.

**Finances:** As the Gender Studies minor requires no new curriculum, personnel or facilities, and as the Committee on Interdisciplinary Studies is already functioning as the de facto department for interdisciplinary, stand-alone minors, there are no additional finances needed to realize the minor. The program will only increase enrollment in upper-level courses offered in their host departments

that are associated with the minor. As it will also be a draw to students in Utah Valley who are interested in Gender Studies, it will potentially increase the number of students attending UVSC.

**v. Create Professional Chemistry and Forensic Chemistry Emphases Within the Chemistry Major**

**The Request:** Utah Valley State College requests approval for an additional emphasis, Forensic Chemistry, within the Chemistry Bachelor of Science degree. No changes will be made in the requirements of the current Professional Chemistry Degree which will become an emphasis.

**Need:** In the Spring of 2004, an interdisciplinary committee was established to examine what types of programs are needed at UVSC to complement the anticipated Forensic Science program. Through discussions with the state's law enforcement community and in consultation with other Forensic programs in the state of Utah, a clear need and desire for a Forensic Science program at UVSC was identified. Monies from the federal government became available for the development of Forensic Science at UVSC.

The Forensic Science major within the Legal Studies Department at UVSC gives the School of Science and Health the opportunity to develop complementary programs which incorporate the science background needed in forensic analysis with the investigative techniques that are also vital to Forensic Science. The Chemistry Department proposes to implement a Forensic Chemistry emphasis based on the original Chemistry degree program.

The Forensic Chemistry program has been developed to meet the needs of the region for educated Forensic Scientists with a strong background in Chemistry and the application of Chemistry to Forensics in particular.

**Institutional Impact:** The new emphasis could create some effect on enrollment in the Professional Chemistry emphasis and possibly a small effect in Biology and Earth Science. In an informal survey of lower-division chemistry students in Spring 2005 (students in CHEM 1210, 1220, 2310, and 2320), approximately 10% of the students surveyed expressed an interest in the idea of studying Forensics.

There will be little effect on the existing administration of the chemistry program except for a small impact on the Chemistry Department's Academic Advisor. No additional facilities or equipment will be needed within the Chemistry Department. The department is already supporting and cooperating with delivering the Forensic Science Degree in the Criminal Justice program. Instrumentation earmarked for purchase for Forensics and for the Chemistry Department has been identified to develop experiments that incorporate Forensic techniques for use in existing courses.

Although not necessary to implement the Forensic Chemistry Emphasis, a new Chemistry faculty hire is anticipated when funding is available. UVSC will enhance this and other programs with a hire of an organic chemist with a background in Forensic Science to teach organic chemistry, and CHEM 3900 and to supervise Forensic Chemistry students in CHEM 482R.

**Finances:** The main cost incurred in implementing this emphasis will be to pay adjunct faculty to teach the lower-division chemistry courses now taught by two full-time faculty members who will

teach the new CHEM 3090 and CHEM 3900 courses when they are scheduled. Department, School, and Academic Affairs resources will support any new courses with help from increased tuition revenue from new students.

***D. Utah System of Higher Education (USHE)***

**Programs Under Consideration/Development at USHE Institutions**

Matrices showing programs under consideration or development at USHE colleges and universities are attached.

**Utah System of Higher Education  
Programs Under Consideration/Development  
Section I  
From: July 2006 through August 2007**

| Institution | Program Name                                                                                                                           | Degree Type                                | Current Status | Projected for Regents' Agenda |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|----------------|-------------------------------|
| U of U      | Chemical & Fuels Engineering<br>Human Engineering                                                                                      | Certificate<br>Certificate                 |                |                               |
| USU         | Personal and Financial Planning<br>Aerospace Engineering<br>Interdisciplinary Minor in Latin American Studies<br>Biology/Biotechnology | BA/BS<br>MS, PhD<br><br>Emphasis           |                |                               |
| USU         | Chemical Engineering                                                                                                                   | BS, MS, PhD                                |                | 2007                          |
| USU         | Residential Landscape Design                                                                                                           | BS                                         |                | 2007                          |
| USU         | Organic/Sustainable Agriculture                                                                                                        | BS                                         |                | 2007                          |
| USU         | Environmental Studies                                                                                                                  | BS                                         |                | 2007                          |
| USU         | Geographic Information Sciences                                                                                                        | BS                                         |                | 2007                          |
| USU         | Natural Resources Management and Conservation                                                                                          | MS                                         |                | 2007                          |
| WSU         | Special Education-Birth to Age 5<br>Emergency Care and Rescue<br>Crime Scene Investigation                                             | BS<br>BS<br>AS                             |                |                               |
| SUU         | Art<br>College Student Personnel<br>MPPA                                                                                               | BFA<br>M.Ed                                |                |                               |
| Snow        |                                                                                                                                        |                                            |                |                               |
| Dixie       | Visual Technologies<br>Health Sciences Management                                                                                      | AAS<br>BS                                  |                |                               |
| CEU         | Hospitality Management<br>Transportation Technology<br>Apprenticeship<br>Paraprofessional Educator<br>Native American Studies          | AS,AAS<br>AS,AAS<br>AAS<br>AS,AAS<br>AA/AS |                |                               |
| UVSC        |                                                                                                                                        |                                            |                |                               |
| SLCC        | Engineering Technology with four Emphases<br>Dental Assistant<br>Brick Mason                                                           | AAS<br>Cert of Comp<br>Cert of Comp        |                |                               |
| UCAT        | Business Technology<br>Electronics                                                                                                     | AAT<br>AAT                                 |                |                               |

**Utah System of Higher Education**  
**Programs Under Consideration/Development**  
**Section II**  
**From: September 2007 through September, 2009**

| Institution | Program Name                                                        | Degree                                  |
|-------------|---------------------------------------------------------------------|-----------------------------------------|
| U of U      | Occupational Therapy                                                | DPT                                     |
|             | Science, Technology, Engineering & Math Education                   | MS                                      |
|             | Parks, Recreation and Tourism                                       | MPRTM                                   |
|             | College of Health Depts. and Divisions                              | Interdisciplinary PhD in Health         |
|             | Community Development (Env. Studies & FCS)                          | Undergrad. Certificate                  |
|             | Anthropology of Religion                                            | Undergrad. Certificate                  |
|             | Medical Anthropology                                                | Undergrad. Certificate                  |
|             | Power Politics of Anthropology                                      | Undergrad. Certificate                  |
|             | Research and Assessment                                             | Undergrad. Certificate                  |
|             | Pharmaceutical Sciences                                             | BS                                      |
|             | Combined Doctor of Pharmacy/Philosophy                              | Doctorate                               |
|             | Utah Entrepreneurship Center (Utec Center)                          | Center                                  |
|             | Historic Preservation                                               | Certificate                             |
|             | Gender Studies                                                      | Certificate                             |
| USU         | Public Administration                                               | MPA                                     |
|             | Agronomy                                                            | MS                                      |
|             | Geography                                                           | MS                                      |
|             | Professional Studies in Plant Science with an emphasis in Precision | MS                                      |
|             | Agriculture Management                                              |                                         |
|             | Sustainable Agricultural Production                                 | BS                                      |
|             | Interdisciplinary Neuroscience                                      | PhD                                     |
|             | Distance-based Master of Social Work                                | MSW                                     |
| WSU         | Nursing                                                             | Masters                                 |
|             | Health Science                                                      | Masters                                 |
|             | English Teaching                                                    | MA                                      |
|             | Art History                                                         | Bachelors                               |
|             | Forensics Chemistry                                                 | Bachelors                               |
|             | Professional and Technical Writing                                  | Bachelors                               |
|             | Crime Scene Investigation                                           | Associate                               |
|             | Education Administration                                            | Masters (track within existing masters) |
|             | Technology Administration                                           | Masters                                 |
|             | Technology Leadership                                               | Masters                                 |
|             | Biotechnology                                                       | Bachelors                               |
| SUU         | Philosophy                                                          | Minor                                   |
|             | Dance                                                               | BFA                                     |
|             | Theatre Arts                                                        | BFA                                     |
|             | Dietetics                                                           | BS                                      |
|             | Music                                                               | BM                                      |
|             | School Counseling                                                   | MEd                                     |
|             | Exercise Science                                                    | BS/MS                                   |
|             | Interdisciplinary Science                                           | MS                                      |
|             | Land Development                                                    | MS                                      |
|             | Sports Conditioning                                                 | MS                                      |
|             | Anthropology                                                        | Minor                                   |
|             | Psychology                                                          | MS                                      |
|             | Photography                                                         | Minor                                   |
|             | Music Theatre                                                       | Emphasis                                |
|             | CAD for Construction Management                                     | Emphasis                                |
|             | Arts Administration                                                 | Post Baccalaureate Cert                 |
| Snow        |                                                                     |                                         |
| Dixie       | Respiratory Therapy                                                 | AAS                                     |

|      |                                               |             |
|------|-----------------------------------------------|-------------|
|      | Health Science Management                     | BS          |
| CEU  | Environmental Studies                         | AS,AS       |
|      | Environmental Science                         | AS,AS       |
|      | Wilderness Studies                            | AA/AS       |
|      | Safety Science                                | AS,AS       |
|      | Manufacturing Engineering Technology          | AA/AS       |
|      | Allied Health Professions                     | Certificate |
| UVSC | Deaf Studies                                  | BA, BS      |
|      | Engineering Technology                        | BS          |
|      | Software Engineering Technology               | BS          |
|      | Engineering Graphics Design Technology        | BS          |
|      | Culinary Arts                                 | BS          |
|      | Environmental Studies                         | BA/BS       |
|      | Bio Technology                                | BS          |
|      | Art Education                                 | BA          |
| SLCC | Diagnostic Medical Sonography                 | AAS         |
|      | Administrative Professional                   | AAS         |
|      | Essential Studies for Life Skills Development | AS          |
|      | Health Sciences Informatics                   | AS, AAS     |
|      | Pre Bio-Engineering                           | APE         |
|      | Genealogy                                     | AAS         |
|      | Hospitality Management                        | AAS         |
| UCAT | Nanotechnology                                | AAS         |
|      | Welding                                       | AAT         |
|      | Machining                                     | AAT         |
|      | Diesel Mechanics                              | AAT         |
|      | Mining                                        | AAT         |
|      | Nursing                                       | AAT         |

### Commissioner's Recommendation

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

REK/LS/JMC

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Richard E. Kendell, Commissioner

July 19, 2006

**Memorandum**

TO: State Board of Regents

FROM: Richard E. Kendell

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

Issue

At the June 2006 Board of Regents meeting, the Math and Science curriculum for the New Century Scholarship was approved with a change to be made in the wording concerning the Math Courses. That change has been made and the course sequence is listed below. In the attachments, we have provided the generic course descriptions for the courses that are included in the requirement, together with two illustrative examples for implementation—one from the University of Utah; the other from Weber State University.

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 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 prepares them more adequately 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 the AP History exam) | 3   |
| General Education Electives                                                  | 4-8 |

#### Science Courses

|                |     |
|----------------|-----|
| Chemistry 1210 | 4   |
| Chemistry 1220 | 4   |
| Chemistry 1215 | Lab |
| Chemistry 1225 | Lab |
| Physics 2210   | 4   |
| Physics 2220   | Lab |
| Biology 1210   | 4   |

#### Mathematics Courses

|                                                                                                           |     |
|-----------------------------------------------------------------------------------------------------------|-----|
| Math Prerequisites<br>Math 1050 and 1060<br>Or High School Pre Calculus<br>Or a 3 on the AP Calculus Exam | 3-8 |
| Math 1210                                                                                                 | 4-5 |
| Math 1220                                                                                                 | 4   |
| Math 2210                                                                                                 | 3   |

Total Hours Required (Minimum of) 48

### Commissioner’s Recommendation

The is an information item and no formal action needs to be taken.

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Richard E. Kendell, Commissioner

REK/GW

## Attachment A

### Course Descriptions for Rigorous Math and Science Curriculum

#### General Education Courses

##### **Writing – English 1010**

**3 credits**

Introduction to Writing emphasizes, writing workshops, rhetorical knowledge and skills; teaches critical reading, writing, and thinking skills; explores writing situations as complex and recursive processes; and enhances basic literacy, addressing both rhetorical problems and conventions of language use.

##### **English 2010**

**3 credits**

Intermediate Writing explores interfaces between the personal and the public, invokes problems for exploration, and emphasizes the production of well-reasoned and carefully researched written arguments that embody the spirit of inquiry, explore and interrogate multiple perspectives, and negotiate meanings across a diverse array of positions.

##### **History 1700**

**3 credits**

American Civilization stresses movements and developing institutions that are important for an appreciation of American History from the Pre-Columbian period to the present.

##### **Political Science 1100**

**3 credits**

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

##### **Math 1050**

**4 credits**

College Algebra includes inequalities, functions and their graphs, polynomial and rational functions, exponential and logarithmic functions, conic sections, systems of linear and nonlinear equations, matrices and determinants, arithmetic and geometric sequences, mathematical induction, the Binomial Theorem, permutations and combinations, and an introduction to probability.

#### Mathematics Courses

##### **Math 1060**

**4-5 credits**

Trigonometry includes the unit circle and right triangle definitions of the trigonometric functions, graphing trigonometric functions, trigonometric identities, trigonometric equations, inverse trigonometric functions, the Law of Sines and the Law of Cosines, vectors, complex numbers, polar coordinates, and rotation of axes.

##### **Math 1220**

**4 credits**

Calculus II includes arc length, area of a surface of revolution, moments and centers of mass, integration techniques, sequences and series, parametrization of curves, polar coordinates, vectors in 3-space, quadric surfaces, and cylindrical and spherical coordinates.

##### **Math 2210**

**3 credits**

Calculus III includes partial derivatives, gradient vectors, Lagrange multipliers, multiple integrals, line integrals, Green's Theorem, surface integrals, the Divergence Theorem, and Stokes' Theorem.

## Science Courses

### **Chemistry 1210**

**4 credits**

Principles of Chemistry I cover fundamentals of chemistry including atoms, molecules, reactions, stoichiometry, chemical bonding, thermochemistry, and gas laws.

### **Chemistry 1215**

**Lab**

Principles of Chemistry I Laboratory introduces laboratory safety and chemical waste disposal practice; teaches techniques of using standard laboratory equipment; and shows how to record laboratory data and prepare laboratory reports.

### **Chemistry 1220**

**4 credits**

Principles of Chemistry II covers intermolecular interactions, properties of solutions, kinetics, equilibria, thermodynamics, and electrochemistry.

### **Chemistry 1225**

**Lab**

Principles of Chemistry II Laboratory is a continuation of CHEM 1215.

### **Physics 2210**

**4 credits**

Physics for Scientists and Engineers I includes mechanics, fluid physics, thermodynamics, vibrations, and waves.

### **Physics 2215**


**Lab**


Physics for Scientists and Engineers I Lab provides firsthand experience with the laws of mechanics, thermal physics, vibrations, and waves; and introduces methods of scientific data analysis.

### **Biology 1210**

**4 credits**

Principles of Biology introduce the workings of life from the molecular to the ecosystem level; includes genetics, development, ecological interrelationships, evolution, and physiology and behavior.

| <br>THE<br>UNIVERSITY<br>OF UTAH |                                              |                               |               |                          |                    |
|-------------------------------------------------------------------------------------------------------------------|----------------------------------------------|-------------------------------|---------------|--------------------------|--------------------|
|                                                                                                                   | <b>New Century</b>                           |                               |               |                          |                    |
|                                                                                                                   | <b>Math &amp; Science Curriculum, U of U</b> |                               |               |                          |                    |
|                                                                                                                   |                                              |                               |               |                          |                    |
| <b>Courses</b>                                                                                                    | <b>On-Campus</b>                             | <b>Concurrent Enrollment*</b> | <b>Online</b> | <b>Independent Study</b> | <b>Not Offered</b> |
| <b>Writing Courses</b>                                                                                            |                                              |                               |               |                          |                    |
| WRTG 1010                                                                                                         | x                                            | x                             |               |                          |                    |
| WRTG 2010                                                                                                         | x                                            | x                             | x             |                          |                    |
|                                                                                                                   |                                              |                               |               |                          |                    |
| <b>American Institutions Courses</b>                                                                              |                                              |                               |               |                          |                    |
| HIST 1700                                                                                                         | x                                            |                               |               | x                        |                    |
| POLS 1100                                                                                                         | x                                            |                               | x             | x                        |                    |
| ECON 1740                                                                                                         | x                                            |                               |               | x                        |                    |
|                                                                                                                   |                                              |                               |               |                          |                    |
| <b>Mathematics Courses</b>                                                                                        |                                              |                               |               |                          |                    |
| Math 1050                                                                                                         | x                                            | x                             |               | x                        |                    |
| Math 1060                                                                                                         | x                                            | x                             |               | x                        |                    |
| Math 1210                                                                                                         | x                                            | x                             | x             | x                        |                    |
| Math 1220                                                                                                         | x                                            | x                             | x             | x                        |                    |
| Math 2210                                                                                                         | x                                            |                               | x             |                          |                    |
|                                                                                                                   |                                              |                               |               |                          |                    |
| <b>Science Courses</b>                                                                                            |                                              |                               |               |                          |                    |
| Chemistry 1210                                                                                                    | x                                            | x                             |               |                          |                    |
| Chemistry 1220                                                                                                    | x                                            | x                             |               |                          |                    |
| Chemistry 1215 (Lab)                                                                                              | x                                            | x                             |               |                          |                    |
| Chemistry 1225 (Lab)                                                                                              | x                                            | x                             |               |                          |                    |
| Physics 2210                                                                                                      | x                                            | x                             |               | x                        |                    |
| Physics 2220                                                                                                      | x                                            | x                             |               | x                        |                    |
| Biology 1210                                                                                                      | x                                            |                               |               | x                        |                    |
|                                                                                                                   |                                              |                               |               |                          |                    |
| *Concurrent Enrollment classes taught at the Academy for Math, Engineering and Science (AMES)                     |                                              |                               |               |                          |                    |

|                                                                                                                     |                                           |                              |               |                          |                    |
|---------------------------------------------------------------------------------------------------------------------|-------------------------------------------|------------------------------|---------------|--------------------------|--------------------|
|  <b>WEBER STATE<br/>UNIVERSITY</b> |                                           |                              |               |                          |                    |
|                                                                                                                     | <b>New Century</b>                        |                              |               |                          |                    |
|                                                                                                                     | <b>Math &amp; Science Curriculum, WSU</b> |                              |               |                          |                    |
|                                                                                                                     |                                           |                              |               |                          |                    |
| <b>Courses</b>                                                                                                      | <b>On-Campus</b>                          | <b>Concurrent Enrollment</b> | <b>Online</b> | <b>Independent Study</b> | <b>Not Offered</b> |
| <b>Gen Ed Courses</b>                                                                                               |                                           |                              |               |                          |                    |
| English 1010                                                                                                        | x                                         | x                            | x             | x                        |                    |
| English 2010                                                                                                        | x                                         |                              | x             | x                        |                    |
| History 1700                                                                                                        | x                                         | x                            | x             | x                        |                    |
| Political Science 1100                                                                                              | x                                         |                              | x             | x                        |                    |
| General Education Electives                                                                                         | x                                         | x                            | x             |                          |                    |
|                                                                                                                     |                                           |                              |               |                          |                    |
| <b>Mathematics Courses</b>                                                                                          |                                           |                              |               |                          |                    |
| Math 1050                                                                                                           | x                                         |                              | x             |                          |                    |
| Math 1060                                                                                                           | x                                         |                              |               |                          |                    |
| Math 1210                                                                                                           | x                                         |                              |               |                          |                    |
| Math 1220                                                                                                           | x                                         |                              |               |                          |                    |
| Math 2210                                                                                                           | x                                         |                              |               |                          |                    |
|                                                                                                                     |                                           |                              |               |                          |                    |
| <b>Science Courses</b>                                                                                              |                                           |                              |               |                          |                    |
| Chemistry 1210                                                                                                      | x                                         |                              |               |                          |                    |
| Chemistry 1220                                                                                                      | x                                         |                              |               |                          |                    |
| Chemistry 1215 (lab)                                                                                                | x                                         |                              |               |                          |                    |
| Chemistry 1225 (lab)                                                                                                | x                                         |                              |               |                          |                    |
| Physics 2210                                                                                                        | x                                         |                              |               |                          |                    |
| Physics 2220                                                                                                        | x                                         |                              |               |                          |                    |
| Biology 1210                                                                                                        |                                           |                              |               |                          | x                  |

July 19, 2006

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Proposed Revisions to Policy R741, *Capital Facilities Qualification and Prioritization (Q&P) Process*

Material for this agenda item had not been finalized in time to include it with this agenda packet. All supplementary material relating to the Q&P process will be mailed separately prior to the Board of Regents meeting on July 28.

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Richard E. Kendell  
Commissioner of Higher Education

REK:jc



July 19, 2006

MEMORANDUM

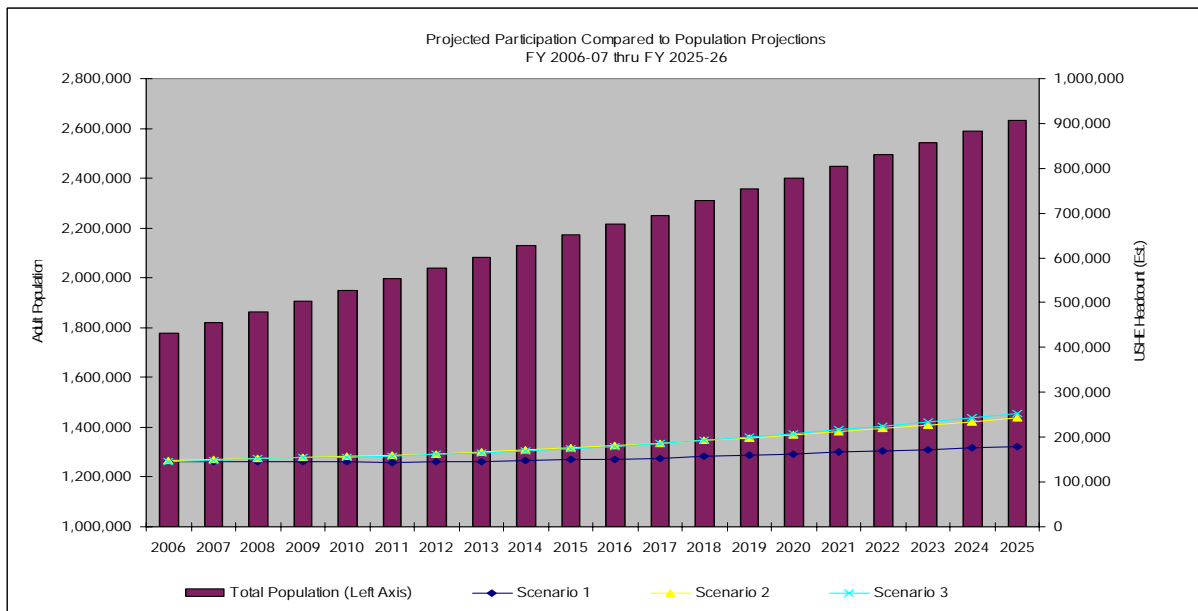
TO: Utah State Board of Regents

FROM: Richard E. Kendell

SUBJECT: USHE -- Long-term Enrollment Scenarios

Attached are 20-year enrollment scenarios for the Utah System of Higher Education (with the exception of UCAT – enrollment scenarios for UCAT are completed in August when enrollment data is finalized). These scenarios are prepared to assist the Regents and state-level policymakers in mid- to long-range planning. The model estimates enrollment demand for higher education based on the projected population and the propensity of that population to participate in higher education.

Staff prepared three possible enrollment scenarios for Regents to consider. *Scenario 1* demonstrates what system-wide enrollment may look like given the current policy climate, resource availability, participation rates (maintaining the 2005-06 participation rates for 2 cohorts of students based on age) and the most recent Utah population projections. *Scenario 2* examines what enrollment figures could be if institutions developed initiatives that would increase the overall participation rate of 18-29 year-olds within the system by 0.5% annually. *Scenario 3* employs a modified increase of overall participation rates of 18-29 year-olds beginning with an increase of 0.2% in 2007, growing to 0.5% annually beginning 2008, and eventually 0.7% annual growth beginning 2017.



Earlier this year, Utah experienced the surprise of being told that two new businesses would not open new sites in the State due to the unexpectedly low percentage of the population holding baccalaureate degrees. One step in addressing this particular issue is to get more Utahns to participate and complete their postsecondary education. Increasing the participation rate of 18-29 year-olds in postsecondary education is critical to Utah's economy. New businesses entering the State bring new jobs and additional tax dollars to support public services.

#### *Benefits of Increased Participation in Higher Education*

Recent national studies quantify the benefits of a higher education to both individuals and society. Some of the individual benefits include increased earning potential, access to employee benefits, and overall healthier lifestyles. The social benefits include, but are not limited to, increased tax payments, a healthier population and increased voter participation.

One of the specific and easily measured benefits of higher education for both the individual and society is the increased earning potential for college educated persons. The Institute of Higher Education Policy identified in its 2005 report called *The Investment Payoff* that an individual in the state of Utah with a high school diploma will earn on average \$22,000 per year while an individual with a bachelor degree will earn approximately \$46,000 per year. This means that an individual with a baccalaureate degree will have the potential to earn over a million dollars more in a lifetime than the average high school graduate. Not only is this an individual benefit, but also a societal benefit due to the increased tax payments associated with the higher incomes to both federal and state entities.

Over and above higher income levels, individuals who have completed a postsecondary education are more likely to be employed and have access to employee benefits such as health insurance, retirement benefits, and pension plans. The College Board's *Education Pays Update 2005* notes that even though health insurance availability has declined in the private sector between 1979 and 2002 from 69 percent to 57 percent, two-thirds of entry-level college graduates have access to health insurance benefits compared to one-third of entry level-high school graduates.

Studies indicate that as an individual's educational attainment level increases, the overall healthiness of the individual improves. As education increases, physical activity levels increase, obesity rates decrease, and there are lower rates of multiple risk factors for heart disease. A college education has been shown to have a direct relationship to increased non-smoker rates and lower rates of mothers who smoked during pregnancy. The social benefit related to these factors can be demonstrated in the reduced reliance on public resources such as Medicare and Medicaid and an overall reduced premium for health insurance rates.

In addition to a healthier society, an added societal benefit related to the level of education attained is demonstrated in voter participation rates. In 2004 the US Census Bureau found the likelihood of voter participation is approximately double for individuals who have had some college education or completed a bachelor degree than that of an individual who has not graduated from high school.

*Potential Challenges to Increased Participation Rates*

Institutions will need to consider a multitude of factors when developing plans to increase overall participation rates. These factors include a relatively flat population base, changing demographic characteristics of the population pool, tuition rates and financial aid availability, and admission barriers such as limited advising and counseling staff at the institutions.

Information from the US Census conducted in 2000 as well as the GOPB population estimates identifies a relatively flat population base (18-29 year olds) for USHE institutions to draw students from, for at least the next 10 years. The impact of this population base is highlighted in the *Scenario 1*.

A second major factor that will impact the ability for USHE institutions to increase college participation is the changing racial mix of the population. It is estimated that by 2017 Hispanic students will represent approximately 25 percent of the graduating high school class in the state of Utah, up from 5.2 percent in 2002. The Hispanic population traditionally has not been a large participant in higher education. USHE institutions must develop plans to ensure access for this population if the system wants to increase overall participation rates.

Regents will also need to consider the impact of tuition increases and limited state need-based financial aid on the ability of Utahns to participate in higher education. Clearly the system will need an infusion of need based financial aid and must secure a better balance of funding between tuition and state funding.

An additional challenge Regents and institutions may encounter while trying to increase participation rates is the limited availability of advising and counseling staff at each institution to meet with potential students. Recent studies have indicated that advising and counseling early in a student's education encourage and increase the likelihood that a student will participate and complete his or her program of study.

*Institutional Involvement*

USHE institutions and the Office of the Commissioner need to secure support from the Utah legislature and the general public to increase the overall participation rate. Each USHE institution should develop a plan of how it will help increase overall participation in postsecondary education in the State of Utah. Underlying issues that will directly impact the ability of USHE institutions to increase participation rates will require innovative and proactive initiatives by each school. Some of these issues include:

- Addressing the high school population of students not currently prepared to enter college
- Tapping the growing minority population within the State who traditionally participate in postsecondary education at lower rates than their white peers
- Encouraging women in the State of Utah to pursue and complete a degree in higher education
- Recruiting students who have left the system one or two semesters short of a degree to return and complete their programs

*Projection Limitations*

When considering the projections for the next 20 years, Regents should keep in mind a few caveats:

- **"Science" vs. "Art".** Projecting enrollment is as much "art" as "science" and should be viewed as informed estimations rather than certainties, particularly given the 20-year duration of the projections.
- **Population Projections.** The projections are only as good as the assumptions on which they are based. A principal assumption embedded in the USHE enrollment projections is that statewide population estimates promulgated by GOPB will prove to be relatively accurate.
- **Participation Rate Projections.** Major shifts in policy, such as changes in institutional mission and role, changes to residency requirements, availability of nonresident waivers, lack of funding for new enrollment, enrollment freezes, high tuition increases, or other factors could have a direct impact on participation rates.
- **Systematically Reported Enrollments.** Only those enrollments, including both budget-related and self-supporting enrollments, which have been systematically reported, form the basis for future projected enrollments. At most institutions, continuing education, non-credit enrollments have not been systematically reported in past years. Consequently, no reliable database is available on which to project future enrollments of this type. Other non-credit enrollments for applied technology education are included in the projections.
- **UCAT Projections.** UCAT projections cannot be simply "added" to projections for other USHE institutions because UCAT headcount enrollment is reported on an annual basis and not a snapshot, fall headcount basis.
- **Projections and Budget Requests.** Projections will not be used for budget request purposes, such as the determination of enrollment growth requests. USHE enrollment growth funding requests have been based for several years on actual enrollments rather than projected enrollments, and institutions receive growth funding a year after student growth has actually occurred.
- **Projections and Facilities Requests/Q&P.** Institution projections are used as input to the Regents' facilities prioritization process known as the "Q&P." The five-year projection figures along with accepted space-per-student standards will generate estimated space needs for each institution. These estimated space needs are one of several elements weighed in the Q&P process, which will be brought to the Board when capital development projects are prioritized in September.

Commissioner's Recommendation

The Commissioner recommends that the Regents consider and adopt a long-term enrollment projection scenario consistent with the strategic plan for higher education in the State of Utah.

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Richard E. Kendell, Commissioner

REK/MHS/KGW/KLH  
Attachments

## UTAH SYSTEM OF HIGHER EDUCATION

System Total Projection *(All line items excluding UCAT; budget-related and self-supporting programs)*

| 20-YEAR ACTUAL HISTORY   |                |          |                |                         |                                                  | 20-YEAR PROJECTION       |                |          |                |                         |                                                  |
|--------------------------|----------------|----------|----------------|-------------------------|--------------------------------------------------|--------------------------|----------------|----------|----------------|-------------------------|--------------------------------------------------|
| Year                     | Fall Headcount | Fall FTE | Annualized FTE | Annualized FTE % Change | Cumulative Annualized FTE % change (Since 86-87) | Year                     | Fall Headcount | Fall FTE | Annualized FTE | Annualized FTE % Change | Cumulative Annualized FTE % change (Since 05-06) |
| 86-87                    | 73,088         | 55,355   | 56,972         | n/a                     | n/a                                              | 06-07                    | 144,676        | 98,599   | 112,632        | 0.3%                    | 0.3%                                             |
| 87-88                    | 74,929         | 56,298   | 57,634         | 1.2%                    | 1.2%                                             | 07-08                    | 145,059        | 98,860   | 112,931        | 0.3%                    | 0.5%                                             |
| 88-89                    | 74,884         | 56,640   | 58,606         | 1.7%                    | 2.9%                                             | 08-09                    | 145,292        | 99,018   | 113,112        | 0.2%                    | 0.7%                                             |
| 89-90                    | 80,430         | 60,028   | 62,368         | 6.4%                    | 9.5%                                             | 09-10                    | 145,244        | 98,986   | 113,074        | 0.0%                    | 0.7%                                             |
| 90-91                    | 86,843         | 63,545   | 66,468         | 6.6%                    | 16.7%                                            | 10-11                    | 144,727        | 98,633   | 112,672        | -0.4%                   | 0.3%                                             |
| 91-92                    | 94,923         | 69,651   | 73,009         | 9.8%                    | 28.1%                                            | 11-12                    | 144,315        | 98,353   | 112,351        | -0.3%                   | 0.0%                                             |
| 92-93                    | 99,163         | 73,224   | 76,957         | 5.4%                    | 35.1%                                            | 12-13                    | 144,664        | 98,591   | 112,623        | 0.2%                    | 0.3%                                             |
| 93-94                    | 103,633        | 75,805   | 79,479         | 3.3%                    | 39.5%                                            | 13-14                    | 145,910        | 99,440   | 113,593        | 0.9%                    | 1.1%                                             |
| 94-95                    | 110,594        | 79,364   | 81,978         | 3.1%                    | 43.9%                                            | 14-15                    | 147,481        | 100,510  | 114,816        | 1.1%                    | 2.2%                                             |
| 95-96                    | 112,666        | 81,713   | 84,068         | 2.5%                    | 47.6%                                            | 15-16                    | 149,293        | 101,746  | 116,227        | 1.2%                    | 3.5%                                             |
| 96-97                    | 116,047        | 83,375   | 87,383         | 3.9%                    | 53.4%                                            | 16-17                    | 151,406        | 103,186  | 117,872        | 1.4%                    | 4.9%                                             |
| 97-98                    | 121,053        | 87,077   | 91,103         | 4.3%                    | 59.9%                                            | 17-18                    | 153,705        | 104,752  | 119,662        | 1.5%                    | 6.5%                                             |
| 98-99                    | 113,704        | 79,393   | 90,453         | -0.7%                   | 58.8%                                            | 18-19                    | 156,897        | 106,928  | 122,147        | 2.1%                    | 8.7%                                             |
| 99-00                    | 122,417        | 84,929   | 96,585         | 6.8%                    | 69.5%                                            | 19-20                    | 159,955        | 109,012  | 124,527        | 1.9%                    | 10.8%                                            |
| 00-01                    | 126,377        | 88,002   | 101,307        | 4.9%                    | 77.8%                                            | 20-21                    | 162,886        | 111,009  | 126,809        | 1.8%                    | 12.9%                                            |
| 01-02                    | 134,939        | 94,698   | 109,302        | 7.9%                    | 91.9%                                            | 21-22                    | 165,984        | 113,121  | 129,221        | 1.9%                    | 15.0%                                            |
| 02-03                    | 138,625        | 98,090   | 114,610        | 4.9%                    | 101.2%                                           | 22-23                    | 169,328        | 115,399  | 131,824        | 2.0%                    | 17.3%                                            |
| 03-04                    | 140,933        | 99,242   | 115,212        | 0.5%                    | 102.2%                                           | 23-24                    | 172,776        | 117,750  | 134,509        | 2.0%                    | 19.7%                                            |
| 04-05                    | 144,937        | 100,067  | 115,188        | 0.0%                    | 102.2%                                           | 24-25                    | 176,331        | 120,172  | 137,276        | 2.1%                    | 22.2%                                            |
| 05-06                    | 144,302        | 98,344   | 112,341        | -2.5%                   | 97.2%                                            | 25-26                    | 179,799        | 122,535  | 139,976        | 2.0%                    | 24.6%                                            |
| Average Annual Increases |                |          | 2,768          | 3.7%                    |                                                  | Average Annual Increases |                |          | 1,367          | 1.1%                    |                                                  |

## UTAH SYSTEM OF HIGHER EDUCATION

System Total Projection (All line items excluding UCAT; budget-related and self-supporting programs)

| 20-YEAR ACTUAL HISTORY   |                |          |                |                         |                                                  | 20-YEAR PROJECTION       |                |          |                |                         |                                                  |
|--------------------------|----------------|----------|----------------|-------------------------|--------------------------------------------------|--------------------------|----------------|----------|----------------|-------------------------|--------------------------------------------------|
| Year                     | Fall Headcount | Fall FTE | Annualized FTE | Annualized FTE % Change | Cumulative Annualized FTE % change (Since 86-87) | Year                     | Fall Headcount | Fall FTE | Annualized FTE | Annualized FTE % Change | Cumulative Annualized FTE % change (Since 05-06) |
| 86-87                    | 73,088         | 55,355   | 56,972         | n/a                     | n/a                                              | 06-07                    | 147,400        | 100,455  | 114,753        | 2.1%                    | 2.1%                                             |
| 87-88                    | 74,929         | 56,298   | 57,634         | 1.2%                    | 1.2%                                             | 07-08                    | 150,481        | 102,555  | 117,152        | 2.1%                    | 4.3%                                             |
| 88-89                    | 74,884         | 56,640   | 58,606         | 1.7%                    | 2.9%                                             | 08-09                    | 153,368        | 104,523  | 119,400        | 1.9%                    | 6.3%                                             |
| 89-90                    | 80,430         | 60,028   | 62,368         | 6.4%                    | 9.5%                                             | 09-10                    | 155,908        | 106,254  | 121,377        | 1.7%                    | 8.0%                                             |
| 90-91                    | 86,843         | 63,545   | 66,468         | 6.6%                    | 16.7%                                            | 10-11                    | 157,865        | 107,588  | 122,901        | 1.3%                    | 9.4%                                             |
| 91-92                    | 94,923         | 69,651   | 73,009         | 9.8%                    | 28.1%                                            | 11-12                    | 159,867        | 108,952  | 124,459        | 1.3%                    | 10.8%                                            |
| 92-93                    | 99,163         | 73,224   | 76,957         | 5.4%                    | 35.1%                                            | 12-13                    | 162,697        | 110,881  | 126,662        | 1.8%                    | 12.7%                                            |
| 93-94                    | 103,633        | 75,805   | 79,479         | 3.3%                    | 39.5%                                            | 13-14                    | 166,575        | 113,523  | 129,681        | 2.4%                    | 15.4%                                            |
| 94-95                    | 110,594        | 79,364   | 81,978         | 3.1%                    | 43.9%                                            | 14-15                    | 170,867        | 116,449  | 133,023        | 2.6%                    | 18.4%                                            |
| 95-96                    | 112,666        | 81,713   | 84,068         | 2.5%                    | 47.6%                                            | 15-16                    | 175,496        | 119,603  | 136,626        | 2.7%                    | 21.6%                                            |
| 96-97                    | 116,047        | 83,375   | 87,383         | 3.9%                    | 53.4%                                            | 16-17                    | 180,552        | 123,049  | 140,563        | 2.9%                    | 25.1%                                            |
| 97-98                    | 121,053        | 87,077   | 91,103         | 4.3%                    | 59.9%                                            | 17-18                    | 185,980        | 126,748  | 144,788        | 3.0%                    | 28.9%                                            |
| 98-99                    | 113,704        | 79,393   | 90,453         | -0.7%                   | 58.8%                                            | 18-19                    | 192,504        | 131,194  | 149,867        | 3.5%                    | 33.4%                                            |
| 99-00                    | 122,417        | 84,929   | 96,585         | 6.8%                    | 69.5%                                            | 19-20                    | 199,030        | 135,642  | 154,948        | 3.4%                    | 37.9%                                            |
| 00-01                    | 126,377        | 88,002   | 101,307        | 4.9%                    | 77.8%                                            | 20-21                    | 205,490        | 140,044  | 159,977        | 3.2%                    | 42.4%                                            |
| 01-02                    | 134,939        | 94,698   | 109,302        | 7.9%                    | 91.9%                                            | 21-22                    | 212,283        | 144,674  | 165,266        | 3.3%                    | 47.1%                                            |
| 02-03                    | 138,625        | 98,090   | 114,610        | 4.9%                    | 101.2%                                           | 22-23                    | 219,537        | 149,618  | 170,913        | 3.4%                    | 52.1%                                            |
| 03-04                    | 140,933        | 99,242   | 115,212        | 0.5%                    | 102.2%                                           | 23-24                    | 227,066        | 154,749  | 176,774        | 3.4%                    | 57.4%                                            |
| 04-05                    | 144,937        | 100,067  | 115,188        | 0.0%                    | 102.2%                                           | 24-25                    | 234,882        | 160,076  | 182,859        | 3.4%                    | 62.8%                                            |
| 05-06                    | 144,302        | 98,344   | 112,341        | -2.5%                   | 97.2%                                            | 25-26                    | 242,698        | 165,402  | 188,944        | 3.3%                    | 68.2%                                            |
| Average Annual Increases |                |          | 2,768          | 3.7%                    |                                                  | Average Annual Increases |                |          | 3,710          | 2.6%                    |                                                  |

USHE 2006 Long-term Enrollment Projection Model

Prjection 3 - Increase Participation Rate in 18-29 year olds by .2% in 2007, .5% 2008-2017 and .7% each year thereafter

# UTAH SYSTEM OF HIGHER EDUCATION

## System Total Projection (All line items excluding UCAT; budget-related and self-supporting programs)

| 20-YEAR ACTUAL HISTORY   |                |          |                |                         |                                                  | 20-YEAR PROJECTION       |                |          |                |                         |                                                  |
|--------------------------|----------------|----------|----------------|-------------------------|--------------------------------------------------|--------------------------|----------------|----------|----------------|-------------------------|--------------------------------------------------|
| Year                     | Fall Headcount | Fall FTE | Annualized FTE | Annualized FTE % Change | Cumulative Annualized FTE % change (Since 86-87) | Year                     | Fall Headcount | Fall FTE | Annualized FTE | Annualized FTE % Change | Cumulative Annualized FTE % change (Since 05-06) |
| 86-87                    | 73,088         | 55,355   | 56,972         | n/a                     | n/a                                              | 06-07                    | 145,765        | 99,341   | 113,480        | 1.0%                    | 1.0%                                             |
| 87-88                    | 74,929         | 56,298   | 57,634         | 1.2%                    | 1.2%                                             | 07-08                    | 148,854        | 101,446  | 115,885        | 2.1%                    | 3.2%                                             |
| 88-89                    | 74,884         | 56,640   | 58,606         | 1.7%                    | 2.9%                                             | 08-09                    | 151,753        | 103,422  | 118,142        | 1.9%                    | 5.2%                                             |
| 89-90                    | 80,430         | 60,028   | 62,368         | 6.4%                    | 9.5%                                             | 09-10                    | 154,308        | 105,164  | 120,131        | 1.7%                    | 6.9%                                             |
| 90-91                    | 86,843         | 63,545   | 66,468         | 6.6%                    | 16.7%                                            | 10-11                    | 156,289        | 106,513  | 121,673        | 1.3%                    | 8.3%                                             |
| 91-92                    | 94,923         | 69,651   | 73,009         | 9.8%                    | 28.1%                                            | 11-12                    | 158,312        | 107,892  | 123,248        | 1.3%                    | 9.7%                                             |
| 92-93                    | 99,163         | 73,224   | 76,957         | 5.4%                    | 35.1%                                            | 12-13                    | 161,151        | 109,827  | 125,459        | 1.8%                    | 11.7%                                            |
| 93-94                    | 103,633        | 75,805   | 79,479         | 3.3%                    | 39.5%                                            | 13-14                    | 165,025        | 112,467  | 128,474        | 2.4%                    | 14.4%                                            |
| 94-95                    | 110,594        | 79,364   | 81,978         | 3.1%                    | 43.9%                                            | 14-15                    | 169,308        | 115,386  | 131,809        | 2.6%                    | 17.3%                                            |
| 95-96                    | 112,666        | 81,713   | 84,068         | 2.5%                    | 47.6%                                            | 15-16                    | 173,923        | 118,531  | 135,402        | 2.7%                    | 20.5%                                            |
| 96-97                    | 116,047        | 83,375   | 87,383         | 3.9%                    | 53.4%                                            | 16-17                    | 178,962        | 121,966  | 139,325        | 2.9%                    | 24.0%                                            |
| 97-98                    | 121,053        | 87,077   | 91,103         | 4.3%                    | 59.9%                                            | 17-18                    | 185,442        | 126,382  | 144,369        | 3.6%                    | 28.5%                                            |
| 98-99                    | 113,704        | 79,393   | 90,453         | -0.7%                   | 58.8%                                            | 18-19                    | 193,052        | 131,568  | 150,294        | 4.1%                    | 33.8%                                            |
| 99-00                    | 122,417        | 84,929   | 96,585         | 6.8%                    | 69.5%                                            | 19-20                    | 200,705        | 136,783  | 156,252        | 4.0%                    | 39.1%                                            |
| 00-01                    | 126,377        | 88,002   | 101,307        | 4.9%                    | 77.8%                                            | 20-21                    | 208,330        | 141,980  | 162,188        | 3.8%                    | 44.4%                                            |
| 01-02                    | 134,939        | 94,698   | 109,302        | 7.9%                    | 91.9%                                            | 21-22                    | 216,335        | 147,435  | 168,420        | 3.8%                    | 49.9%                                            |
| 02-03                    | 138,625        | 98,090   | 114,610        | 4.9%                    | 101.2%                                           | 22-23                    | 224,853        | 153,241  | 175,051        | 3.9%                    | 55.8%                                            |
| 03-04                    | 140,933        | 99,242   | 115,212        | 0.5%                    | 102.2%                                           | 23-24                    | 233,702        | 159,271  | 181,940        | 3.9%                    | 62.0%                                            |
| 04-05                    | 144,937        | 100,067  | 115,188        | 0.0%                    | 102.2%                                           | 24-25                    | 242,895        | 165,536  | 189,097        | 3.9%                    | 68.3%                                            |
| 05-06                    | 144,302        | 98,344   | 112,341        | -2.5%                   | 97.2%                                            | 25-26                    | 252,133        | 171,832  | 196,289        | 3.8%                    | 74.7%                                            |
| Average Annual Increases |                |          | 2,768          | 3.7%                    |                                                  | Average Annual Increases |                |          | 4,140          | 2.8%                    |                                                  |

July 19, 2006

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: ACTION: UHEAA--Approving Resolution - Amendment to 1988 General Student Loan Program Indenture and Replacement of a Cash-Funded Reserve With a Surety Bond

Issue

Board of Regents adoption of a resolution giving final approval to an amendment to the Board's 1988 General Student Loan Program Indenture; authorizing the replacement of a cash-funded reserve with a surety bond and the execution of documents in relation thereto; and related matters.

Background

The Board's 1988 General Student Loan Program Indenture requires the funding of a 3% debt service reserve which is currently funded with investments in the approximate amount of \$17 million. Based upon an analysis of the requirements of the indenture and options available to fund this reserve, it has been determined that it is in the best interests of the Board to replace the cash reserves with a surety bond.

As the 1988 General Indenture does not provide for the use of a surety bond for the debt service reserves, an amendment to the Indenture was included in the Twelfth Supplemental Indenture of Trust dated as of February 1, 2005. This amendment is subject to receipt of the consent of at least two-thirds of the bondholders of outstanding bonds and final Board approval. Receipt of consent of two-thirds of the bondholders was recently met, leaving only Board approval to finalize the amendment.

Guaranty Agreement

Ambac Assurance Corporation, the provider of insurance on all bonds issued under the 1988 Indenture, has also agreed to enter into a Guaranty Agreement with the Board of Regents which will provide a Surety Bond on the Indenture's debt service reserves. Ambac's fee for the Guaranty Agreement is a one-time payment of 3.0% of the amount of the current debt service reserves (approximately \$17million) which will approximate \$510,000.

### Benefits and Financial Analysis

Two primary benefits of putting the surety reserve in place will be to immediately free up \$17 million to purchase student loans, thereby reducing the amount of bonds that would otherwise need to be issued, and to reduce the arbitrage liability accruing on the debt service reserves of tax-exempt bonds.

A financial analysis of this transaction shows that the pay-back period of the AMBAC fee is fourteen months and that the present value of the investment return in excess of the surety fee will be approximately \$4 million over the life of the bonds.

### Approving Resolution

The Approving Resolution, provided as Attachment I, is in final draft form. Its approval by the Board will give final approval to amendment of the 1988 General Indenture, authorize execution of a Guaranty Agreement with Ambac Assurance Corporation (Attachment II), and authorize the replacement of the monies currently on deposit in the Debt Service Reserve Account with a Surety Bond (Attachment III).

### Policy Implications

At its meeting on July 17, 2006, the Student Finance Subcommittee voted unanimously to recommend Board of Regents adoption of the attached Resolution.

### Recommendation

The Commissioner recommends that the Regents approve the attached resolution approving amendment to the 1988 General Student Loan Program Indenture and replacement of a cash-funded reserve with a surety bond.

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Richard E. Kendell, Commissioner

Attachment  
REK/MHS/ROD

RESOLUTION APPROVING  
AMENDMENT TO GENERAL STUDENT  
LOAN PROGRAM INDENTURE  
AND REPLACEMENT OF A CASH-FUNDED  
RESERVE WITH A SURETY BOND

Cedar City, Utah

July 28, 2006

The State Board of Regents of the State of Utah met in regular session (including by electronic means) on July 28, 2006, commencing at 10:30 a.m. The following members were present:

|                       |            |
|-----------------------|------------|
| Jed H. Pitcher        | Chair      |
| <hr/>                 | 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 W. Haws*         | Member     |
| Meghan Holbrook       | Member     |
| James S. Jardine      | Member     |
| Michael R. Jensen     | Member     |
| David J. Jordan       | Member     |
| Nolan Karras          | Member     |
| Gaby Bradford Kingery | Member     |
| Josh M. Reid          | Member     |
| Sara V. Sinclair      | Member     |
| Marlon O. Snow        | Member     |

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 finalization of certain amendment for the Board's student loan program 1988 Indenture and the replacement of a cash-funded reserve with a surety bond.

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") GIVING FINAL APPROVAL TO CERTAIN AMENDMENT TO THE BOARD'S 1988 GENERAL STUDENT LOAN PROGRAM INDENTURE; AUTHORIZING THE REPLACEMENT OF A CASH-FUNDED RESERVE WITH A SURETY BOND AND THE EXECUTION OF DOCUMENTS IN RELATION THERETO; 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, the Board has previously entered into a General Student Loan Program Indenture (the "General Indenture") dated as of July 15, 1988, by and between the Board and Wells Fargo Bank, N.A., as trustee (the "Trustee"), as amended and supplemented from time to time by Supplemental Indentures, each by and between the Board and the Trustee, pursuant to which the Board has issued various series of Student Loan Revenue Bonds (those Student Loan Revenue Bonds still outstanding hereinafter called the "Outstanding Bonds"); and

WHEREAS, pursuant to the Twelfth Supplemental Indenture of Trust (the "Twelfth Supplemental"), dated as of February 1, 2005, the Board made certain amendments (collectively, the "Amendment") to the General Indenture, subject to final board approval and receipt of the consent of at least two-thirds of the bondholders of Outstanding Bonds; and

WHEREAS, the Amendment will allow the replacement of a cash-funded Debt Service Reserve Account created by the General Indenture to be funded with a debt service reserve surety bond (a "Reserve Surety"); and

WHEREAS, the Trustee has certified, as attached hereto as Exhibit D, that the beneficial owners of at least two-thirds of the Outstanding Bonds have consented to the Amendment; and

WHEREAS, the Board now desires to finalize the Amendment and to authorize replacement of the monies currently funding the Debt Service Reserve Account with a Reserve Surety issued by Ambac Assurance ("Ambac") (the bond insurer for the Outstanding Bonds); and

WHEREAS, there has been presented to the Board a form of a Guaranty Agreement (the "Guaranty Agreement") between the Board and Ambac providing for the reimbursement by the Board of any amounts paid by Ambac under the Surety Reserve.

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 amendment of the General Indenture and the replacement of the cash-funded reserve with a Reserve Surety are hereby ratified, approved and confirmed.

Section 3. As required by the the Twelfth Supplemental, the Board hereby gives final approval to the Amendment.

Section 4. The Form of the Guaranty Agreement is hereby approved and the Board hereby authorizes the Chair and Secretary to execute and deliver the Guaranty Agreement for and on behalf of the Board, in substantially the form attached hereto as Exhibit E. The Board also authorizes the replacement of the monies currently or hereafter on deposit in the Debt Service Reserve Account created under the General Indenture with a Reserve Surety from Ambac Assurance.

Section 5. 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 and directed to (i) take all action necessary or reasonably required by the General Indenture, the Twelfth Supplemental or the Guaranty Agreement or otherwise reasonable required to carry out, give effect to and consummate the transactions as contemplated thereby and hereby and (ii) 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 6. 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 7. 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 8. This Resolution shall become effective immediately upon its adoption.

PASSED AND APPROVED BY THE STATE BOARD OF REGENTS OF THE  
STATE OF UTAH THIS JULY 28, 2006.

STATE BOARD OF REGENTS OF THE  
STATE OF UTAH

(SEAL)

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Chair

ATTEST:

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Secretary

After the conduct of other business not pertinent to the above, the meeting was, on motion duly made and seconded, adjourned.

(SEAL)

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Chair

ATTEST:

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Secretary

STATE OF UTAH                    )  
                                          : ss.  
COUNTY OF SALT LAKE    )

I, Joyce Cottrell, do hereby certify that I am the duly qualified and acting Secretary of the State Board of Regents of the State of Utah.

I further certify that the above and foregoing constitutes a true and correct copy of an excerpt of the minutes of a meeting of said Board held on July 28, 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 July 28, 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 July 28, 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 July 28, 2006.

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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

EXHIBIT D

TRUSTEE'S CERTIFICATE

EXHIBIT E  
GUARANTY AGREEMENT

## GUARANTY AGREEMENT

**GUARANTY AGREEMENT** dated as of July 28, 2006 by and between the State Board of Regents of the State of Utah, an institution of higher education of the State of Utah (the “Obligor”); and AMBAC ASSURANCE CORPORATION (“Ambac”), a Wisconsin domiciled stock insurance corporation.

### WITNESSETH:

**WHEREAS**, the Obligor has issued pursuant to the Indenture several series of Student Loan Revenue Bonds which are currently outstanding (the “Obligations”); and

**WHEREAS**, Ambac will issue its Surety Bond (the “Surety Bond”), substantially in the form set forth in Annex A to this Agreement, guaranteeing certain payments by the Obligor subject to the terms and limitations of the Surety Bond; and

**WHEREAS**, to induce Ambac to issue the Surety Bond, the Obligor has agreed to pay the premium for such Surety Bond and to reimburse Ambac for all payments made by Ambac under the Surety Bond from Legally Available Funds, all as more fully set forth in this Agreement; and

**WHEREAS**, the Obligor understands that Ambac expressly requires the delivery of this Agreement as part of the consideration for the execution by Ambac of the Surety Bond; and

**NOW, THEREFORE**, in consideration of the premises and of the agreements herein contained and of the execution of the Surety Bond, the Obligor and Ambac agree as follows:

## ARTICLE I

### DEFINITIONS; SURETY BOND

Section 1.01. Definitions. Except as otherwise expressly provided herein or unless the context otherwise requires, the terms which are capitalized herein shall have the meanings specified in Annex B hereto.

Section 1.02. Surety Bond.

(a) Ambac will issue the Surety Bond in accordance with and subject to the terms and conditions of the Commitment.

(b) The maximum liability of Ambac under the Surety Bond and the coverage and term thereof shall be subject to and limited by the Surety Bond Coverage and the terms and conditions of the Surety Bond.

(c) Payments made under the Surety Bond will reduce the Surety Bond Coverage to the extent of that payment, provided that the Surety Bond Coverage shall be automatically reinstated to the extent of the reimbursement of principal by the Obligor of any payment made by Ambac. Ambac shall notify the Trustee in writing no later than the fifth (5th) day following the reimbursement by the Obligor that the Surety Bond has been reinstated to the extent of such reimbursement.

Section 1.03. Premium. In consideration of Ambac agreeing to issue the Surety Bond hereunder, the Obligor hereby agrees to pay or cause to be paid from Legally Available Funds the premium set forth in the Commitment.

Section 1.04. Certain Other Expenses. The Obligor will pay all reasonable fees and disbursements of Ambac's counsel related to any modification of this Agreement or the Surety Bond.

## **ARTICLE II**

### **REIMBURSEMENT OBLIGATIONS OF OBLIGOR AND SECURITY THEREFOR**

Section 2.01. Reimbursement for Payments Under the Surety Bond and Expenses.

(a) The Obligor will reimburse Ambac, from Legally Available Funds within the Reimbursement Period, without demand or notice by Ambac to the Obligor or any other person, to the extent of each Surety Bond Payment with interest on each Surety Bond Payment from and including the date made to the date of the reimbursement by the Obligor at the Effective Interest Rate. The Obligor agrees that it shall make monthly level principal repayments for each Surety Bond Payment during the Reimbursement Period. Interest on each Surety Bond Payment shall be paid monthly during the Reimbursement Period. To the extent that interest payments due hereunder are not paid on a monthly basis, or are not paid as each principal repayment is made, interest shall accrue on such unpaid amounts at a rate equal to the Effective Interest Rate.

(b) The Obligor also agrees to reimburse Ambac, from Legally Available Funds, immediately and unconditionally upon demand for all reasonable expenses incurred by Ambac in connection with the Surety Bond and the enforcement by Ambac of the Obligor's obligations under this Agreement together with interest on all such expenses from and including the date which is 30 days from the date a statement for such expenses is received by the Obligor incurred to the date of payment at the rate set forth in subsection (a) of this Section 2.01.

Section 2.02. Allocation of Payments. Ambac and the Obligor hereby agree that each repayment of principal received by Ambac from or on behalf of the Obligor as a reimbursement to Ambac as required by Section 2.01(a) hereof shall be applied to reinstate all or a portion of the Surety Bond Coverage to the extent of such repayment. Any interest payable pursuant to Section 2.01(a) hereof shall not be applied to the reinstatement of any portion of the Surety Bond Coverage.

Section 2.03. Security for Payments; Instruments of Further Assurance. To the extent, but only to the extent, that the Indenture pledges to the Owners or any Trustee therefor, or grants a security interest or lien in or on any collateral property, revenue or other payments ("Collateral and Revenues") in order to secure the Obligations or provide a source of payment for the Obligations, the Obligor hereby grants to Ambac a security interest in or lien on, as the case may be, and pledges to Ambac all such Collateral and Revenues as security for payment of all amounts due hereunder, which security interest, lien and/or pledge created or granted under this Section 2.03 shall be subordinate only to the interests of the Owners and any Trustee therefor in such Collateral and Revenues. The Obligor agrees that it will, from time to time, execute, acknowledge and deliver, or cause to be executed, acknowledged and delivered, any and all financing statements, if applicable, and all other further instruments as may be required by law or as shall reasonably be requested by Ambac for the perfection of the security interest, if any, granted under this Section 2.03 and for the preservation and protection of all rights of Ambac under this Section 2.03.

Section 2.04. Unconditional Obligation. The obligations of the Obligor hereunder are absolute and unconditional and will be paid or performed strictly in accordance with this Agreement, irrespective of:

- (a) any lack of validity or enforceability of, or any amendment or other modification of, or waiver with respect to the Indenture or the Obligations;
- (b) any exchange, release or nonperfection of any security interest in property securing the Obligations or this Agreement or any obligations hereunder;
- (c) any circumstances which might otherwise constitute a defense available to, or discharge of, the Obligor with respect to the Obligations;
- (d) whether or not such obligations are contingent or matured, disputed or undisputed, liquidated or unliquidated.

### **ARTICLE III**

#### **EVENTS OF DEFAULT; REMEDIES**

Section 3.01. Events of Default. The following events shall constitute Events of Default hereunder:

- (a) The Obligor shall fail to pay to Ambac any amount payable under Sections 1.04 and 2.01 hereof and such failure shall have continued for a period in excess of the Reimbursement Period;
- (b) Any material representation or warranty made by the Obligor hereunder or under the Indenture or any statement in the application for the Surety Bond or any report, certificate, financial statement or other instrument provided in connection with the Commitment, the Surety Bond or herewith shall have been materially false at the time when made;
- (c) Except as otherwise provided in this Section 3.01, the Obligor shall fail to perform any of its other obligations under this Agreement, provided that such failure continues for more than thirty (30) days after receipt by the Obligor of notice of such failure to perform;
- (d) The Obligor shall (i) voluntarily commence any proceeding or file any petition seeking relief under the United States Bankruptcy Code or any other Federal, state or foreign bankruptcy, insolvency or similar law, (ii) consent to the institution of, or fail to controvert in a timely and appropriate manner, any such proceeding or the filing of any such petition, (iii) apply for or consent to the appointment of a receiver, trustee, custodian, sequestrator or similar official for the Obligor or for a substantial part of its property, (iv) file an answer admitting the material allegations of a petition filed against it in any such proceeding, (v) make a general assignment for the benefit of creditors, (vi) become unable, admit in writing its inability or fail generally to pay its debts as they become due or (vii) take action for the purpose of effecting any of the foregoing; or
- (e) An involuntary proceeding shall be commenced or an involuntary petition shall be filed in a court of competent jurisdiction seeking (i) relief in respect of the Obligor, or of a substantial part of its property, under the United States Bankruptcy Code or any other Federal, state or foreign bankruptcy, insolvency or similar law or (ii) the appointment of a receiver, trustee, custodian, sequestrator or similar official for the Obligor or for a substantial part of its property; and such proceeding or petition shall continue

undismissed for sixty (60) days or an order or decree approving or ordering any of the foregoing shall continue unstayed and in effect for thirty (30) days.

Section 3.02. Remedies. If an Event of Default shall occur and be continuing, then Ambac may take whatever action at law or in equity may appear necessary or desirable to collect the amounts then due and thereafter to become due under this Agreement or any related instrument and enforce any obligation, agreement or covenant of the Obligor under this Agreement; provided, however, that Ambac may not take any action to direct or require acceleration or other early redemption of the Obligations or adversely affect the rights of the Owners. All rights and remedies of Ambac under this Section 3.02 are cumulative and the exercise of any one remedy does not preclude the exercise of one or more of the other available remedies.

## **ARTICLE IV**

### **SETTLEMENT**

Ambac shall have the exclusive right to decide and determine whether any claim, liability, suit or judgment made or brought against Ambac, the Obligor or any other party on the Surety Bond shall or shall not be paid, compromised, resisted, defended, tried or appealed, and Ambac's decision thereon, if made in good faith, shall be final and binding upon the Obligor. An itemized statement of payments made by Ambac, certified by an officer of Ambac, or the voucher or vouchers for such payments, shall be prima facie evidence of the liability of the Obligor, and if the Obligor fails to reimburse Ambac, pursuant to subsection (b) of Section 2.01 hereof, upon the receipt of such statement of payments, interest shall be computed on such amount from the date of any payment made by Ambac at the rate set forth in subsection (a) of Section 2.01 hereof.

## **ARTICLE V**

### **MISCELLANEOUS**

Section 5.01. Computations. All computations of premium, interest and fees hereunder shall be made on the basis of the actual number of days elapsed over a year of 360 days.

Section 5.02. Exercise of Rights. No failure or delay on the part of Ambac to exercise any right, power or privilege under this Agreement and no course of dealing between Ambac and the Obligor or any other party shall operate as a waiver of any such right, power or privilege, nor shall any single or partial exercise of any such right, power or privilege preclude any other or further exercise thereof or the exercise of any other right, power or privilege. The rights and remedies herein expressly provided are cumulative and not exclusive of any rights or remedies which Ambac would otherwise have pursuant to law or equity. No notice to or demand on any party in any case shall entitle such party to any other or further notice or demand in similar or other circumstances, or constitute a waiver of the right of the other party to any other or further action in any circumstances without notice or demand.

Section 5.03. Amendment and Waiver. Any provision of this Agreement may be amended, waived, supplemented, discharged or terminated only with the prior written consent of the Obligor and Ambac. The Obligor hereby agrees that upon the written request of the Trustee, Ambac may make or consent to issue any substitute for the Surety Bond to cure any ambiguity or formal defect or omission in the Surety Bond which does not materially change the terms of the Surety Bond nor adversely affect the rights of the Owners, and this Agreement shall apply to such substituted Surety Bond. Ambac agrees to deliver to the

Obligor and to the company or companies, if any, rating the Obligations, a copy of such substituted Surety Bond.

Section 5.04. Successors and Assigns; Descriptive Headings.

(a) This Agreement shall bind, and the benefits thereof shall inure to, the Obligor and Ambac and their respective successors and assigns; provided, that the Obligor may not transfer or assign any or all of its rights and obligations hereunder without the prior written consent of Ambac.

(b) The descriptive headings of the various provisions of this Agreement are inserted for convenience of reference only and shall not be deemed to affect the meaning or construction of any of the provisions hereof.

Section 5.05. Other Sureties. If Ambac shall procure any other surety to reinsure the Surety Bond, this Agreement shall inure to the benefit of such other surety, its successors and assigns, so as to give to it a direct right of action against the Obligor to enforce this Agreement, and "Ambac," wherever used herein, shall be deemed to include such reinsuring surety, as its respective interests may appear.

Section 5.06. Signature on Bond. The Obligor's liability shall not be affected by its failure to sign the Surety Bond nor by any claim that other indemnity or security was to have been obtained nor by the release of any indemnity, nor the return or exchange of any collateral that may have been obtained.

Section 5.07. Waiver. The Obligor waives any defense that this Agreement was executed subsequent to the date of the Surety Bond, admitting and covenanting that such Surety Bond was executed pursuant to the Obligor's request and in reliance on the Obligor's promise to execute this Agreement.

Section 5.08. Notices, Requests, Demands. Except as otherwise expressly provided herein, all written notices, requests, demands or other communications to or upon the respective parties hereto shall be deemed to have been given or made when actually received, or in the case of telex or telecopier notice sent over a telex or a telecopier machine owned or operated by a party hereto, when sent, addressed as specified below or at such other address as either of the parties hereto or the Trustee may hereafter specify in writing to the others:

If to the Obligor:

**State Board of Regents of the State of Utah**  
The Gateway  
60 South 400 West  
Salt Lake City, Utah 84101-1284  
Attention:

If to the Trustee:

**Wells Fargo Bank, N.A.**  
299 South Main Street, 12<sup>th</sup> Floor  
Salt Lake City, Utah 84101  
Attention: Corporate Trust Services

If to Ambac:

**Ambac Assurance Corporation**  
One State Street Plaza, 19th Floor  
New York, New York 10004  
Attention: General Counsel

Section 5.09. Survival of Representations and Warranties. All representations, warranties and obligations contained herein shall survive the execution and delivery of this Agreement and the Surety Bond.

Section 5.10. Governing Law. This Agreement and the rights and obligations of the parties under this Agreement shall be governed by and construed and interpreted in accordance with the laws of the State.

Section 5.11. Counterparts. This Agreement may be executed in any number of copies and by the different parties hereto on the same or separate counterparts, each of which shall be deemed to be an original instrument. Complete counterparts of this Agreement shall be lodged with the Obligor and Ambac.

Section 5.12. Severability. In the event any provision of this Agreement shall be held invalid or unenforceable by any court of competent jurisdiction, such holding shall not invalidate or render unenforceable any other provision hereof.

**IN WITNESS WHEREOF**, each of the parties hereto has caused a counterpart of this Agreement to be duly executed and delivered as of the date first above written.

**STATE BOARD OF REGENTS OF THE  
STATE OF UTAH**

Attest: \_\_\_\_\_

By: \_\_\_\_\_

**AMBAC ASSURANCE CORPORATION**

Attest: \_\_\_\_\_  
Title: Assistant Secretary

By: \_\_\_\_\_  
Title: Vice President and  
Assistant General Counsel

**ANNEX A**  
**SURETY BOND**

## **ANNEX B**

### **DEFINITIONS**

For all purposes of this Agreement, except as otherwise expressly provided herein or unless the context otherwise requires, all capitalized terms shall have the meaning as set out below.

“Agreement” means this Guaranty Agreement.

“Ambac” has the same meaning as set forth in the first paragraph of this Agreement.

“Collateral and Revenues” has the same meaning as set forth in Section 2.03 hereof.

“Commitment” means the Ambac Commitment for Surety Bond in the form attached hereto as Annex C.

“Debt Service Payments” means those payments required to be made by the Obligor which will be applied to payment of principal of and interest on the Obligations.

“Effective Interest Rate” means the lesser of the Reimbursement Rate or the maximum rate of interest permitted by then applicable law; provided, however, that the Effective Interest Rate shall in no event be less than the interest rate on the Obligations.

“Event of Default” shall mean those events of default set forth in Section 3.01 of this Agreement.

“Indenture” means the General Student Loan Program Indenture between the Obligor and the Trustee dated as of July 15, 1988 as heretofore amended and supplemented.

“Legally Available Funds” means any moneys legally available to the Obligor for the payment of its obligations.

“Obligations” has the same meaning as set forth in the second paragraph of this Agreement.

“Obligor” has the same meaning as set forth in the first paragraph of this Agreement.

“Owners” means the registered owner of any Obligation as indicated in the books maintained by the applicable Trustee, the Obligor or any designee of the Obligor for such purpose. The term “Owner” shall not include the Obligor or any person or entity whose obligation or obligations by agreement constitute the underlying security or source of payment for the Obligations.

“Reimbursement Period” means, with respect to a particular Surety Bond Payment, the period commencing on the date of such Surety Bond Payment and ending 12 months following such Surety Bond Payment.

“Reimbursement Rate” means Citibank’s prime rate plus two (2) percent per annum, as of the date of such Surety Bond Payment, said “prime rate” being the rate of interest announced from time to time by Citibank, New York, New York, as its prime rate. The rate of interest shall be calculated on the basis of a 360 day year.

“State” means the State of Utah.

“Surety Bond” means the surety bond issued by Ambac substantially in the form attached to this Agreement as Annex A.

“Surety Bond Coverage” means the amount available at any particular time to be paid to the Trustee under the terms of the Surety Bond, which amount shall never exceed the lesser of (a) 3.0% of Obligations Outstanding, as that term is defined in the Indenture, or (b) \$16,597,050.00

“Surety Bond Payment” means an amount equal to the Debt Service Payment less (i) that portion of the Debt Service Payment paid by the Obligor, and (ii) other funds legally available to the Trustee for payment to the Owners, all as certified by the Trustee in a demand for payment rendered pursuant to the terms of the Surety Bond.

“Trustee” means Wells Fargo Bank, N.A.

**ANNEX C**  
**COMMITMENT**

**SURETY BOND**

**Ambac Assurance Corporation**

Statutory Office:  
c/o CT Corporation  
44 East Mifflin Street  
Madison, Wisconsin 53703

Administrative Office:  
One State Street Plaza  
New York, New York 10004  
Telephone: (212) 668-0340

Policy No. SB2330BE

Ambac Assurance Corporation ("Ambac"), in consideration of the payment of the premium and subject to the terms of this Surety Bond, hereby unconditionally and irrevocably guarantees the full and complete payments which are to be applied to payment of principal of and interest on the Obligations (as hereinafter defined) and which are required to be made by or on behalf of the State Board of Regents of the State of Utah (the "Obligor") to Wells Fargo Bank, N.A. (the "Trustee"), as such payments are due by the Obligor but shall not be so paid pursuant to a General Indenture of the Obligor, dated as of July 15, 1988 (the "Indenture"), by and between the Obligor and the Trustee, heretofore amended and supplemented authorizing the issuance of several series of Student Loan Revenue Bonds (the "Obligations") of said Obligor and providing the terms and conditions for the issuance of said Obligations; provided that the amount available at any particular time to be paid to the Trustee under the terms hereof shall not exceed the Surety Bond Coverage, defined herein as the lesser of (a) 3.0% of Obligations Outstanding, as that term is defined in the Indenture, or (b) \$16,597,050.00 (the "Reserve Requirement"). The Surety Bond Coverage shall be reduced and may be reinstated from time to time as set forth herein.

1. As used herein, the term "Owner" shall mean the registered owner of any Obligation as indicated in the books maintained by the applicable Trustee, the Obligor or any designee of the Obligor for such purpose. The term "Owner" shall not include the Obligor or any person or entity whose obligation or obligations by agreement constitute the underlying security or source of payment of the Obligations.

2. Upon the later of: (i) one (1) day after receipt by the General Counsel of Ambac of a demand for payment in the form attached hereto as Attachment 1 (the "Demand for Payment"), duly executed by the Trustee certifying that payment due as required by the Indenture has not been made to the Trustee; or (ii) the payment date of the Obligations as specified in the Demand for Payment presented by the Trustee to the General Counsel of Ambac, Ambac will make a deposit of funds in an account with the Trustee or its successor, sufficient for the payment to the Trustee, of amounts which are then due to the Trustee (as specified in the Demand for Payment) up to but not in excess of the Surety Bond Coverage.

3. Demand for Payment hereunder may be made by prepaid telecopy, telex, or telegram of the executed Demand for Payment c/o the General Counsel of Ambac. If a Demand for Payment made hereunder does not, in any instance, conform to the terms and conditions of this Surety Bond, Ambac shall give notice to the Trustee, as promptly as reasonably practicable that such Demand for

Payment was not effected in accordance with the terms and conditions of this Surety Bond and briefly state the reason(s) therefor. Upon being notified that such Demand for Payment was not effected in accordance with this Surety Bond, the Trustee may attempt to correct any such nonconforming Demand for Payment if, and to the extent that, the Trustee is entitled and able to do so.

4. The amount payable by Ambac under this Surety Bond pursuant to a Demand for Payment shall be limited to the Surety Bond Coverage. The Surety Bond Coverage shall be reduced automatically to the extent of each payment made by Ambac hereunder and will be reinstated to the extent of each reimbursement of Ambac by the Obligor pursuant to Article II of the Guaranty Agreement, dated as of July 28, 2006 (the "Guaranty Agreement"), by and between Ambac and the Obligor; provided, that in no event shall such reinstatement exceed the Surety Bond Coverage. Ambac will notify the Trustee, in writing within five (5) days of such reimbursement, that the Surety Bond Coverage has been reinstated to the extent of such reimbursement pursuant to the Guaranty Agreement and such reinstatement shall be effective as of the date Ambac gives such notice. The notice to the Trustee will be substantially in the form attached hereto as Attachment 2. The Surety Bond Coverage shall be automatically reduced to the extent that the Reserve Requirement for the Obligations is lowered or reduced pursuant to the terms of the Indenture.

5. Any service of process on Ambac may be made to Ambac or the office of the General Counsel of Ambac and such service of process shall be valid and binding as to Ambac. During the term of its appointment, General Counsel will act as agent for the acceptance of service of process and its offices are located at One State Street Plaza, New York, New York 10004, Telephone: (212) 668-0340.

6. This Surety Bond is noncancelable for any reason. The term of this Surety Bond shall expire on the earlier of (i) November 1, 2044 or (ii) the date on which the Obligor, to the satisfaction of Ambac, has made all payments required to be made on the Obligations pursuant to the Indenture. The premium on this Surety Bond is not refundable for any reason, including the payment prior to maturity of the Obligations.

7. This Surety Bond shall be governed by and interpreted under the laws of the State of Utah, and any suit hereunder in connection with any payment may be brought only by the Trustee within three years after (i) a Demand for Payment, with respect to such payment, is made pursuant to the terms of this Surety Bond and Ambac has failed to make such payment or (ii) payment would otherwise have been due hereunder but for the failure on the part of the Trustee to deliver to Ambac a Demand for Payment pursuant to the terms of this Surety Bond, whichever is earlier.

IN WITNESS WHEREOF, Ambac has caused this Surety Bond to be executed and attested on its behalf this 28th day of July, 2006.

Ambac Assurance Corporation

Attest: \_\_\_\_\_  
Assistant Secretary

By: \_\_\_\_\_  
Vice President and  
Assistant General Counsel

Attachment 1

Surety Bond No. SB2330BE

DEMAND FOR PAYMENT

, 20\_\_

Ambac Assurance Corporation  
One State Street Plaza  
New York, New York 10004  
Attention: General Counsel

Reference is made to the Surety Bond No. SB2330BE (the "Surety Bond") issued by Ambac Assurance Corporation ("Ambac"). The terms which are capitalized herein and not otherwise defined have the meanings specified in the Surety Bond unless the context otherwise requires.

The Trustee hereby certifies that:

(a) Payment by the Obligor to the Trustee was due on \_\_\_\_\_ [a date not less than one (1) day prior to the applicable payment date for the Obligations] under the Indenture attached hereto as Exhibit A, in an amount equal to \$\_\_\_\_\_ (the "Amount Due"). The Amount Due is payable to the Owners of the Obligations on \_\_\_\_\_.

(b) \$\_\_\_\_\_ has been deposited in the \_\_\_\_\_ [fund/account] from moneys paid by the Obligor or from other funds legally available to the Trustee for payment to the Owners of the Obligations, which amount is \$\_\_\_\_\_ less than the Amount Due (the "Deficiency").

(c) The Trustee has not heretofore made demand under the Surety Bond for the Amount Due or any portion thereof.

The Trustee hereby requests that payment of the Deficiency (up to but not in excess of the Surety Bond Coverage) be made by Ambac under the Surety Bond and directs that payment under the Surety Bond be made to the following account by bank wire transfer of federal or other immediately available funds in accordance with the terms of the Surety Bond:

\_\_\_\_\_ [Trustee's Account]

[Trustee]

By: \_\_\_\_\_

Its: \_\_\_\_\_

Attachment 2

Surety Bond No. SB2330BE

NOTICE OF REINSTATEMENT

, 20\_\_

[Trustee ]

[Address]

Reference is made to the Surety Bond No. SB2330BE (the “Surety Bond”) issued by Ambac Assurance Corporation (“Ambac”). The terms which are capitalized herein and not otherwise defined have the meanings specified in the Surety Bond unless the context otherwise requires.

Ambac hereby delivers notice that it is in receipt of payment from the Obligor pursuant to Article II of the Guaranty Agreement and as of the date hereof the Surety Bond Coverage is \$\_\_\_\_\_, subject to a reduction as the Reserve Requirement for the Obligations is lowered or reduced pursuant to the terms of the Indenture.

AMBAC ASSURANCE CORPORATION

Attest: \_\_\_\_\_  
Title: \_\_\_\_\_

By: \_\_\_\_\_  
Title: \_\_\_\_\_

July 19, 2006

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Southern Utah University – Campus Master Plan

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, Southern Utah University will provide an update of its master plan. The current master plan is attached to this memo.

University officials will be prepared to answer questions regarding the University's master plan, the impact of the new Teacher Education building and upcoming capital development requests. Time permitting, University staff will provide a short tour of current capital projects and the upcoming facility request.

Recommendation

The Commissioner recommends approval of Southern Utah University's Campus Master Plan.

REK/MHS/KGW  
Attachment

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Richard E. Kendell, Commissioner

# SOUTHERN UTAH UNIVERSITY

## CAMPUS MASTER PLAN 2006

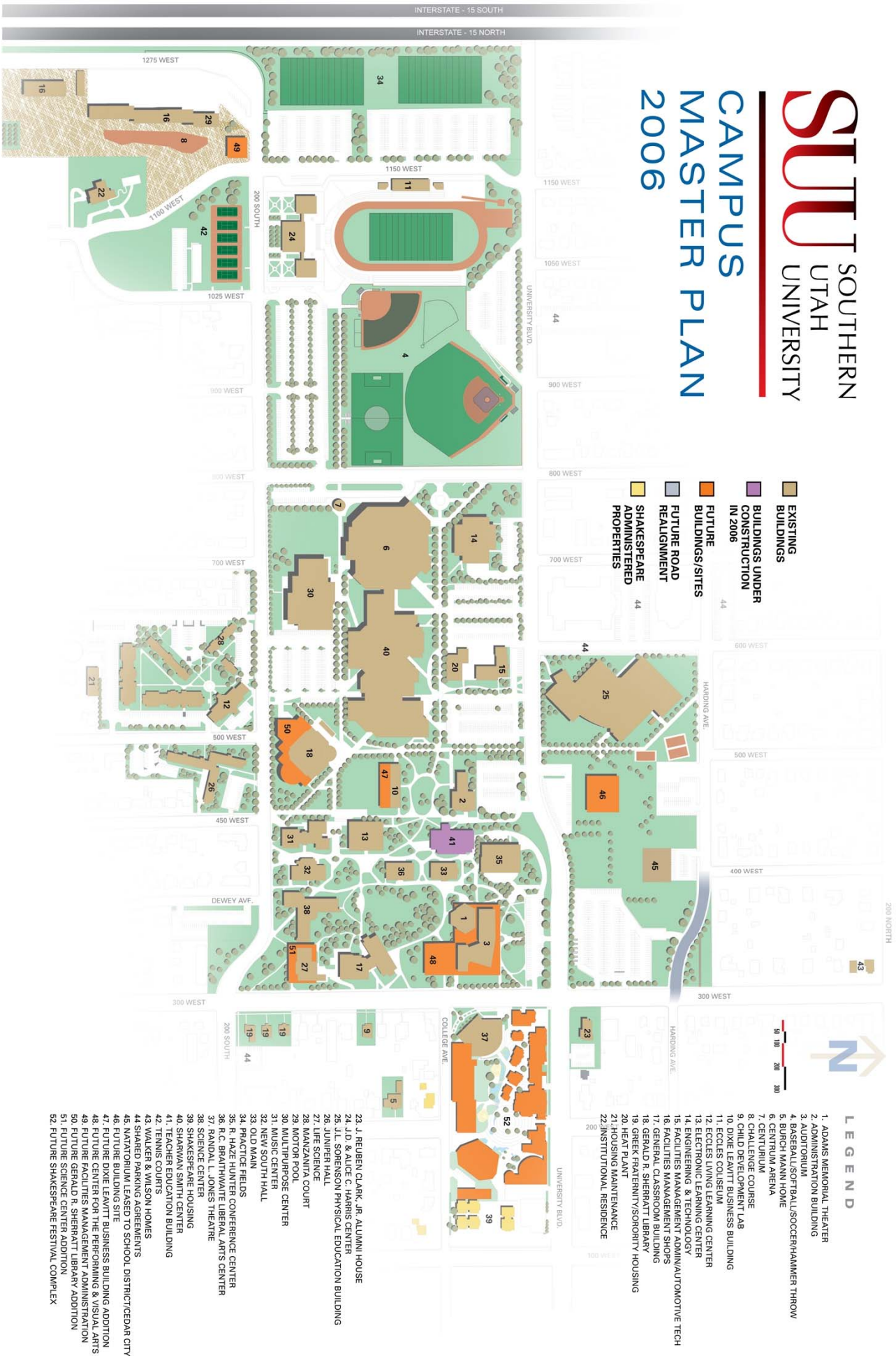
- EXISTING BUILDINGS
- BUILDINGS UNDER CONSTRUCTION IN 2006
- FUTURE BUILDINGS/SITES
- REALIGNMENT
- SHAKESPEARE ADMINISTERED PROPERTIES



0 100 200 300

### LEGEND

1. ADAMS MEMORIAL THEATER
2. ADMINISTRATION BUILDING
3. AUDITORIUM
4. BASEBALL/SOFTBALL/SOCCER/HAMMER THROW
5. BURCH MANN HOME
6. CENTURIUM ARENA
7. CENTURIUM
8. CHALLENGE COURSE
9. CHILD DEVELOPMENT LAB
10. DIXIE LEAVITT BUSINESS BUILDING
11. ECCLES COLISEUM
12. ECCLES LIVING LEARNING CENTER
13. ELECTRONIC LEARNING CENTER
14. ENGINEERING & TECHNOLOGY
15. FACILITIES MANAGEMENT ADMIN/AUTOMOTIVE TECH
16. FACILITIES MANAGEMENT BUILDING
17. GENERAL CLASSROOM BUILDING
18. GERALD R. SHERBATT LIBRARY
19. GREEK FRATERNITY/SORORITY HOUSING
20. HEAT PLANT
21. HOUSING MAINTENANCE
22. INSTITUTIONAL RESIDENCE



July 19, 2006

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Southern Utah University – Property Purchase

Southern Utah University's strategic plan includes an expansion of residential housing. The recently completed SUU Eccles Living Learning Center proved to be very popular and is 100 percent occupied, with a significant waiting list. The older units, Manzanita Court and Juniper Hall, also have waiting lists.

In June of this year a nine-unit, 30-bed apartment complex adjacent to the campus and near the Residential Living Center came available for purchase. The University offered to buy the property for its list price of \$795,000 (\$26,500 per bed). This price compares favorably with a similar transaction approved by the Board last year to purchase an apartment complex near Dixie State College. An appraisal is pending and the seller will reduce the price if the appraisal comes in lower than the list price.

Cash for the purchase is available from the University's Residential Living Renewal and Replacement Fund, which has a current balance of approximately \$1,619,000. Net rental receipts will be used to replenish the fund over 7 years. The table below details SUU's auxiliary operations as reported to bond holders through continuing disclosure.

| <b>SUU Auxiliary Revenue</b>   | <b>FY 2005</b>     | <b>FY 2006 Est.</b> |
|--------------------------------|--------------------|---------------------|
| Bookstore                      | \$3,288,630        | \$3,901,710         |
| Food Services                  | \$1,489,831        | \$1,620,190         |
| Student Center Bldg.           | \$307,507          | \$297,110           |
| Resident Living                | \$1,653,213        | \$2,115,238         |
| Fitness Center                 | \$90,294           | \$93,003            |
| Total Operating Revenues       | \$6,829,475        | \$8,027,251         |
| <b>SUU Auxiliary Expenses</b>  | <b>FY 2005</b>     | <b>FY 2006 Est.</b> |
| Bookstore                      | \$3,111,920        | \$3,565,449         |
| Food Services                  | \$1,489,831        | \$1,540,685         |
| Student Center Bldg.           | \$522,549          | \$490,309           |
| Resident Living                | \$1,006,390        | \$1,320,237         |
| Fitness Center                 | \$90,114           | \$92,817            |
| Total Operating Expenses       | \$6,220,804        | \$7,009,497         |
| Net Revenue From Operations    | \$608,671          | \$1,017,754         |
| Student Fee/ Investment Income | \$983,703          | \$1,203,124         |
| <b>Total pledged revenues</b>  | <b>\$1,592,374</b> | <b>\$2,220,878</b>  |
| Debt Coverage Ratio            | 1.39               | 1.94                |

Attached to this memo is a letter from SUU Interim Vice President Dorian Page detailing the purchase request.

Recommendation

The Commissioner recommends approval of Southern Utah University's property purchase.

REK/MHS/KGW  
Attachment

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Richard E. Kendell, Commissioner

July 3, 2006

Commissioner Richard E. Kendell  
Utah System of Higher Education  
Board of Regents Building, The Gateway  
60 South 400 West  
Salt Lake City, UT 84101-1284

Dear Commissioner Kendell:

RE: Proposed Purchase of Property

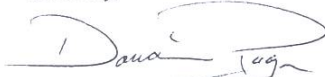
In June, 2006, an apartment complex adjacent to the south edge of the Southern Utah University Campus and in very close proximity to our Resident Living complex was put on the market. Our Strategic Plan includes a goal to increase our Residential Campus atmosphere by expanding our available Residence Halls. It will be difficult for the SUU campus to grow and to develop needed campus housing, parking, and green-space enhancements for a true campus atmosphere if these properties are not acquired when they become available.

Southern Utah University is requesting Board of Regents' approval for the purchase of this property, being offered by JK Rentals & Investments, located at 200 South Dewey Avenue. The list price of the property is \$795,000, and the seller will accept the appraised value if less. It is critical that we purchase this valuable property. A copy of the signed Offer to Purchase and a site plan identifying the property are attached.

Funds set aside within the Residential Living Renewal and Replacement Fund will be used to acquire the property and will be repaid from net revenues from the complex.

We request that this purchase be placed on the agenda for the July 27-28, 2006 meeting of the Board of Regents for review and approval. Please contact me if you have any questions.

Sincerely,



Dorian G. Page, CPA  
Interim Vice President

Attachments

**FILE COPY**

July 19, 2006

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Finance, Facilities, and Accountability Committee Consent Calendar

- A) USHE – 2005-2006 Final Work Program Revisions (Attachment 1).** Utah statute requires that the Utah State Board of Regents approve all work program revisions. Regents are asked to review and finalize the Work Programs for each USHE institution for FY 2005-06. The term “Work Program” relates to the revenue and expenditure allotment schedules submitted to the State Division of Finance. Work Programs serve as a basis for disbursement of state appropriated funds to the institutions. The revisions for FY 2005-06 consist of supplemental tax fund appropriations and tuition revenues adjustments to more accurately reflect collections for the year.
- B) USHE – 2006-2007 Work Program Revisions (Attachment 2).** Regents are asked to review and finalize the initial Work Programs for FY 2006-07. The initial revisions for FY 2006-07 consist of tuition revenue estimates related to second tier tuition and unallocated first tier tuition increases not appropriated by the State Legislature during the 2006 General Session.
- C) USHE – 2006-2007 Budget Implementation Reports (Attachment 3).** Annually USHE institutions submit reports demonstrating how new funds will be administered across campuses. The 2006-2007 reports provide a summary on average salary increases received by employee classification, second-tier tuition uses and the sources of matching funds for the engineering and computer science initiative.
- D) USHE – 2006-2007 Appropriated Ongoing Operating Budgets (Attachment 4).** Regents are asked to review and approve the 2006-07 fiscal year appropriated ongoing operating budgets for the traditional 9 USHE institutions, the Office of the Commissioner, and the State Board of Regents statewide programs. These budgets include the legislative appropriations and the work program revisions approved in item C above. For comparison 2004-05 and 2005-06 budgets are included.

- E) **USHE – Spring Semester and End-of-Year Enrollment Reports (Attachment 5).** The attached report summarizes the 2006 Spring Semester enrollment figures, recounts actual 2005-06 headcount and FTE (Full-Time-Equivalent) enrollments by semester and computes the actual annualized and academic-year FTE's for self-support and budget-related enrollments. This is the second of two enrollment reports presented to the Board of Regents each year. Both reports contain headcount and FTE information consistent with USHE enrollment definitions and standards. The first report included enrollment data for Summer and Fall Semesters.
- F) **USHE – Proposed Revisions to Policy R165 – *Concurrent Enrollment* (Attachment 6).** A minor revision is needed to clarify that concurrent enrollment exists only when Utah high school students receive dual high school and college credit. This update is consistent with the original intent of the policy.
- G) **USHE – Proposed Revisions to Policy R548 – *Institutional Discretionary Funds Administration* (Attachment 7).** A minor revision is needed to clarify that all capital projects requiring \$50,000 or more of institutional discretionary funds must be approved by the Board of Trustees. All approvals and authorizations required by this policy are to be obtained in advance of the associated institutional activity. This update is consistent with the original intent of the policy.
- H) **USHE – UofU and USU – Capital Facilities Delegation Reports (Attachment 8).** 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.

Commissioner's Recommendation

It is the recommendation of the Commissioner that the Regents approve items A through H on the Finance, Facilities, and Accountability Committee Consent Calendar:

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

REK/MHS/BRF/KLH/MV  
Attachments

## Utah System of Higher Education 2005-06 Work Programs

June 2006

## Initial Schedule (Ties to 2005 General Session Appropriations)

| Expenditures                     | Revenues      |              |                     |                   |               |               |                                         |
|----------------------------------|---------------|--------------|---------------------|-------------------|---------------|---------------|-----------------------------------------|
|                                  | General Fund  | Income Tax   | Uniform School Fund | Dedicated Credits | Mineral Lease | Federal Funds | Cigarette Tax/ Trust Funds/ Other Funds |
| <b>University of Utah</b>        |               |              |                     |                   |               |               |                                         |
| Education and General            | \$300,180,300 | \$18,531,000 | \$173,178,800       | \$0               | \$99,683,900  | \$0           | \$8,786,600                             |
| School of Medicine               | 30,672,800    | 21,006,400   | 0                   | 0                 | 9,666,400     | 0             | 0                                       |
| Regional Dental Education Prog.  | 717,600       | 563,200      | 0                   | 0                 | 154,400       | 0             | 0                                       |
| Poison Control                   | 1,413,900     | 0            | 0                   | 0                 | 1,413,900     | 0             | 0                                       |
| Pub. Svc. - Seismograph Stations | 410,900       | 410,900      | 0                   | 0                 | 0             | 0             | 0                                       |
| Pub. Svc. - Museum Nat. History  | 836,800       | 836,800      | 0                   | 0                 | 0             | 0             | 0                                       |
| Pub. Svc. - State Arboretum      | 115,100       | 115,100      | 0                   | 0                 | 0             | 0             | 0                                       |
| KUED                             | 2,468,700     | 2,468,700    | 0                   | 0                 | 0             | 0             | 0                                       |
| University Hospital              | 4,521,400     | 4,521,400    | 0                   | 0                 | 0             | 0             | 0                                       |
| Miners Hospital                  | 491,500       | 35,700       | 0                   | 0                 | 0             | 0             | 455,800                                 |
| Educationally Disadvantaged      | 754,100       | 719,600      | 0                   | 0                 | 0             | 0             | 34,500                                  |
| Total U of U                     | 342,583,100   | 49,208,800   | 173,178,800         | 0                 | 110,918,600   | 0             | 9,276,900                               |
| <b>Utah State University</b>     |               |              |                     |                   |               |               |                                         |
| Education and General            | 155,833,900   | 100,637,900  | 7,650,100           | 0                 | 47,445,300    | 0             | 100,600                                 |
| Uintah Basin Continuing Ed. Ctr. | 5,422,200     | 2,953,200    | 0                   | 0                 | 2,469,000     | 0             | 0                                       |
| Southeastern Utah Cont. Ed. Ctr. | 1,169,600     | 652,500      | 0                   | 0                 | 517,100       | 0             | 0                                       |
| Brigham City Continuing Ed Ctr.  | 4,046,800     | 1,511,300    | 188,000             | 0                 | 2,347,500     | 0             | 0                                       |
| Tooele/Wasatch Cont. Ed. Ctr.    | 4,063,000     | 1,186,100    | 0                   | 0                 | 2,876,900     | 0             | 0                                       |
| Agricultural Experiment Station  | 14,665,600    | 12,041,800   | 180,000             | 0                 | 630,000       | 1,813,800     | 0                                       |
| Water Research Laboratory        | 3,277,900     | 1,574,800    | 0                   | 0                 | 0             | 1,703,100     | 0                                       |
| Cooperative Extension            | 13,956,300    | 11,717,800   | 0                   | 0                 | 150,000       | 2,088,500     | 0                                       |
| Educationally Disadvantaged      | 236,500       | 236,500      | 0                   | 0                 | 0             | 0             | 0                                       |
| Total USU                        | 202,671,800   | 132,511,900  | 8,018,100           | 0                 | 56,435,800    | 1,703,100     | 100,600                                 |
| <b>Weber State University</b>    |               |              |                     |                   |               |               |                                         |
| Education and General            | 97,863,500    | 57,939,200   | 1,671,500           | 0                 | 38,252,800    | 0             | 0                                       |
| Educationally Disadvantaged      | 340,300       | 340,300      | 0                   | 0                 | 0             | 0             | 0                                       |
| Total WSU                        | 98,203,800    | 58,279,500   | 1,671,500           | 0                 | 38,252,800    | 0             | 0                                       |
| <b>Southern Utah University</b>  |               |              |                     |                   |               |               |                                         |
| Education and General            | 41,508,900    | 27,250,500   | 263,800             | 0                 | 13,994,600    | 0             | 0                                       |
| Utah Shakespearean Festival      | 35,000        | 22,500       | 12,500              | 0                 | 0             | 0             | 0                                       |
| Rural Development                | 98,100        | 98,100       | 0                   | 0                 | 0             | 0             | 0                                       |
| Educationally Disadvantaged      | 95,400        | 95,400       | 0                   | 0                 | 0             | 0             | 0                                       |
| Total SUU                        | 41,737,400    | 27,466,500   | 276,300             | 0                 | 13,994,600    | 0             | 0                                       |
| <b>Snow College</b>              |               |              |                     |                   |               |               |                                         |
| Education and General            | 21,365,800    | 16,522,100   | 196,300             | 0                 | 4,647,400     | 0             | 0                                       |
| Applied Technology Education     | 1,265,700     | 1,265,700    | 0                   | 0                 | 0             | 0             | 0                                       |
| Educationally Disadvantaged      | 32,000        | 32,000       | 0                   | 0                 | 0             | 0             | 0                                       |
| Total Snow College               | 22,663,500    | 17,819,800   | 196,300             | 0                 | 4,647,400     | 0             | 0                                       |
| <b>Dixie State College</b>       |               |              |                     |                   |               |               |                                         |
| Education and General            | 25,245,800    | 17,121,100   | 493,900             | 0                 | 7,630,800     | 0             | 0                                       |
| Zion Park Amphitheatre           | 90,300        | 57,400       | 0                   | 0                 | 32,900        | 0             | 0                                       |
| Educationally Disadvantaged      | 30,600        | 30,600       | 0                   | 0                 | 0             | 0             | 0                                       |
| Total Dixie College              | 25,366,700    | 17,209,100   | 493,900             | 0                 | 7,663,700     | 0             | 0                                       |
| <b>College of Eastern Utah</b>   |               |              |                     |                   |               |               |                                         |
| Education and General            | 13,338,500    | 10,669,300   | 501,300             | 0                 | 2,167,900     | 0             | 0                                       |
| San Juan Center                  | 2,605,700     | 1,883,000    | 0                   | 0                 | 722,700       | 0             | 0                                       |
| Prehistoric Museum               | 265,900       | 190,700      | 74,200              | 0                 | 1,000         | 0             | 0                                       |
| CEU Star Schools - Price         | 138,500       | 138,500      | 0                   | 0                 | 0             | 0             | 0                                       |
| CEU Star Schools - San Juan      | 138,200       | 138,200      | 0                   | 0                 | 0             | 0             | 0                                       |
| Educationally Disadvantaged      | 117,800       | 117,800      | 0                   | 0                 | 0             | 0             | 0                                       |
| Total CEU                        | 16,604,600    | 13,137,500   | 575,500             | 0                 | 2,891,600     | 0             | 0                                       |
| <b>Utah Valley State College</b> |               |              |                     |                   |               |               |                                         |
| Education and General            | 96,805,900    | 42,955,900   | 4,715,300           | 0                 | 49,134,700    | 0             | 0                                       |
| Educationally Disadvantaged      | 139,100       | 139,100      | 0                   | 0                 | 0             | 0             | 0                                       |
| Total UVSC                       | 96,945,000    | 43,095,000   | 4,715,300           | 0                 | 49,134,700    | 0             | 0                                       |

## Utah System of Higher Education 2005-06 Work Programs

June 2006

## Initial Schedule (Ties to 2005 General Session Appropriations)

| Expenditures                                  | Revenues               |                      |                      |                   |                      |                    |                                         |
|-----------------------------------------------|------------------------|----------------------|----------------------|-------------------|----------------------|--------------------|-----------------------------------------|
|                                               | General Fund           | Income Tax           | Uniform School Fund  | Dedicated Credits | Mineral Lease        | Federal Funds      | Cigarette Tax/ Trust Funds/ Other Funds |
| <i>(continued)</i>                            |                        |                      |                      |                   |                      |                    |                                         |
| <b>Salt Lake Community College</b>            |                        |                      |                      |                   |                      |                    |                                         |
| Education and General                         | \$87,069,000           | \$52,010,400         | \$1,290,700          | \$0               | \$33,767,900         | \$0                | \$0                                     |
| Skills Center                                 | 4,955,200              | 4,091,800            | 0                    | 0                 | 863,400              | 0                  | 0                                       |
| Educationally Disadvantaged                   | 178,400                | 178,400              | 0                    | 0                 | 0                    | 0                  | 0                                       |
| Total SLCC                                    | 92,202,600             | 56,280,600           | 1,290,700            | 0                 | 34,631,300           | 0                  | 0                                       |
| <b>SBR and Statewide Programs</b>             |                        |                      |                      |                   |                      |                    |                                         |
| Administration - SBR                          | 5,268,100              | 2,950,700            | 2,226,900            | 0                 | 90,500               | 0                  | 0                                       |
| Administration - Prison Recidivism            | 485,700                | 385,700              | 0                    | 0                 | 0                    | 0                  | 100,000                                 |
| Engineering Initiative                        | 2,000,000              | 0                    | 2,000,000            | 0                 | 0                    | 0                  | 0                                       |
| WICHE                                         | 1,021,900              | 1,021,900            | 0                    | 0                 | 0                    | 0                  | 0                                       |
| Student Financial Aid                         | 3,581,800              | 3,316,800            | 265,000              | 0                 | 0                    | 0                  | 0                                       |
| Student Financial Aid - UCOPE                 | 1,983,800              | 1,983,800            | 0                    | 0                 | 0                    | 0                  | 0                                       |
| Student Financial Aid - New Century           | 603,200                | 73,200               | 530,000              | 0                 | 0                    | 0                  | 0                                       |
| Student Fin. Aid - Minority Scholarships      | 47,100                 | 47,100               | 0                    | 0                 | 0                    | 0                  | 0                                       |
| Student Fin. Aid - Tuition Assistance         | 47,100                 | 47,100               | 0                    | 0                 | 0                    | 0                  | 0                                       |
| Student Fin. Aid - Engineering Loan Repaymr   | 50,000                 | 50,000               | 0                    | 0                 | 0                    | 0                  | 0                                       |
| T.H. Bell Teacher Incentive Loans             | 799,100                | 623,300              | 0                    | 0                 | 175,800              | 0                  | 0                                       |
| University Centers                            | 264,800                | 264,800              | 0                    | 0                 | 0                    | 0                  | 0                                       |
| Campus Compact                                | 100,000                | 100,000              | 0                    | 0                 | 0                    | 0                  | 0                                       |
| Electronic Coursework/UEC                     | 726,000                | 527,200              | 0                    | 0                 | 198,800              | 0                  | 0                                       |
| Higher Education Technology Initiative        | 2,445,600              | 2,445,600            | 0                    | 0                 | 0                    | 0                  | 0                                       |
| Federal Programs                              | 303,100                | 0                    | 0                    | 0                 | 0                    | 303,100            | 0                                       |
| Jobs Now Initiative                           | 1,000,000              | 0                    | 1,000,000            | 0                 | 0                    | 0                  | 0                                       |
| Academic Library Council                      | 2,883,500              | 2,883,500            | 0                    | 0                 | 0                    | 0                  | 0                                       |
| Total SBR                                     | 23,610,800             | 16,720,700           | 6,021,900            | 0                 | 465,100              | 303,100            | 100,000                                 |
| <b>9 INSTITUTION &amp; SBR TOTAL</b>          | <b>\$962,589,300</b>   | <b>\$431,729,400</b> | <b>\$196,438,300</b> | <b>\$0</b>        | <b>\$319,035,600</b> | <b>\$1,703,100</b> | <b>\$4,205,400</b>                      |
| <b>Utah College of Applied Technology</b>     |                        |                      |                      |                   |                      |                    |                                         |
| Bridgerland                                   | \$9,419,600            | \$7,772,800          | \$478,600            | \$0               | \$1,168,200          | \$0                | \$0                                     |
| Davis                                         | 9,664,200              | 7,815,800            | 395,800              | 0                 | 1,452,600            | 0                  | 0                                       |
| Dixie                                         | 1,391,500              | 879,200              | 430,400              | 0                 | 81,900               | 0                  | 0                                       |
| Mountainland                                  | 3,798,000              | 2,934,100            | 663,400              | 0                 | 200,500              | 0                  | 0                                       |
| Ogden Weber                                   | 10,714,400             | 8,652,900            | 381,100              | 0                 | 1,680,400            | 0                  | 0                                       |
| Salt Lake/Tooele                              | 2,766,300              | 2,065,700            | 410,600              | 0                 | 290,000              | 0                  | 0                                       |
| Southeast                                     | 1,105,400              | 911,500              | 22,900               | 0                 | 171,000              | 0                  | 0                                       |
| Southwest                                     | 1,726,800              | 1,446,300            | 114,100              | 0                 | 166,400              | 0                  | 0                                       |
| Uintah Basin                                  | 4,560,000              | 4,096,500            | 58,200               | 0                 | 405,300              | 0                  | 0                                       |
| UCAT Custom Fit                               | 3,108,100              | 3,108,100            | 0                    | 0                 | 0                    | 0                  | 0                                       |
| UCAT Equipment                                | 837,400                | 837,400              | 0                    | 0                 | 0                    | 0                  | 0                                       |
| UCAT Administration                           | 825,000                | 383,000              | 442,000              | 0                 | 0                    | 0                  | 0                                       |
| <b>UCAT TOTAL</b>                             | <b>\$49,916,700</b>    | <b>\$40,903,300</b>  | <b>\$3,397,100</b>   | <b>\$0</b>        | <b>\$5,616,300</b>   | <b>\$0</b>         | <b>\$0</b>                              |
| <b>Utah Education Network</b>                 |                        |                      |                      |                   |                      |                    |                                         |
| Satellite                                     | \$1,454,000            | \$1,454,000          | \$0                  | \$0               | \$0                  | \$0                | \$0                                     |
| UEN                                           | 26,229,100             | 13,803,600           | 2,929,100            | 0                 | 79,000               | 9,294,600          | 122,800                                 |
| <b>UEN TOTAL</b>                              | <b>\$27,683,100</b>    | <b>\$15,257,600</b>  | <b>\$2,929,100</b>   | <b>\$0</b>        | <b>\$79,000</b>      | <b>\$9,294,600</b> | <b>\$122,800</b>                        |
| <b>GRAND TOTAL - USHE (w/ UCAT) &amp; UEN</b> | <b>\$1,040,189,100</b> | <b>\$487,890,300</b> | <b>\$202,764,500</b> | <b>\$0</b>        | <b>\$324,730,900</b> | <b>\$1,703,100</b> | <b>\$13,500,000</b>                     |

## Utah System of Higher Education 2005-06 Work Programs

June 2006

## June 2006 Revisions

| Expenditures                     | Revenues     |            |                   |               |               |                                         |
|----------------------------------|--------------|------------|-------------------|---------------|---------------|-----------------------------------------|
|                                  | General Fund | Income Tax | Dedicated Credits | Mineral Lease | Federal Funds | Cigarette Tax/ Trust Funds/ Other Funds |
| <b>University of Utah</b>        |              |            |                   |               |               |                                         |
| Education and General            | \$7,354,000  | \$0        | \$2,299,600       | \$5,054,400   | \$0           | \$0                                     |
| School of Medicine               | 761,700      | 0          | 0                 | 761,700       | 0             | 0                                       |
| Regional Dental Education Prog.  | 0            | 0          | 0                 | 0             | 0             | 0                                       |
| Poison Control                   | 0            | 0          | 0                 | 0             | 0             | 0                                       |
| Pub. Svc. - Seismograph Stations | 0            | 0          | 0                 | 0             | 0             | 0                                       |
| Pub. Svc. - Museum Nat. History  | 0            | 0          | 0                 | 0             | 0             | 0                                       |
| Pub. Svc. - State Arboretum      | 0            | 0          | 0                 | 0             | 0             | 0                                       |
| KUED                             | 0            | 0          | 0                 | 0             | 0             | 0                                       |
| University Hospital              | 0            | 0          | 0                 | 0             | 0             | 0                                       |
| Miners Hospital                  | 0            | 0          | 0                 | 0             | 0             | 0                                       |
| Educationally Disadvantaged      | 0            | 0          | 0                 | 0             | 0             | 0                                       |
| Total U of U                     | 8,115,700    | 0          | 2,299,600         | 5,816,100     | 0             | 0                                       |
| <b>Utah State University</b>     |              |            |                   |               |               |                                         |
| Education and General            | 4,172,800    | 0          | 1,200,000         | 2,972,800     | 0             | 0                                       |
| Uintah Basin Continuing Ed. Ctr. | 171,100      | 0          | 0                 | 171,100       | 0             | 0                                       |
| Southeastern Utah Cont. Ed. Ctr. | 37,200       | 0          | 0                 | 37,200        | 0             | 0                                       |
| Brigham City Continuing Ed Ctr.  | 213,600      | 0          | 0                 | 213,600       | 0             | 0                                       |
| Tooele/Wasatch Cont. Ed. Ctr.    | 205,500      | 0          | 0                 | 205,500       | 0             | 0                                       |
| Agricultural Experiment Station  | 0            | 0          | 0                 | 0             | 0             | 0                                       |
| Water Research Laboratory        | 0            | 0          | 0                 | 0             | 0             | 0                                       |
| Cooperative Extension            | 0            | 0          | 0                 | 0             | 0             | 0                                       |
| Educationally Disadvantaged      | 0            | 0          | 0                 | 0             | 0             | 0                                       |
| Total USU                        | 4,800,200    | 0          | 1,200,000         | 3,600,200     | 0             | 0                                       |
| <b>Weber State University</b>    |              |            |                   |               |               |                                         |
| Education and General            | 1,279,100    | 0          | 385,900           | 893,200       | 0             | 0                                       |
| Educationally Disadvantaged      | 0            | 0          | 0                 | 0             | 0             | 0                                       |
| Total WSU                        | 1,279,100    | 0          | 385,900           | 893,200       | 0             | 0                                       |
| <b>Southern Utah University</b>  |              |            |                   |               |               |                                         |
| Education and General            | 1,156,500    | 0          | 494,600           | 661,900       | 0             | 0                                       |
| Utah Shakespearean Festival      | 0            | 0          | 0                 | 0             | 0             | 0                                       |
| Rural Development                | 0            | 0          | 0                 | 0             | 0             | 0                                       |
| Educationally Disadvantaged      | 0            | 0          | 0                 | 0             | 0             | 0                                       |
| Total SUU                        | 1,156,500    | 0          | 494,600           | 661,900       | 0             | 0                                       |
| <b>Snow College</b>              |              |            |                   |               |               |                                         |
| Education and General            | 232,500      | 0          | 0                 | 232,500       | 0             | 0                                       |
| Applied Technology Education     | 0            | 0          | 0                 | 0             | 0             | 0                                       |
| Educationally Disadvantaged      | 0            | 0          | 0                 | 0             | 0             | 0                                       |
| Total Snow College               | 232,500      | 0          | 0                 | 232,500       | 0             | 0                                       |
| <b>Dixie State College</b>       |              |            |                   |               |               |                                         |
| Education and General            | 535,900      | 0          | 149,600           | 386,300       | 0             | 0                                       |
| Zion Park Amphitheatre           | 0            | 0          | 0                 | 0             | 0             | 0                                       |
| Educationally Disadvantaged      | 0            | 0          | 0                 | 0             | 0             | 0                                       |
| Total Dixie College              | 535,900      | 0          | 149,600           | 386,300       | 0             | 0                                       |
| <b>College of Eastern Utah</b>   |              |            |                   |               |               |                                         |
| Education and General            | 103,900      | 0          | 19,400            | 84,500        | 0             | 0                                       |
| San Juan Center                  | 25,900       | 0          | 0                 | 25,900        | 0             | 0                                       |
| Prehistoric Museum               | 0            | 0          | 0                 | 0             | 0             | 0                                       |
| CEU Star Schools - Price         | 0            | 0          | 0                 | 0             | 0             | 0                                       |
| CEU Star Schools - San Juan      | 0            | 0          | 0                 | 0             | 0             | 0                                       |
| Educationally Disadvantaged      | 0            | 0          | 0                 | 0             | 0             | 0                                       |
| Total CEU                        | 129,800      | 0          | 19,400            | 110,400       | 0             | 0                                       |
| <b>Utah Valley State College</b> |              |            |                   |               |               |                                         |
| Education and General            | 1,773,300    | 0          | 160,600           | 1,612,700     | 0             | 0                                       |
| Educationally Disadvantaged      | 0            | 0          | 0                 | 0             | 0             | 0                                       |
| Total UVSC                       | 1,773,300    | 0          | 160,600           | 1,612,700     | 0             | 0                                       |

## Utah System of Higher Education 2005-06 Work Programs

June 2006

## June 2006 Revisions

| Expenditures                                  | Revenues            |            |                    |                     |               |                                       |
|-----------------------------------------------|---------------------|------------|--------------------|---------------------|---------------|---------------------------------------|
|                                               | General Fund        | Income Tax | Dedicated Credits  | Mineral Lease       | Federal Funds | Cigarette Tax/Trust Funds/Other Funds |
| <i>(continued)</i>                            |                     |            |                    |                     |               |                                       |
| <b>Salt Lake Community College</b>            |                     |            |                    |                     |               |                                       |
| Education and General                         | \$2,495,600         | \$0        | \$290,300          | 2,205,300           | \$0           | \$0                                   |
| Skills Center                                 | 491,000             | 0          | 0                  | 491,000             | 0             | 0                                     |
| Educationally Disadvantaged                   | 0                   | 0          | 0                  | 0                   | 0             | 0                                     |
| Total SLCC                                    | 2,986,600           | 0          | 290,300            | 2,696,300           | 0             | 0                                     |
| <b>SBR and Statewide Programs</b>             |                     |            |                    |                     |               |                                       |
| Administration - SBR                          | 0                   | 0          | 0                  | 0                   | 0             | 0                                     |
| Administration - Prison Recidivism            | 0                   | 0          | 0                  | 0                   | 0             | 0                                     |
| Engineering Initiative                        | 0                   | 0          | 0                  | 0                   | 0             | 0                                     |
| WICHE                                         | 0                   | 0          | 0                  | 0                   | 0             | 0                                     |
| Student Financial Aid                         | 0                   | 0          | 0                  | 0                   | 0             | 0                                     |
| Student Financial Aid - UCOPE                 | 0                   | 0          | 0                  | 0                   | 0             | 0                                     |
| Student Financial Aid - New Century           | 200,000             | 0          | 200,000            | 0                   | 0             | 0                                     |
| Student Fin. Aid - Minority Scholarships      | 0                   | 0          | 0                  | 0                   | 0             | 0                                     |
| Student Fin. Aid - Tuition Assistance         | 0                   | 0          | 0                  | 0                   | 0             | 0                                     |
| Student Fin. Aid - Engineering Loan Repaym    | 0                   | 0          | 0                  | 0                   | 0             | 0                                     |
| T.H. Bell Teacher Incentive Loans             | 0                   | 0          | 0                  | 0                   | 0             | 0                                     |
| University Centers                            | 0                   | 0          | 0                  | 0                   | 0             | 0                                     |
| Campus Compact                                | 0                   | 0          | 0                  | 0                   | 0             | 0                                     |
| Electronic Coursework/UEC                     | 0                   | 0          | 0                  | 0                   | 0             | 0                                     |
| Higher Education Technology Initiative        | 0                   | 0          | 0                  | 0                   | 0             | 0                                     |
| Federal Programs                              | 0                   | 0          | 0                  | 0                   | 0             | 0                                     |
| Jobs Now Initiative                           | 0                   | 0          | 0                  | 0                   | 0             | 0                                     |
| Academic Library Council                      | 0                   | 0          | 0                  | 0                   | 0             | 0                                     |
| Total SBR                                     | 200,000             | 0          | 200,000            | 0                   | 0             | 0                                     |
| <b>9 INSTITUTION &amp; SBR TOTAL</b>          | <b>\$21,209,600</b> | <b>\$0</b> | <b>\$5,200,000</b> | <b>\$16,009,600</b> | <b>\$0</b>    | <b>\$0</b>                            |
| <b>Utah College of Applied Technology</b>     |                     |            |                    |                     |               |                                       |
| Bridgerland                                   | \$0                 | \$0        | \$0                | \$0                 | \$0           | \$0                                   |
| Davis                                         | (16,300)            | 0          | 0                  | (16,300)            | 0             | 0                                     |
| Dixie                                         | 23,100              | 0          | 0                  | 23,100              | 0             | 0                                     |
| Mountainland                                  | 0                   | 0          | 0                  | 0                   | 0             | 0                                     |
| Ogden Weber                                   | 100,600             | 0          | 0                  | 100,600             | 0             | 0                                     |
| Salt Lake/Tooele                              | 18,000              | 0          | 0                  | 18,000              | 0             | 0                                     |
| Southeast                                     | 0                   | 0          | 0                  | 0                   | 0             | 0                                     |
| Southwest                                     | (33,900)            | 0          | 0                  | (33,900)            | 0             | 0                                     |
| Uintah Basin                                  | 0                   | 0          | 0                  | 0                   | 0             | 0                                     |
| UCAT Custom Fit                               | 0                   | 0          | 0                  | 0                   | 0             | 0                                     |
| UCAT Equipment                                | 0                   | 0          | 0                  | 0                   | 0             | 0                                     |
| UCAT Administration                           | 0                   | 0          | 0                  | 0                   | 0             | 0                                     |
| <b>UCAT TOTAL</b>                             | <b>\$91,500</b>     | <b>\$0</b> | <b>\$0</b>         | <b>\$91,500</b>     | <b>\$0</b>    | <b>\$0</b>                            |
| <b>Utah Education Network</b>                 |                     |            |                    |                     |               |                                       |
| Satellite                                     | \$0                 | \$0        | \$0                | \$0                 | \$0           | \$0                                   |
| UEN                                           | 0                   | 0          | 0                  | 0                   | 0             | 0                                     |
| <b>UEN TOTAL</b>                              | <b>\$0</b>          | <b>\$0</b> | <b>\$0</b>         | <b>\$0</b>          | <b>\$0</b>    | <b>\$0</b>                            |
| <b>GRAND TOTAL - USHE (w/ UCAT) &amp; UEN</b> | <b>\$21,301,100</b> | <b>\$0</b> | <b>\$5,200,000</b> | <b>\$16,101,100</b> | <b>\$0</b>    | <b>\$0</b>                            |

## Utah System of Higher Education 2005-06 Work Programs

June 2006

## Revised Schedule -- June 2006

|                                  | Expenditures  | Revenues     |               |                   |               |               |                                         |
|----------------------------------|---------------|--------------|---------------|-------------------|---------------|---------------|-----------------------------------------|
|                                  |               | General Fund | Income Tax    | Dedicated Credits | Mineral Lease | Federal Funds | Cigarette Tax/ Trust Funds/ Other Funds |
| University of Utah               |               |              |               |                   |               |               |                                         |
| Education and General            | \$307,534,300 | \$18,531,000 | \$175,478,400 | \$104,738,300     | \$0           | \$0           | \$8,786,600                             |
| School of Medicine               | 31,434,500    | 21,006,400   | 0             | 10,428,100        | 0             | 0             | 0                                       |
| Regional Dental Education Prog.  | 717,600       | 563,200      | 0             | 154,400           | 0             | 0             | 0                                       |
| Poison Control                   | 1,413,900     | 0            | 0             | 1,413,900         | 0             | 0             | 0                                       |
| Pub. Svc. - Seismograph Stations | 410,900       | 410,900      | 0             | 0                 | 0             | 0             | 0                                       |
| Pub. Svc. - Museum Nat. History  | 836,800       | 836,800      | 0             | 0                 | 0             | 0             | 0                                       |
| Pub. Svc. - State Arboretum      | 115,100       | 115,100      | 0             | 0                 | 0             | 0             | 0                                       |
| KUED                             | 2,468,700     | 2,468,700    | 0             | 0                 | 0             | 0             | 0                                       |
| University Hospital              | 4,521,400     | 4,521,400    | 0             | 0                 | 0             | 0             | 0                                       |
| Miners Hospital                  | 491,500       | 35,700       | 0             | 0                 | 0             | 0             | 455,800                                 |
| Educationally Disadvantaged      | 754,100       | 719,600      | 0             | 0                 | 0             | 0             | 34,500                                  |
| Total U of U                     | 350,698,800   | 49,208,800   | 175,478,400   | 116,734,700       | 0             | 0             | 9,276,900                               |
| Utah State University            |               |              |               |                   |               |               |                                         |
| Education and General            | 160,006,700   | 100,637,900  | 8,850,100     | 50,418,100        | 0             | 0             | 100,600                                 |
| Uintah Basin Continuing Ed. Ctr. | 5,593,300     | 2,953,200    | 0             | 2,640,100         | 0             | 0             | 0                                       |
| Southeastern Utah Cont. Ed. Ctr. | 1,206,800     | 652,500      | 0             | 554,300           | 0             | 0             | 0                                       |
| Brigham City Continuing Ed Ctr.  | 4,260,400     | 1,511,300    | 188,000       | 2,561,100         | 0             | 0             | 0                                       |
| Tooele/Wasatch Cont. Ed. Ctr.    | 4,268,500     | 1,186,100    | 0             | 3,082,400         | 0             | 0             | 0                                       |
| Agricultural Experiment Station  | 14,665,600    | 12,041,800   | 180,000       | 630,000           | 0             | 1,813,800     | 0                                       |
| Water Research Laboratory        | 3,277,900     | 1,574,800    | 0             | 0                 | 1,703,100     | 0             | 0                                       |
| Cooperative Extension            | 13,956,300    | 11,717,800   | 0             | 150,000           | 0             | 2,088,500     | 0                                       |
| Educationally Disadvantaged      | 236,500       | 236,500      | 0             | 0                 | 0             | 0             | 0                                       |
| Total USU                        | 207,472,000   | 132,511,900  | 9,218,100     | 60,036,000        | 1,703,100     | 3,902,300     | 100,600                                 |
| Weber State University           |               |              |               |                   |               |               |                                         |
| Education and General            | 99,142,600    | 57,939,200   | 2,057,400     | 39,146,000        | 0             | 0             | 0                                       |
| Educationally Disadvantaged      | 340,300       | 340,300      | 0             | 0                 | 0             | 0             | 0                                       |
| Total WSU                        | 99,482,900    | 58,279,500   | 2,057,400     | 39,146,000        | 0             | 0             | 0                                       |
| Southern Utah University         |               |              |               |                   |               |               |                                         |
| Education and General            | 42,665,400    | 27,250,500   | 758,400       | 14,656,500        | 0             | 0             | 0                                       |
| Utah Shakespearean Festival      | 35,000        | 22,500       | 12,500        | 0                 | 0             | 0             | 0                                       |
| Rural Development                | 98,100        | 98,100       | 0             | 0                 | 0             | 0             | 0                                       |
| Educationally Disadvantaged      | 95,400        | 95,400       | 0             | 0                 | 0             | 0             | 0                                       |
| Total SUU                        | 42,893,900    | 27,466,500   | 770,900       | 14,656,500        | 0             | 0             | 0                                       |
| Snow College                     |               |              |               |                   |               |               |                                         |
| Education and General            | 21,598,300    | 16,522,100   | 196,300       | 4,879,900         | 0             | 0             | 0                                       |
| Applied Technology Education     | 1,265,700     | 1,265,700    | 0             | 0                 | 0             | 0             | 0                                       |
| Educationally Disadvantaged      | 32,000        | 32,000       | 0             | 0                 | 0             | 0             | 0                                       |
| Total Snow College               | 22,896,000    | 17,819,800   | 196,300       | 4,879,900         | 0             | 0             | 0                                       |
| Dixie State College              |               |              |               |                   |               |               |                                         |
| Education and General            | 25,781,700    | 17,121,100   | 643,500       | 8,017,100         | 0             | 0             | 0                                       |
| Zion Park Amphitheatre           | 90,300        | 57,400       | 0             | 32,900            | 0             | 0             | 0                                       |
| Educationally Disadvantaged      | 30,600        | 30,600       | 0             | 0                 | 0             | 0             | 0                                       |
| Total Dixie College              | 25,902,600    | 17,209,100   | 643,500       | 8,050,000         | 0             | 0             | 0                                       |
| College of Eastern Utah          |               |              |               |                   |               |               |                                         |
| Education and General            | 13,442,400    | 10,669,300   | 520,700       | 2,252,400         | 0             | 0             | 0                                       |
| San Juan Center                  | 2,631,600     | 1,883,000    | 0             | 748,600           | 0             | 0             | 0                                       |
| Prehistoric Museum               | 265,900       | 190,700      | 74,200        | 1,000             | 0             | 0             | 0                                       |
| CEU Star Schools - Price         | 138,500       | 138,500      | 0             | 0                 | 0             | 0             | 0                                       |
| CEU Star Schools - San Juan      | 138,200       | 138,200      | 0             | 0                 | 0             | 0             | 0                                       |
| Educationally Disadvantaged      | 117,800       | 117,800      | 0             | 0                 | 0             | 0             | 0                                       |
| Total CEU                        | 16,734,400    | 13,137,500   | 594,900       | 3,002,000         | 0             | 0             | 0                                       |
| Utah Valley State College        |               |              |               |                   |               |               |                                         |
| Education and General            | 98,579,200    | 42,955,900   | 4,875,900     | 50,747,400        | 0             | 0             | 0                                       |
| Educationally Disadvantaged      | 139,100       | 139,100      | 0             | 0                 | 0             | 0             | 0                                       |
| Total UVSC                       | 98,718,300    | 43,095,000   | 4,875,900     | 50,747,400        | 0             | 0             | 0                                       |

## Utah System of Higher Education 2005-06 Work Programs

June 2006

## Revised Schedule -- June 2006

|                                             | Expenditures    | Revenues      |               |                   |               |               |                                         |
|---------------------------------------------|-----------------|---------------|---------------|-------------------|---------------|---------------|-----------------------------------------|
|                                             |                 | General Fund  | Income Tax    | Dedicated Credits | Mineral Lease | Federal Funds | Cigarette Tax/ Trust Funds/ Other Funds |
| (continued)                                 |                 |               |               |                   |               |               |                                         |
| Salt Lake Community College                 |                 |               |               |                   |               |               |                                         |
| Education and General                       | \$89,564,600    | \$52,010,400  | \$1,581,000   | 35,973,200        | \$0           | \$0           | \$0                                     |
| Skills Center                               | 5,446,200       | 4,091,800     | 0             | 1,354,400         | 0             | 0             | 0                                       |
| Educationally Disadvantaged                 | 178,400         | 178,400       | 0             | 0                 | 0             | 0             | 0                                       |
| Total SLCC                                  | 95,189,200      | 56,280,600    | 1,581,000     | 37,327,600        | 0             | 0             | 0                                       |
| SBR and Statewide Programs                  |                 |               |               |                   |               |               |                                         |
| Administration - SBR                        | 5,268,100       | 2,950,700     | 2,226,900     | 90,500            | 0             | 0             | 0                                       |
| Administration - Prison Recidivism          | 485,700         | 385,700       | 0             | 0                 | 0             | 0             | 100,000                                 |
| Engineering Initiative                      | 2,000,000       | 0             | 2,000,000     | 0                 | 0             | 0             | 0                                       |
| WICHE                                       | 1,021,900       | 1,021,900     | 0             | 0                 | 0             | 0             | 0                                       |
| Student Financial Aid                       | 3,581,800       | 3,316,800     | 265,000       | 0                 | 0             | 0             | 0                                       |
| Student Financial Aid - UCOPE               | 1,983,800       | 1,983,800     | 0             | 0                 | 0             | 0             | 0                                       |
| Student Financial Aid - New Century         | 803,200         | 73,200        | 730,000       | 0                 | 0             | 0             | 0                                       |
| Student Fin. Aid - Minority Scholarships    | 47,100          | 47,100        | 0             | 0                 | 0             | 0             | 0                                       |
| Student Fin. Aid - Tuition Assistance       | 47,100          | 47,100        | 0             | 0                 | 0             | 0             | 0                                       |
| Student Fin. Aid - Engineering Loan Repaymr | 50,000          | 50,000        | 0             | 0                 | 0             | 0             | 0                                       |
| T.H. Bell Teacher Incentive Loans           | 799,100         | 623,300       | 0             | 175,800           | 0             | 0             | 0                                       |
| University Centers                          | 264,800         | 264,800       | 0             | 0                 | 0             | 0             | 0                                       |
| Campus Compact                              | 100,000         | 100,000       | 0             | 0                 | 0             | 0             | 0                                       |
| Electronic Coursework/UEC                   | 726,000         | 527,200       | 0             | 198,800           | 0             | 0             | 0                                       |
| Higher Education Technology Initiative      | 2,445,600       | 2,445,600     | 0             | 0                 | 0             | 0             | 0                                       |
| Federal Programs                            | 303,100         | 0             | 0             | 0                 | 0             | 303,100       | 0                                       |
| Jobs Now Initiative                         | 1,000,000       | 0             | 1,000,000     | 0                 | 0             | 0             | 0                                       |
| Academic Library Council                    | 2,883,500       | 2,883,500     | 0             | 0                 | 0             | 0             | 0                                       |
| Total SBR                                   | 23,810,800      | 16,720,700    | 6,221,900     | 465,100           | 0             | 303,100       | 100,000                                 |
| 9 INSTITUTION & SBR TOTAL                   | \$983,798,900   | \$431,729,400 | \$201,638,300 | \$335,045,200     | \$1,703,100   | \$4,205,400   | \$9,477,500                             |
| Utah College of Applied Technology          |                 |               |               |                   |               |               |                                         |
| Bridgerland                                 | \$9,419,600     | \$7,772,800   | \$478,600     | 1,168,200         | \$0           | \$0           | \$0                                     |
| Davis                                       | 9,647,900       | 7,815,800     | 395,800       | 1,436,300         | 0             | 0             | 0                                       |
| Dixie                                       | 1,414,600       | 879,200       | 430,400       | 105,000           | 0             | 0             | 0                                       |
| Mountainland                                | 3,798,000       | 2,934,100     | 663,400       | 200,500           | 0             | 0             | 0                                       |
| Ogden Weber                                 | 10,815,000      | 8,652,900     | 381,100       | 1,781,000         | 0             | 0             | 0                                       |
| Salt Lake/Tooele                            | 2,784,300       | 2,065,700     | 410,600       | 308,000           | 0             | 0             | 0                                       |
| Southeast                                   | 1,105,400       | 911,500       | 22,900        | 171,000           | 0             | 0             | 0                                       |
| Southwest                                   | 1,692,900       | 1,446,300     | 114,100       | 132,500           | 0             | 0             | 0                                       |
| Uintah Basin                                | 4,560,000       | 4,096,500     | 58,200        | 405,300           | 0             | 0             | 0                                       |
| UCAT Custom Fit                             | 3,108,100       | 3,108,100     | 0             | 0                 | 0             | 0             | 0                                       |
| UCAT Equipment                              | 837,400         | 837,400       | 0             | 0                 | 0             | 0             | 0                                       |
| UCAT Administration                         | 825,000         | 383,000       | 442,000       | 0                 | 0             | 0             | 0                                       |
| UCAT TOTAL                                  | \$50,008,200    | \$40,903,300  | \$3,397,100   | \$5,707,800       | \$0           | \$0           | \$0                                     |
| Utah Education Network                      |                 |               |               |                   |               |               |                                         |
| Satellite                                   | \$1,454,000     | \$1,454,000   | \$0           | \$0               | \$0           | \$0           | \$0                                     |
| UEN                                         | 26,229,100      | 13,803,600    | 2,929,100     | 79,000            | 0             | 9,294,600     | 122,800                                 |
| UEN TOTAL                                   | \$27,683,100    | \$15,257,600  | \$2,929,100   | \$79,000          | \$0           | \$9,294,600   | \$122,800                               |
| GRAND TOTAL - USHE (w/ UCAT) & UEN          | \$1,061,490,200 | \$487,890,300 | \$207,964,500 | \$340,832,000     | \$1,703,100   | \$13,500,000  | \$9,600,300                             |

## Utah System of Higher Education 2006-07 Work Programs

June 2006

## Initial Schedule (Ties to 2006 General Session Appropriations)

| Expenditures                     | Revenues      |              |                     |                   |               |               |                                         |
|----------------------------------|---------------|--------------|---------------------|-------------------|---------------|---------------|-----------------------------------------|
|                                  | General Fund  | Income Tax   | Uniform School Fund | Dedicated Credits | Mineral Lease | Federal Funds | Cigarette Tax/ Trust Funds/ Other Funds |
| <b>University of Utah</b>        |               |              |                     |                   |               |               |                                         |
| Education and General            | \$317,446,600 | \$16,178,100 | \$184,131,300       | \$0               | \$108,350,600 | \$0           | \$8,786,600                             |
| School of Medicine               | 32,490,400    | 1,006,400    | 20,705,700          | 0                 | 10,778,300    | 0             | 0                                       |
| Regional Dental Education Prog.  | 725,800       | 563,200      | 6,500               | 0                 | 156,100       | 0             | 0                                       |
| Tele Health Network              | 500,000       | 500,000      | 0                   | 0                 | 0             | 0             | 0                                       |
| Poison Control                   | 1,462,400     | 0            | 0                   | 0                 | 1,462,400     | 0             | 0                                       |
| Pub. Svc. - Seismograph Stations | 424,300       | 410,900      | 13,400              | 0                 | 0             | 0             | 0                                       |
| Pub. Svc. - Museum Nat. History  | 943,800       | 836,800      | 107,000             | 0                 | 0             | 0             | 0                                       |
| Pub. Svc. - State Arboretum      | 119,300       | 115,100      | 4,200               | 0                 | 0             | 0             | 0                                       |
| KUED                             | 2,550,400     | 2,468,700    | 81,700              | 0                 | 0             | 0             | 0                                       |
| University Hospital              | 4,689,600     | 4,521,400    | 168,200             | 0                 | 0             | 0             | 0                                       |
| Miners Hospital                  | 510,500       | 35,700       | 19,000              | 0                 | 0             | 0             | 455,800                                 |
| Educationally Disadvantaged      | 771,900       | 719,600      | 17,800              | 0                 | 0             | 0             | 34,500                                  |
| Total U of U                     | 362,635,000   | 27,355,900   | 205,254,800         | 0                 | 120,747,400   | 0             | 9,276,900                               |
| <b>Utah State University</b>     |               |              |                     |                   |               |               |                                         |
| Education and General            | 159,631,000   | 98,947,300   | 8,523,100           | 0                 | 52,060,000    | 0             | 100,600                                 |
| Uintah Basin Continuing Ed. Ctr. | 5,785,700     | 2,953,200    | 103,400             | 0                 | 2,729,100     | 0             | 0                                       |
| Southeastern Utah Cont. Ed. Ctr. | 1,241,900     | 652,500      | 19,100              | 0                 | 570,300       | 0             | 0                                       |
| Brigham City Continuing Ed Ctr.  | 4,444,100     | 1,552,600    | 244,900             | 0                 | 2,646,600     | 0             | 0                                       |
| Tooele/Wasatch Cont. Ed. Ctr.    | 5,449,800     | 1,316,800    | 941,800             | 0                 | 3,191,200     | 0             | 0                                       |
| Agricultural Experiment Station  | 15,118,900    | 1,041,800    | 11,633,300          | 0                 | 630,000       | 1,813,800     | 0                                       |
| Water Research Laboratory        | 3,403,300     | 1,574,800    | 82,700              | 0                 | 0             | 1,745,800     | 0                                       |
| Cooperative Extension            | 14,461,500    | 717,800      | 11,505,200          | 0                 | 150,000       | 2,088,500     | 0                                       |
| Educationally Disadvantaged      | 242,500       | 236,500      | 6,000               | 0                 | 0             | 0             | 0                                       |
| Total USU                        | 209,778,700   | 108,993,300  | 33,059,500          | 0                 | 61,977,200    | 3,902,300     | 100,600                                 |
| <b>Weber State University</b>    |               |              |                     |                   |               |               |                                         |
| Education and General            | 102,907,900   | 2,970,100    | 59,479,900          | 0                 | 40,457,900    | 0             | 0                                       |
| Educationally Disadvantaged      | 353,600       | 340,300      | 13,300              | 0                 | 0             | 0             | 0                                       |
| Total WSU                        | 103,261,500   | 3,310,400    | 59,493,200          | 0                 | 40,457,900    | 0             | 0                                       |
| <b>Southern Utah University</b>  |               |              |                     |                   |               |               |                                         |
| Education and General            | 44,849,400    | 2,309,600    | 27,400,800          | 0                 | 15,139,000    | 0             | 0                                       |
| Utah Shakespearean Festival      | 25,000        | 12,500       | 12,500              | 0                 | 0             | 0             | 0                                       |
| Rural Development                | 101,700       | 98,100       | 3,600               | 0                 | 0             | 0             | 0                                       |
| Educationally Disadvantaged      | 98,200        | 95,400       | 2,800               | 0                 | 0             | 0             | 0                                       |
| Total SUU                        | 45,074,300    | 2,515,600    | 27,419,700          | 0                 | 15,139,000    | 0             | 0                                       |
| <b>Snow College</b>              |               |              |                     |                   |               |               |                                         |
| Education and General            | 22,440,700    | 1,535,900    | 15,856,900          | 0                 | 5,047,900     | 0             | 0                                       |
| Applied Technology Education     | 1,265,700     | 1,265,700    | 0                   | 0                 | 0             | 0             | 0                                       |
| Educationally Disadvantaged      | 32,000        | 32,000       | 0                   | 0                 | 0             | 0             | 0                                       |
| Total Snow College               | 23,738,400    | 2,833,600    | 15,856,900          | 0                 | 5,047,900     | 0             | 0                                       |
| <b>Dixie State College</b>       |               |              |                     |                   |               |               |                                         |
| Education and General            | 26,461,600    | 3,617,800    | 14,818,300          | 0                 | 8,025,500     | 0             | 0                                       |
| Zion Park Amphitheatre           | 91,500        | 57,400       | 600                 | 0                 | 33,500        | 0             | 0                                       |
| Educationally Disadvantaged      | 30,600        | 30,600       | 0                   | 0                 | 0             | 0             | 0                                       |
| Total Dixie College              | 26,583,700    | 3,705,800    | 14,818,900          | 0                 | 8,059,000     | 0             | 0                                       |
| <b>College of Eastern Utah</b>   |               |              |                     |                   |               |               |                                         |
| Education and General            | 13,852,500    | 808,600      | 10,721,700          | 0                 | 2,322,200     | 0             | 0                                       |
| San Juan Center                  | 2,952,500     | 2,021,200    | 155,500             | 0                 | 775,800       | 0             | 0                                       |
| Prehistoric Museum               | 274,800       | 190,700      | 83,100              | 0                 | 1,000         | 0             | 0                                       |
| CEU Star Schools - Price         | 0             | 0            | 0                   | 0                 | 0             | 0             | 0                                       |
| CEU Star Schools - San Juan      | 0             | 0            | 0                   | 0                 | 0             | 0             | 0                                       |
| Educationally Disadvantaged      | 118,300       | 117,800      | 500                 | 0                 | 0             | 0             | 0                                       |
| Total CEU                        | 17,198,100    | 3,138,300    | 10,960,800          | 0                 | 3,099,000     | 0             | 0                                       |
| <b>Utah Valley State College</b> |               |              |                     |                   |               |               |                                         |
| Education and General            | 102,292,200   | 12,967,900   | 36,836,500          | 0                 | 52,487,800    | 0             | 0                                       |
| Educationally Disadvantaged      | 144,700       | 139,100      | 5,600               | 0                 | 0             | 0             | 0                                       |

## Utah System of Higher Education 2006-07 Work Programs

June 2006

## Initial Schedule (Ties to 2006 General Session Appropriations)

|                                               | Expenditures           | Revenues             |                      |                     |                      |                    |                     |                                       |
|-----------------------------------------------|------------------------|----------------------|----------------------|---------------------|----------------------|--------------------|---------------------|---------------------------------------|
|                                               |                        | General Fund         | Income Tax           | Uniform School Fund | Dedicated Credits    | Mineral Lease      | Federal Funds       | Cigarette Tax/Trust Funds/Other Funds |
| Total UVSC                                    | 102,436,900            | 13,107,000           | 36,842,100           | 0                   | 52,487,800           | 0                  | 0                   | 0                                     |
| <i>(continued)</i>                            |                        |                      |                      |                     |                      |                    |                     |                                       |
| <b>Salt Lake Community College</b>            |                        |                      |                      |                     |                      |                    |                     |                                       |
| Education and General                         | \$92,529,400           | \$5,020,500          | \$51,269,100         | \$0                 | \$36,239,800         | \$0                | \$0                 | \$0                                   |
| Skills Center                                 | 5,848,400              | 4,091,800            | 146,600              | 0                   | 1,610,000            | 0                  | 0                   | 0                                     |
| Educationally Disadvantaged                   | 178,400                | 178,400              | 0                    | 0                   | 0                    | 0                  | 0                   | 0                                     |
| Total SLCC                                    | 98,556,200             | 9,290,700            | 51,415,700           | 0                   | 37,849,800           | 0                  | 0                   | 0                                     |
| <b>SBR and Statewide Programs</b>             |                        |                      |                      |                     |                      |                    |                     |                                       |
| Administration - SBR                          | 3,067,100              | 2,967,000            | 9,700                | 0                   | 90,400               | 0                  | 0                   | 0                                     |
| Administration - Prison Recidivism            | 1,385,700              | 385,700              | 0                    | 0                   | 0                    | 0                  | 0                   | 1,000,000                             |
| Engineering Initiative                        | 1,200,000              | 0                    | 1,200,000            | 0                   | 0                    | 0                  | 0                   | 0                                     |
| WICHE                                         | 1,021,900              | 1,021,900            | 0                    | 0                   | 0                    | 0                  | 0                   | 0                                     |
| Student Financial Aid                         | 3,527,100              | 3,316,800            | 210,300              | 0                   | 0                    | 0                  | 0                   | 0                                     |
| Student Financial Aid - UCOPE                 | 4,233,800              | 1,983,800            | 2,250,000            | 0                   | 0                    | 0                  | 0                   | 0                                     |
| Student Financial Aid - New Century           | 892,900                | 73,200               | 819,700              | 0                   | 0                    | 0                  | 0                   | 0                                     |
| Student Fin. Aid - Minority Scholarships      | 47,100                 | 47,100               | 0                    | 0                   | 0                    | 0                  | 0                   | 0                                     |
| Student Fin. Aid - Tuition Assistance         | 47,100                 | 47,100               | 0                    | 0                   | 0                    | 0                  | 0                   | 0                                     |
| Student Fin. Aid - Engineering Loan Repaymr   | 50,000                 | 50,000               | 0                    | 0                   | 0                    | 0                  | 0                   | 0                                     |
| T.H. Bell Teacher Incentive Loans             | 799,100                | 623,300              | 0                    | 0                   | 175,800              | 0                  | 0                   | 0                                     |
| Campus Compact                                | 100,000                | 100,000              | 0                    | 0                   | 0                    | 0                  | 0                   | 0                                     |
| Electronic Coursework/UEC                     | 734,500                | 535,700              | 0                    | 0                   | 198,800              | 0                  | 0                   | 0                                     |
| Higher Education Technology Initiative        | 3,845,600              | 2,445,600            | 1,400,000            | 0                   | 0                    | 0                  | 0                   | 0                                     |
| Federal Programs                              | 303,100                | 0                    | 0                    | 0                   | 0                    | 0                  | 303,100             | 0                                     |
| Jobs Now Initiative                           | 1,500,000              | 0                    | 1,500,000            | 0                   | 0                    | 0                  | 0                   | 0                                     |
| Academic Library Council                      | 2,883,500              | 2,883,500            | 0                    | 0                   | 0                    | 0                  | 0                   | 0                                     |
| Total SBR                                     | 25,638,500             | 16,480,700           | 7,389,700            | 0                   | 465,000              | 0                  | 303,100             | 1,000,000                             |
| <b>9 INSTITUTION &amp; SBR TOTAL</b>          | <b>\$1,014,901,300</b> | <b>\$190,731,300</b> | <b>\$462,511,300</b> | <b>\$0</b>          | <b>\$345,330,000</b> | <b>\$1,745,800</b> | <b>\$4,205,400</b>  | <b>\$10,377,500</b>                   |
| <b>Utah College of Applied Technology</b>     |                        |                      |                      |                     |                      |                    |                     |                                       |
| Bridgerland                                   | \$9,914,600            | \$7,772,900          | \$921,900            | \$0                 | \$1,219,800          | \$0                | \$0                 | \$0                                   |
| Davis                                         | 10,837,200             | 7,817,000            | 1,135,000            | 0                   | 1,885,200            | 0                  | 0                   | 0                                     |
| Dixie                                         | 1,667,400              | 879,200              | 687,700              | 0                   | 100,500              | 0                  | 0                   | 0                                     |
| Mountainland                                  | 4,536,500              | 2,935,000            | 1,382,600            | 0                   | 218,900              | 0                  | 0                   | 0                                     |
| Ogden Weber                                   | 11,597,100             | 8,655,500            | 1,093,200            | 0                   | 1,848,400            | 0                  | 0                   | 0                                     |
| Salt Lake/Tooele                              | 3,071,500              | 2,065,800            | 628,100              | 0                   | 377,600              | 0                  | 0                   | 0                                     |
| Southeast                                     | 1,263,700              | 911,500              | 162,200              | 0                   | 190,000              | 0                  | 0                   | 0                                     |
| Southwest                                     | 1,860,300              | 1,446,500            | 282,900              | 0                   | 130,900              | 0                  | 0                   | 0                                     |
| Uintah Basin                                  | 4,846,500              | 4,098,200            | 345,000              | 0                   | 403,300              | 0                  | 0                   | 0                                     |
| UCAT Custom Fit                               | 3,108,100              | 3,108,100            | 0                    | 0                   | 0                    | 0                  | 0                   | 0                                     |
| UCAT Equipment                                | 837,400                | 837,400              | 0                    | 0                   | 0                    | 0                  | 0                   | 0                                     |
| UCAT Administration                           | 1,030,800              | 383,700              | 647,100              | 0                   | 0                    | 0                  | 0                   | 0                                     |
| <b>UCAT TOTAL</b>                             | <b>\$54,571,100</b>    | <b>\$40,910,800</b>  | <b>\$7,285,700</b>   | <b>\$0</b>          | <b>\$6,374,600</b>   | <b>\$0</b>         | <b>\$0</b>          | <b>\$0</b>                            |
| <b>Utah Education Network</b>                 |                        |                      |                      |                     |                      |                    |                     |                                       |
| UEN Satellite                                 | \$1,463,900            | \$1,463,900          | \$0                  | \$0                 | \$0                  | \$0                | \$0                 | \$0                                   |
| UEN Administration                            | 28,043,100             | 14,100,900           | 4,429,100            | 0                   | 79,000               | 0                  | 9,311,300           | 122,800                               |
| <b>UEN TOTAL</b>                              | <b>\$29,507,000</b>    | <b>\$15,564,800</b>  | <b>\$4,429,100</b>   | <b>\$0</b>          | <b>\$79,000</b>      | <b>\$0</b>         | <b>\$9,311,300</b>  | <b>\$122,800</b>                      |
| <b>GRAND TOTAL - USHE (w/ UCAT) &amp; UEN</b> | <b>\$1,098,979,400</b> | <b>\$247,206,900</b> | <b>\$474,226,100</b> | <b>\$0</b>          | <b>\$351,783,600</b> | <b>\$1,745,800</b> | <b>\$13,516,700</b> | <b>\$10,500,300</b>                   |

## Utah System of Higher Education 2006-07 Work Programs

June 2006

## June 2006 Revisions

| Expenditures                     | Revenues     |            |                     |                   |               |               |                                       |
|----------------------------------|--------------|------------|---------------------|-------------------|---------------|---------------|---------------------------------------|
|                                  | General Fund | Income Tax | Uniform School Fund | Dedicated Credits | Mineral Lease | Federal Funds | Cigarette Tax/Trust Funds/Other Funds |
| <b>University of Utah</b>        |              |            |                     |                   |               |               |                                       |
| Education and General            | \$5,513,700  | \$0        | \$0                 | \$0               | \$5,513,700   | \$0           | \$0                                   |
| School of Medicine               | 121,700      | 0          | 0                   | 0                 | 121,700       | 0             | 0                                     |
| Regional Dental Education Prog.  | 12,900       | 0          | 0                   | 0                 | 12,900        | 0             | 0                                     |
| Tele Health Network              | 0            | 0          | 0                   | 0                 | 0             | 0             | 0                                     |
| Poison Control                   | 0            | 0          | 0                   | 0                 | 0             | 0             | 0                                     |
| Pub. Svc. - Seismograph Stations | 0            | 0          | 0                   | 0                 | 0             | 0             | 0                                     |
| Pub. Svc. - Museum Nat. History  | 0            | 0          | 0                   | 0                 | 0             | 0             | 0                                     |
| Pub. Svc. - State Arboretum      | 0            | 0          | 0                   | 0                 | 0             | 0             | 0                                     |
| KUED                             | 0            | 0          | 0                   | 0                 | 0             | 0             | 0                                     |
| University Hospital              | 0            | 0          | 0                   | 0                 | 0             | 0             | 0                                     |
| Miners Hospital                  | 0            | 0          | 0                   | 0                 | 0             | 0             | 0                                     |
| Educationally Disadvantaged      | 0            | 0          | 0                   | 0                 | 0             | 0             | 0                                     |
| Total U of U                     | 5,648,300    | 0          | 0                   | 0                 | 5,648,300     | 0             | 0                                     |
| <b>Utah State University</b>     |              |            |                     |                   |               |               |                                       |
| Education and General            | 987,200      | 0          | 0                   | 0                 | 987,200       | 0             | 0                                     |
| Uintah Basin Continuing Ed. Ctr. | 122,200      | 0          | 0                   | 0                 | 122,200       | 0             | 0                                     |
| Southeastern Utah Cont. Ed. Ctr. | 28,400       | 0          | 0                   | 0                 | 28,400        | 0             | 0                                     |
| Brigham City Continuing Ed Ctr.  | 78,000       | 0          | 0                   | 0                 | 78,000        | 0             | 0                                     |
| Tooele/Wasatch Cont. Ed. Ctr.    | 133,400      | 0          | 0                   | 0                 | 133,400       | 0             | 0                                     |
| Agricultural Experiment Station  | 0            | 0          | 0                   | 0                 | 0             | 0             | 0                                     |
| Water Research Laboratory        | 0            | 0          | 0                   | 0                 | 0             | 0             | 0                                     |
| Cooperative Extension            | 0            | 0          | 0                   | 0                 | 0             | 0             | 0                                     |
| Educationally Disadvantaged      | 0            | 0          | 0                   | 0                 | 0             | 0             | 0                                     |
| Total USU                        | 1,349,200    | 0          | 0                   | 0                 | 1,349,200     | 0             | 0                                     |
| <b>Weber State University</b>    |              |            |                     |                   |               |               |                                       |
| Education and General            | 714,200      | 0          | 0                   | 0                 | 714,200       | 0             | 0                                     |
| Educationally Disadvantaged      | 0            | 0          | 0                   | 0                 | 0             | 0             | 0                                     |
| Total WSU                        | 714,200      | 0          | 0                   | 0                 | 714,200       | 0             | 0                                     |
| <b>Southern Utah University</b>  |              |            |                     |                   |               |               |                                       |
| Education and General            | 1,740,000    | 0          | 0                   | 0                 | 1,740,000     | 0             | 0                                     |
| Utah Shakespearean Festival      | 0            | 0          | 0                   | 0                 | 0             | 0             | 0                                     |
| Rural Development                | 0            | 0          | 0                   | 0                 | 0             | 0             | 0                                     |
| Educationally Disadvantaged      | 0            | 0          | 0                   | 0                 | 0             | 0             | 0                                     |
| Total SUU                        | 1,740,000    | 0          | 0                   | 0                 | 1,740,000     | 0             | 0                                     |
| <b>Snow College</b>              |              |            |                     |                   |               |               |                                       |
| Education and General            | 220,300      | 0          | 0                   | 0                 | 220,300       | 0             | 0                                     |
| Applied Technology Education     | 0            | 0          | 0                   | 0                 | 0             | 0             | 0                                     |
| Educationally Disadvantaged      | 0            | 0          | 0                   | 0                 | 0             | 0             | 0                                     |
| Total Snow College               | 220,300      | 0          | 0                   | 0                 | 220,300       | 0             | 0                                     |
| <b>Dixie State College</b>       |              |            |                     |                   |               |               |                                       |
| Education and General            | 1,091,000    | 0          | 0                   | 0                 | 1,091,000     | 0             | 0                                     |
| Zion Park Amphitheatre           | 0            | 0          | 0                   | 0                 | 0             | 0             | 0                                     |
| Educationally Disadvantaged      | 0            | 0          | 0                   | 0                 | 0             | 0             | 0                                     |
| Total Dixie College              | 1,091,000    | 0          | 0                   | 0                 | 1,091,000     | 0             | 0                                     |
| <b>College of Eastern Utah</b>   |              |            |                     |                   |               |               |                                       |
| Education and General            | 125,300      | 0          | 0                   | 0                 | 125,300       | 0             | 0                                     |
| San Juan Center                  | 34,700       | 0          | 0                   | 0                 | 34,700        | 0             | 0                                     |
| Prehistoric Museum               | 0            | 0          | 0                   | 0                 | 0             | 0             | 0                                     |
| CEU Star Schools - Price         | 0            | 0          | 0                   | 0                 | 0             | 0             | 0                                     |
| CEU Star Schools - San Juan      | 0            | 0          | 0                   | 0                 | 0             | 0             | 0                                     |
| Educationally Disadvantaged      | 0            | 0          | 0                   | 0                 | 0             | 0             | 0                                     |
| Total CEU                        | 160,000      | 0          | 0                   | 0                 | 160,000       | 0             | 0                                     |
| <b>Utah Valley State College</b> |              |            |                     |                   |               |               |                                       |
| Education and General            | (2,388,700)  | 0          | 0                   | 0                 | (2,388,700)   | 0             | 0                                     |
| Educationally Disadvantaged      | 0            | 0          | 0                   | 0                 | 0             | 0             | 0                                     |

## Utah System of Higher Education 2006-07 Work Programs

June 2006

## June 2006 Revisions

|                                               | Expenditures       | Revenues     |            |                     |                    |               |               |                                       |
|-----------------------------------------------|--------------------|--------------|------------|---------------------|--------------------|---------------|---------------|---------------------------------------|
|                                               |                    | General Fund | Income Tax | Uniform School Fund | Dedicated Credits  | Mineral Lease | Federal Funds | Cigarette Tax/Trust Funds/Other Funds |
| Total UVSC                                    | (2,388,700)        | 0            | 0          | 0                   | (2,388,700)        | 0             | 0             | 0                                     |
| <i>(continued)</i>                            |                    |              |            |                     |                    |               |               |                                       |
| <b>Salt Lake Community College</b>            |                    |              |            |                     |                    |               |               |                                       |
| Education and General                         | (\$1,218,000)      | \$0          | \$0        | \$0                 | (\$1,218,000)      | \$0           | \$0           | \$0                                   |
| Skills Center                                 | (371,300)          | 0            | 0          | 0                   | (371,300)          | 0             | 0             | 0                                     |
| Educationally Disadvantaged                   | 0                  | 0            | 0          | 0                   | 0                  | 0             | 0             | 0                                     |
| Total SLCC                                    | (1,589,300)        | 0            | 0          | 0                   | (1,589,300)        | 0             | 0             | 0                                     |
| <b>SBR and Statewide Programs</b>             |                    |              |            |                     |                    |               |               |                                       |
| Administration - SBR                          | 0                  | 0            | 0          | 0                   | 0                  | 0             | 0             | 0                                     |
| Administration - Prison Recidivism            | 0                  | 0            | 0          | 0                   | 0                  | 0             | 0             | 0                                     |
| Engineering Initiative                        | 0                  | 0            | 0          | 0                   | 0                  | 0             | 0             | 0                                     |
| WICHE                                         | 0                  | 0            | 0          | 0                   | 0                  | 0             | 0             | 0                                     |
| Student Financial Aid                         | 0                  | 0            | 0          | 0                   | 0                  | 0             | 0             | 0                                     |
| Student Financial Aid - UCOPE                 | 0                  | 0            | 0          | 0                   | 0                  | 0             | 0             | 0                                     |
| Student Financial Aid - New Century           | 0                  | 0            | 0          | 0                   | 0                  | 0             | 0             | 0                                     |
| Student Fin. Aid - Minority Scholarships      | 0                  | 0            | 0          | 0                   | 0                  | 0             | 0             | 0                                     |
| Student Fin. Aid - Tuition Assistance         | 0                  | 0            | 0          | 0                   | 0                  | 0             | 0             | 0                                     |
| Student Fin. Aid - Engineering Loan Repaym    | 0                  | 0            | 0          | 0                   | 0                  | 0             | 0             | 0                                     |
| T.H. Bell Teacher Incentive Loans             | 0                  | 0            | 0          | 0                   | 0                  | 0             | 0             | 0                                     |
| Campus Compact                                | 0                  | 0            | 0          | 0                   | 0                  | 0             | 0             | 0                                     |
| Electronic Coursework/UEC                     | 0                  | 0            | 0          | 0                   | 0                  | 0             | 0             | 0                                     |
| Higher Education Technology Initiative        | 0                  | 0            | 0          | 0                   | 0                  | 0             | 0             | 0                                     |
| Federal Programs                              | 0                  | 0            | 0          | 0                   | 0                  | 0             | 0             | 0                                     |
| Jobs Now Initiative                           | 0                  | 0            | 0          | 0                   | 0                  | 0             | 0             | 0                                     |
| Academic Library Council                      | 0                  | 0            | 0          | 0                   | 0                  | 0             | 0             | 0                                     |
| Total SBR                                     | 0                  | 0            | 0          | 0                   | 0                  | 0             | 0             | 0                                     |
| <b>9 INSTITUTION &amp; SBR TOTAL</b>          | <b>\$6,945,000</b> | <b>\$0</b>   | <b>\$0</b> | <b>\$0</b>          | <b>\$6,945,000</b> | <b>\$0</b>    | <b>\$0</b>    | <b>\$0</b>                            |
| <b>Utah College of Applied Technology</b>     |                    |              |            |                     |                    |               |               |                                       |
| Bridgerland                                   | \$0                | \$0          | \$0        | \$0                 | \$0                | \$0           | \$0           | \$0                                   |
| Davis                                         | (255,700)          | 0            | 0          | 0                   | (255,700)          | 0             | 0             | 0                                     |
| Dixie                                         | 19,500             | 0            | 0          | 0                   | 19,500             | 0             | 0             | 0                                     |
| Mountainland                                  | 0                  | 0            | 0          | 0                   | 0                  | 0             | 0             | 0                                     |
| Ogden Weber                                   | 0                  | 0            | 0          | 0                   | 0                  | 0             | 0             | 0                                     |
| Salt Lake/Tooele                              | (53,600)           | 0            | 0          | 0                   | (53,600)           | 0             | 0             | 0                                     |
| Southeast                                     | 0                  | 0            | 0          | 0                   | 0                  | 0             | 0             | 0                                     |
| Southwest                                     | 1,600              | 0            | 0          | 0                   | 1,600              | 0             | 0             | 0                                     |
| Uintah Basin                                  | 300,700            | 0            | 0          | 0                   | 300,700            | 0             | 0             | 0                                     |
| UCAT Custom Fit                               | 0                  | 0            | 0          | 0                   | 0                  | 0             | 0             | 0                                     |
| UCAT Equipment                                | 0                  | 0            | 0          | 0                   | 0                  | 0             | 0             | 0                                     |
| UCAT Administration                           | 0                  | 0            | 0          | 0                   | 0                  | 0             | 0             | 0                                     |
| <b>UCAT TOTAL</b>                             | <b>\$12,500</b>    | <b>\$0</b>   | <b>\$0</b> | <b>\$0</b>          | <b>\$12,500</b>    | <b>\$0</b>    | <b>\$0</b>    | <b>\$0</b>                            |
| <b>Utah Education Network</b>                 |                    |              |            |                     |                    |               |               |                                       |
| UEN Satellite                                 | \$0                | \$0          | \$0        | \$0                 | \$0                | \$0           | \$0           | \$0                                   |
| UEN Administration                            | 0                  | 0            | 0          | 0                   | 0                  | 0             | 0             | 0                                     |
| <b>UEN TOTAL</b>                              | <b>\$0</b>         | <b>\$0</b>   | <b>\$0</b> | <b>\$0</b>          | <b>\$0</b>         | <b>\$0</b>    | <b>\$0</b>    | <b>\$0</b>                            |
| <b>GRAND TOTAL - USHE (w/ UCAT) &amp; UEN</b> | <b>\$6,957,500</b> | <b>\$0</b>   | <b>\$0</b> | <b>\$0</b>          | <b>\$6,957,500</b> | <b>\$0</b>    | <b>\$0</b>    | <b>\$0</b>                            |

## Utah System of Higher Education 2006-07 Work Programs

June 2006

## Revised Schedule -- June 2006

| Expenditures                     | Revenues      |              |                     |                   |               |               |                                         |
|----------------------------------|---------------|--------------|---------------------|-------------------|---------------|---------------|-----------------------------------------|
|                                  | General Fund  | Income Tax   | Uniform School Fund | Dedicated Credits | Mineral Lease | Federal Funds | Cigarette Tax/ Trust Funds/ Other Funds |
| <b>University of Utah</b>        |               |              |                     |                   |               |               |                                         |
| Education and General            | \$322,960,300 | \$16,178,100 | \$184,131,300       | \$0               | \$113,864,300 | \$0           | \$8,786,600                             |
| School of Medicine               | 32,612,100    | 1,006,400    | 20,705,700          | 0                 | 10,900,000    | 0             | 0                                       |
| Regional Dental Education Prog.  | 738,700       | 563,200      | 6,500               | 0                 | 169,000       | 0             | 0                                       |
| Tele Health Network              | 500,000       | 500,000      | 0                   | 0                 | 0             | 0             | 0                                       |
| Poison Control                   | 1,462,400     | 0            | 0                   | 0                 | 1,462,400     | 0             | 0                                       |
| Pub. Svc. - Seismograph Stations | 424,300       | 410,900      | 13,400              | 0                 | 0             | 0             | 0                                       |
| Pub. Svc. - Museum Nat. History  | 943,800       | 836,800      | 107,000             | 0                 | 0             | 0             | 0                                       |
| Pub. Svc. - State Arboretum      | 119,300       | 115,100      | 4,200               | 0                 | 0             | 0             | 0                                       |
| KUED                             | 2,550,400     | 2,468,700    | 81,700              | 0                 | 0             | 0             | 0                                       |
| University Hospital              | 4,689,600     | 4,521,400    | 168,200             | 0                 | 0             | 0             | 0                                       |
| Miners Hospital                  | 510,500       | 35,700       | 19,000              | 0                 | 0             | 0             | 455,800                                 |
| Educationally Disadvantaged      | 771,900       | 719,600      | 17,800              | 0                 | 0             | 0             | 34,500                                  |
| Total U of U                     | 368,283,300   | 27,355,900   | 205,254,800         | 0                 | 126,395,700   | 0             | 9,276,900                               |
| <b>Utah State University</b>     |               |              |                     |                   |               |               |                                         |
| Education and General            | 160,618,200   | 98,947,300   | 8,523,100           | 0                 | 53,047,200    | 0             | 100,600                                 |
| Uintah Basin Continuing Ed. Ctr. | 5,907,900     | 2,953,200    | 103,400             | 0                 | 2,851,300     | 0             | 0                                       |
| Southeastern Utah Cont. Ed. Ctr. | 1,270,300     | 652,500      | 19,100              | 0                 | 598,700       | 0             | 0                                       |
| Brigham City Continuing Ed Ctr.  | 4,522,100     | 1,552,600    | 244,900             | 0                 | 2,724,600     | 0             | 0                                       |
| Tooele/Wasatch Cont. Ed. Ctr.    | 5,583,200     | 1,316,800    | 941,800             | 0                 | 3,324,600     | 0             | 0                                       |
| Agricultural Experiment Station  | 15,118,900    | 1,041,800    | 11,633,300          | 0                 | 630,000       | 1,813,800     | 0                                       |
| Water Research Laboratory        | 3,403,300     | 1,574,800    | 82,700              | 0                 | 0             | 1,745,800     | 0                                       |
| Cooperative Extension            | 14,461,500    | 717,800      | 11,505,200          | 0                 | 150,000       | 2,088,500     | 0                                       |
| Educationally Disadvantaged      | 242,500       | 236,500      | 6,000               | 0                 | 0             | 0             | 0                                       |
| Total USU                        | 211,127,900   | 108,993,300  | 33,059,500          | 0                 | 63,326,400    | 3,902,300     | 100,600                                 |
| <b>Weber State University</b>    |               |              |                     |                   |               |               |                                         |
| Education and General            | 103,622,100   | 2,970,100    | 59,479,900          | 0                 | 41,172,100    | 0             | 0                                       |
| Educationally Disadvantaged      | 353,600       | 340,300      | 13,300              | 0                 | 0             | 0             | 0                                       |
| Total WSU                        | 103,975,700   | 3,310,400    | 59,493,200          | 0                 | 41,172,100    | 0             | 0                                       |
| <b>Southern Utah University</b>  |               |              |                     |                   |               |               |                                         |
| Education and General            | 46,589,400    | 2,309,600    | 27,400,800          | 0                 | 16,879,000    | 0             | 0                                       |
| Utah Shakespearean Festival      | 25,000        | 12,500       | 12,500              | 0                 | 0             | 0             | 0                                       |
| Rural Development                | 101,700       | 98,100       | 3,600               | 0                 | 0             | 0             | 0                                       |
| Educationally Disadvantaged      | 98,200        | 95,400       | 2,800               | 0                 | 0             | 0             | 0                                       |
| Total SUU                        | 46,814,300    | 2,515,600    | 27,419,700          | 0                 | 16,879,000    | 0             | 0                                       |
| <b>Snow College</b>              |               |              |                     |                   |               |               |                                         |
| Education and General            | 22,661,000    | 1,535,900    | 15,856,900          | 0                 | 5,268,200     | 0             | 0                                       |
| Applied Technology Education     | 1,265,700     | 1,265,700    | 0                   | 0                 | 0             | 0             | 0                                       |
| Educationally Disadvantaged      | 32,000        | 32,000       | 0                   | 0                 | 0             | 0             | 0                                       |
| Total Snow College               | 23,958,700    | 2,833,600    | 15,856,900          | 0                 | 5,268,200     | 0             | 0                                       |
| <b>Dixie State College</b>       |               |              |                     |                   |               |               |                                         |
| Education and General            | 27,552,600    | 3,617,800    | 14,818,300          | 0                 | 9,116,500     | 0             | 0                                       |
| Zion Park Amphitheatre           | 91,500        | 57,400       | 600                 | 0                 | 33,500        | 0             | 0                                       |
| Educationally Disadvantaged      | 30,600        | 30,600       | 0                   | 0                 | 0             | 0             | 0                                       |
| Total Dixie College              | 27,674,700    | 3,705,800    | 14,818,900          | 0                 | 9,150,000     | 0             | 0                                       |
| <b>College of Eastern Utah</b>   |               |              |                     |                   |               |               |                                         |
| Education and General            | 13,977,800    | 808,600      | 10,721,700          | 0                 | 2,447,500     | 0             | 0                                       |
| San Juan Center                  | 2,987,200     | 2,021,200    | 155,500             | 0                 | 810,500       | 0             | 0                                       |
| Prehistoric Museum               | 274,800       | 190,700      | 83,100              | 0                 | 1,000         | 0             | 0                                       |
| CEU Star Schools - Price         | 0             | 0            | 0                   | 0                 | 0             | 0             | 0                                       |
| CEU Star Schools - San Juan      | 0             | 0            | 0                   | 0                 | 0             | 0             | 0                                       |
| Educationally Disadvantaged      | 118,300       | 117,800      | 500                 | 0                 | 0             | 0             | 0                                       |
| Total CEU                        | 17,358,100    | 3,138,300    | 10,960,800          | 0                 | 3,259,000     | 0             | 0                                       |
| <b>Utah Valley State College</b> |               |              |                     |                   |               |               |                                         |
| Education and General            | 99,903,500    | 12,967,900   | 36,836,500          | 0                 | 50,099,100    | 0             | 0                                       |
| Educationally Disadvantaged      | 144,700       | 139,100      | 5,600               | 0                 | 0             | 0             | 0                                       |

## Utah System of Higher Education 2006-07 Work Programs

June 2006

## Revised Schedule -- June 2006

|                                               | Expenditures           | Revenues             |                      |                           |                      |                    |                     | Cigarette Tax/<br>Trust Funds/<br>Other Funds |
|-----------------------------------------------|------------------------|----------------------|----------------------|---------------------------|----------------------|--------------------|---------------------|-----------------------------------------------|
|                                               |                        | General<br>Fund      | Income<br>Tax        | Uniform<br>School<br>Fund | Dedicated<br>Credits | Mineral<br>Lease   | Federal<br>Funds    |                                               |
| Total UVSC                                    | 100,048,200            | 13,107,000           | 36,842,100           | 0                         | 50,099,100           | 0                  | 0                   | 0                                             |
| <i>(continued)</i>                            |                        |                      |                      |                           |                      |                    |                     |                                               |
| <b>Salt Lake Community College</b>            |                        |                      |                      |                           |                      |                    |                     |                                               |
| Education and General                         | \$91,311,400           | \$5,020,500          | \$51,269,100         | \$0                       | 35,021,800           | \$0                | \$0                 | \$0                                           |
| Skills Center                                 | 5,477,100              | 4,091,800            | 146,600              | 0                         | 1,238,700            | 0                  | 0                   | 0                                             |
| Educationally Disadvantaged                   | 178,400                | 178,400              | 0                    | 0                         | 0                    | 0                  | 0                   | 0                                             |
| Total SLCC                                    | 96,966,900             | 9,290,700            | 51,415,700           | 0                         | 36,260,500           | 0                  | 0                   | 0                                             |
| <b>SBR and Statewide Programs</b>             |                        |                      |                      |                           |                      |                    |                     |                                               |
| Administration - SBR                          | 3,067,100              | 2,967,000            | 9,700                | 0                         | 90,400               | 0                  | 0                   | 0                                             |
| Administration - Prison Recidivism            | 1,385,700              | 385,700              | 0                    | 0                         | 0                    | 0                  | 0                   | 1,000,000                                     |
| Engineering Initiative                        | 1,200,000              | 0                    | 1,200,000            | 0                         | 0                    | 0                  | 0                   | 0                                             |
| WICHE                                         | 1,021,900              | 1,021,900            | 0                    | 0                         | 0                    | 0                  | 0                   | 0                                             |
| Student Financial Aid                         | 3,527,100              | 3,316,800            | 210,300              | 0                         | 0                    | 0                  | 0                   | 0                                             |
| Student Financial Aid - UCOPE                 | 4,233,800              | 1,983,800            | 2,250,000            | 0                         | 0                    | 0                  | 0                   | 0                                             |
| Student Financial Aid - New Century           | 892,900                | 73,200               | 819,700              | 0                         | 0                    | 0                  | 0                   | 0                                             |
| Student Fin. Aid - Minority Scholarships      | 47,100                 | 47,100               | 0                    | 0                         | 0                    | 0                  | 0                   | 0                                             |
| Student Fin. Aid - Tuition Assistance         | 47,100                 | 47,100               | 0                    | 0                         | 0                    | 0                  | 0                   | 0                                             |
| Student Fin. Aid - Engineering Loan Repaymr   | 50,000                 | 50,000               | 0                    | 0                         | 0                    | 0                  | 0                   | 0                                             |
| T.H. Bell Teacher Incentive Loans             | 799,100                | 623,300              | 0                    | 0                         | 175,800              | 0                  | 0                   | 0                                             |
| Campus Compact                                | 100,000                | 100,000              | 0                    | 0                         | 0                    | 0                  | 0                   | 0                                             |
| Electronic Coursework/UEC                     | 734,500                | 535,700              | 0                    | 0                         | 198,800              | 0                  | 0                   | 0                                             |
| Higher Education Technology Initiative        | 3,845,600              | 2,445,600            | 1,400,000            | 0                         | 0                    | 0                  | 0                   | 0                                             |
| Federal Programs                              | 303,100                | 0                    | 0                    | 0                         | 0                    | 0                  | 303,100             | 0                                             |
| Jobs Now Initiative                           | 1,500,000              | 0                    | 1,500,000            | 0                         | 0                    | 0                  | 0                   | 0                                             |
| Academic Library Council                      | 2,883,500              | 2,883,500            | 0                    | 0                         | 0                    | 0                  | 0                   | 0                                             |
| Total SBR                                     | 25,638,500             | 16,480,700           | 7,389,700            | 0                         | 465,000              | 0                  | 303,100             | 1,000,000                                     |
| <b>9 INSTITUTION &amp; SBR TOTAL</b>          | <b>\$1,021,846,300</b> | <b>\$190,731,300</b> | <b>\$462,511,300</b> | <b>\$0</b>                | <b>\$352,275,000</b> | <b>\$1,745,800</b> | <b>\$4,205,400</b>  | <b>\$10,377,500</b>                           |
| <b>Utah College of Applied Technology</b>     |                        |                      |                      |                           |                      |                    |                     |                                               |
| Bridgerland                                   | \$9,914,600            | \$7,772,900          | \$921,900            | \$0                       | 1,219,800            | \$0                | \$0                 | \$0                                           |
| Davis                                         | 10,581,500             | 7,817,000            | 1,135,000            | 0                         | 1,629,500            | 0                  | 0                   | 0                                             |
| Dixie                                         | 1,686,900              | 879,200              | 687,700              | 0                         | 120,000              | 0                  | 0                   | 0                                             |
| Mountainland                                  | 4,536,500              | 2,935,000            | 1,382,600            | 0                         | 218,900              | 0                  | 0                   | 0                                             |
| Ogden Weber                                   | 11,597,100             | 8,655,500            | 1,093,200            | 0                         | 1,848,400            | 0                  | 0                   | 0                                             |
| Salt Lake/Tooele                              | 3,017,900              | 2,065,800            | 628,100              | 0                         | 324,000              | 0                  | 0                   | 0                                             |
| Southeast                                     | 1,263,700              | 911,500              | 162,200              | 0                         | 190,000              | 0                  | 0                   | 0                                             |
| Southwest                                     | 1,861,900              | 1,446,500            | 282,900              | 0                         | 132,500              | 0                  | 0                   | 0                                             |
| Uintah Basin                                  | 5,147,200              | 4,098,200            | 345,000              | 0                         | 704,000              | 0                  | 0                   | 0                                             |
| UCAT Custom Fit                               | 3,108,100              | 3,108,100            | 0                    | 0                         | 0                    | 0                  | 0                   | 0                                             |
| UCAT Equipment                                | 837,400                | 837,400              | 0                    | 0                         | 0                    | 0                  | 0                   | 0                                             |
| UCAT Administration                           | 1,030,800              | 383,700              | 647,100              | 0                         | 0                    | 0                  | 0                   | 0                                             |
| <b>UCAT TOTAL</b>                             | <b>\$54,583,600</b>    | <b>\$40,910,800</b>  | <b>\$7,285,700</b>   | <b>\$0</b>                | <b>\$6,387,100</b>   | <b>\$0</b>         | <b>\$0</b>          | <b>\$0</b>                                    |
| <b>Utah Education Network</b>                 |                        |                      |                      |                           |                      |                    |                     |                                               |
| UEN Satellite                                 | \$1,463,900            | \$1,463,900          | \$0                  | \$0                       | 0                    | \$0                | \$0                 | \$0                                           |
| UEN Administration                            | 28,043,100             | 14,100,900           | 4,429,100            | 0                         | 79,000               | 0                  | 9,311,300           | 122,800                                       |
| <b>UEN TOTAL</b>                              | <b>\$29,507,000</b>    | <b>\$15,564,800</b>  | <b>\$4,429,100</b>   | <b>\$0</b>                | <b>\$79,000</b>      | <b>\$0</b>         | <b>\$9,311,300</b>  | <b>\$122,800</b>                              |
| <b>GRAND TOTAL - USHE (w/ UCAT) &amp; UEN</b> | <b>\$1,105,936,900</b> | <b>\$247,206,900</b> | <b>\$474,226,100</b> | <b>\$0</b>                | <b>\$358,741,100</b> | <b>\$1,745,800</b> | <b>\$13,516,700</b> | <b>\$10,500,300</b>                           |

Table 1

# Utah System of Higher Education

## Fiscal Year 2006-07 Implementation Report on Average Salary Increases by Employee Classification

| Institution | Line Item       | Regular Faculty | Adjunct Faculty | Teaching Assistants | Executives | Staff | Wage Payroll | Institution Average |
|-------------|-----------------|-----------------|-----------------|---------------------|------------|-------|--------------|---------------------|
| UU          | E&G             | 4.66%           | 3.00%           | 3.12%               | 5.25%      | 4.00% | 3.25%        | 4.83%               |
|             | SOM             | 4.47%           |                 |                     | 4.25%      | 3.98% | 3.40%        | 4.10%               |
|             | RDEP            | 6.42%           |                 |                     |            | 3.62% | 3.40%        | 5.77%               |
|             | Poison          |                 |                 |                     |            | 3.36% |              | 3.36%               |
|             | Siesmograph     |                 |                 |                     |            | 4.24% |              | 4.24%               |
|             | NH Museum       |                 |                 |                     |            | 3.73% | 3.40%        | 3.60%               |
|             | Arbor           |                 |                 |                     |            | 2.00% |              | 2.00%               |
|             | KUED            |                 |                 |                     | 3.40%      | 4.15% |              | 4.10%               |
|             | U Hospital      |                 |                 |                     |            | 3.50% |              | 3.50%               |
|             | Miners Hospital |                 |                 |                     |            | 3.40% |              | 3.40%               |
|             | Ed Dis          |                 |                 |                     |            | 3.14% | 3.40%        | 3.25%               |
| USU         | E&G             | 3.85%           | 3.50%           | 3.50%               | 4.04%      | 3.75% | 3.50%        | 3.80%               |
|             | UBCEC           | 4.85%           | 3.50%           |                     | 3.00%      | 4.13% |              | 4.46%               |
|             | SECEC           | 0.65%           | 3.50%           |                     | 0.00%      | 2.09% |              | 1.21%               |
|             | BCCEC           | 3.44%           | 3.50%           |                     | 3.00%      | 3.67% | 3.50%        | 3.59%               |
|             | TWCEC           | 15.22%          | 3.50%           |                     | 3.00%      | 2.92% |              | 5.05%               |
|             | AES             | 3.00%           |                 |                     | 3.00%      | 4.20% | 3.50%        | 4.17%               |
|             | UWRL            | 3.00%           | 3.50%           |                     |            | 3.73% |              | 3.60%               |
|             | Coop            | 3.84%           |                 |                     | 4.08%      | 3.28% | 3.50%        | 3.54%               |
|             | Ed Dis          |                 |                 |                     |            | 2.59% |              | 2.59%               |
| WSU         | E&G             | 4.24%           | 1.00%           |                     | 3.69%      | 4.12% | 1.00%        | 3.64%               |
|             | Ed Dis          |                 |                 |                     |            | 3.98% | 0.50%        | 3.46%               |
| SUU         | E&G             | 3.50%           | Varies          | Varies              | 3.50%      | 3.50% | 3.50%        | 3.50%               |
|             | Ed Dis          |                 | Varies          | Varies              |            | 3.50% |              | 3.50%               |
|             | Rural           |                 | Varies          | Varies              |            | 3.50% |              | 3.50%               |
| Snow        | E&G             | 6.46%           | 13.24%          |                     | 4.82%      | 2.18% | 8.75%        | 5.19%               |
| DSC         | E&G             | 13.70%          | Varies          |                     | 8.81%      | 3.96% | 1.76%        | 11.93%              |
|             | Zion            |                 |                 |                     |            | 3.50% | -0.22%       | 3.39%               |
| CEU         | E&G             | 3.60%           | 3.50%           |                     | 4.90%      | 3.50% | 3.50%        | 3.70%               |
|             | SJC             | 3.60%           | 3.50%           |                     | 3.50%      | 3.50% | 3.50%        | 3.50%               |
|             | Ed Dis          |                 |                 |                     |            | 3.50% | 3.50%        | 3.50%               |
|             | Muse            | 3.50%           |                 |                     |            | 3.50% | 3.50%        | 3.50%               |
| UVSC        | E&G             | 4.10%           | 3.50%           |                     | 3.50%      | 4.10% | 3.50%        | 3.98%               |
|             | Ed Dis          |                 |                 |                     |            | 3.50% | 3.50%        | 3.50%               |
| SLCC        | E&G             | 6.30%           | 5.00%           |                     | 3.50%      | 3.50% | 3.50%        | 4.60%               |
|             | Skills Center   | 6.30%           | 5.00%           |                     | 3.50%      | 3.50% | 3.50%        | 4.60%               |
| SBR         | Admin           |                 |                 |                     | 4.00%      | 4.12% |              | 4.10%               |
|             | UEC             |                 |                 |                     |            | 3.89% |              | 3.89%               |

Table 2

# Utah System of Higher Education

Fiscal Year 2006-07 Implementation Report on

## Second-tier Tuition Increases and Uses

### A. Percent Increase and Total Funds Available

| Student Type                      | UU                 | USU                | WSU                | SUU              | SNOW             | DSC                | CEU              | UVSC               | SLCC       | Total               |
|-----------------------------------|--------------------|--------------------|--------------------|------------------|------------------|--------------------|------------------|--------------------|------------|---------------------|
| All Students                      | 5.5%               | 4.0%               | 4.5%               | 4.0%             |                  |                    | 4.5%             | 5.0%               | 0.0%       |                     |
| Resident Students Only            |                    |                    |                    |                  | 5.0%             | 27.1%              |                  |                    |            |                     |
| Non Resident Students Only        |                    |                    |                    |                  |                  | 19.6%              |                  |                    |            |                     |
| Undergraduate                     |                    |                    |                    |                  |                  |                    |                  |                    |            |                     |
| Lower Division                    |                    |                    |                    |                  |                  |                    |                  |                    |            |                     |
| Upper Division                    |                    |                    |                    |                  |                  |                    |                  |                    |            |                     |
| Graduate                          |                    |                    |                    |                  |                  |                    |                  |                    |            |                     |
| Medical School                    | 5.5%               |                    |                    |                  |                  |                    |                  |                    |            |                     |
| Regional Dental Education Program | 5.5%               |                    |                    |                  |                  |                    |                  |                    |            |                     |
| Current Students                  |                    |                    |                    |                  |                  |                    |                  |                    |            |                     |
| New Students                      |                    |                    |                    |                  |                  |                    |                  |                    |            |                     |
| <b>Total Funds Available</b>      | <b>\$5,552,300</b> | <b>\$2,793,500</b> | <b>\$1,733,600</b> | <b>\$500,000</b> | <b>\$220,300</b> | <b>\$1,279,000</b> | <b>\$126,000</b> | <b>\$2,250,000</b> | <b>\$0</b> | <b>\$14,454,700</b> |

### B. Uses of Second-tier Tuition

| Category                                                        | UU                 | USU                | WSU                | SUU              | SNOW             | DSC                | CEU             | UVSC               | SLCC       | Total               | %     |
|-----------------------------------------------------------------|--------------------|--------------------|--------------------|------------------|------------------|--------------------|-----------------|--------------------|------------|---------------------|-------|
| 1. Retention and New Positions (Faculty, Staff, Graduate Level) | \$2,555,000        | \$853,500          | \$488,536          | \$390,000        | \$220,300        | \$1,279,000        |                 | \$350,000          |            | \$6,136,336         | 42.8% |
| 2. Enhance Programs and IT Infrastructure                       | 825,000            |                    |                    |                  |                  |                    |                 |                    |            | \$825,000           | 5.8%  |
| 3. Match Initiative Funds and Enhance Writing Program           | 600,000            |                    |                    |                  |                  |                    |                 |                    |            | \$600,000           | 4.2%  |
| Classroom, Lab, Capital Equipment,                              |                    |                    |                    |                  |                  |                    |                 |                    |            |                     |       |
| 4. and Library Acquisitions and Improvements                    | 500,000            |                    | 250,000            |                  |                  |                    |                 |                    |            | \$750,000           | 5.2%  |
| 5. O&M and Mandated Costs                                       | 969,500            |                    | 144,600            | 110,000          |                  |                    |                 |                    |            | \$1,224,100         | 8.5%  |
| 6. Partial Replacement of Lost Medicaid Funding                 | 94,400             |                    |                    |                  |                  |                    |                 |                    |            | \$94,400            | 0.7%  |
| 7. Increase in RDEP Creighton University Costs                  | 8,400              |                    |                    |                  |                  |                    |                 |                    |            | \$8,400             | 0.1%  |
| Expand and Reallocate Institutional Administrative Resources    |                    |                    |                    |                  |                  |                    |                 |                    |            |                     |       |
| 8. Budget Stabilization, Infrastructure, Data Reporting         |                    | 1,500,000          |                    |                  |                  |                    |                 | 500,000            |            | \$2,000,000         | 14.0% |
| 9. Enrollment Services Initiatives                              |                    | 200,000            |                    |                  |                  |                    |                 | 450,000            |            | \$650,000           | 4.5%  |
| 10. Student Initiatives                                         |                    | 240,000            | 850,464            |                  |                  |                    |                 | 50,000             |            | \$1,140,464         | 8.0%  |
| 11. Promote College Awareness                                   |                    |                    |                    |                  |                  |                    |                 | 50,000             |            | \$50,000            | 0.3%  |
| 12. Mission Change                                              |                    |                    |                    |                  |                  |                    |                 | 850,000            |            | \$850,000           | 5.9%  |
| 13. Athletics                                                   |                    |                    |                    |                  |                  |                    | 98,000          |                    |            |                     |       |
| <b>Total Planned Expenditures</b>                               | <b>\$5,552,300</b> | <b>\$2,793,500</b> | <b>\$1,733,600</b> | <b>\$500,000</b> | <b>\$220,300</b> | <b>\$1,279,000</b> | <b>\$98,000</b> | <b>\$2,250,000</b> | <b>\$0</b> | <b>\$14,328,700</b> |       |

### Notes:

*Salt Lake Community College did not have a second-tier tuition increase for FY07*

Table 3  
**Utah System of Higher Education**  
 Fiscal Year 2006-07 Implementation Report on  
**Engineering Initiative Funding and Revenue Match**

| <b>Institution</b>          | <b>Initiative Funding Increases</b>        |                                            |                                     | <b>Sources of Matching Funds</b> |                                |                                 |                     |                     |
|-----------------------------|--------------------------------------------|--------------------------------------------|-------------------------------------|----------------------------------|--------------------------------|---------------------------------|---------------------|---------------------|
|                             | Ongoing State Appropriations<br><i>(a)</i> | Institutional Matching Funds<br><i>(b)</i> | Total Funds Available<br><i>(c)</i> | Reallocation<br><i>(d)</i>       | 2nd Tier Tuition<br><i>(e)</i> | Enrollment Growth<br><i>(f)</i> | Other<br><i>(g)</i> | Total<br><i>(h)</i> |
| University of Utah          | \$250,000                                  | \$250,000                                  | \$500,000                           | \$0                              | \$250,000                      | \$0                             | \$0                 | \$250,000           |
| Utah State Univeristy       | 185,000                                    | 185,000                                    | 370,000                             | 185,000                          | 0                              | 0                               | 0                   | 185,000             |
| Weber State University      | 0                                          | 0                                          | 0                                   | 0                                | 0                              | 0                               | 0                   | 0                   |
| Southern Utah University    | 50,000                                     | 50,000                                     | 100,000                             | 50,000                           | 0                              | 0                               | 0                   | 50,000              |
| Snow College <sup>(1)</sup> | 15,000                                     | 15,000                                     | 30,000                              | 0                                | 0                              | 0                               | 15,000              | 15,000              |
| Dixie State College         | 0                                          | 0                                          | 0                                   | 0                                | 0                              | 0                               | 0                   | 0                   |
| College of Eastern Utah     | 0                                          | 0                                          | 0                                   | 0                                | 0                              | 0                               | 0                   | 0                   |
| Utah Valley State College   | 0                                          | 0                                          | 0                                   | 0                                | 0                              | 0                               | 0                   | 0                   |
| Salt Lake Community College | 0                                          | 0                                          | 0                                   | 0                                | 0                              | 0                               | 0                   | 0                   |
| <b>USHE Total</b>           | <b>\$500,000</b>                           | <b>\$500,000</b>                           | <b>\$1,000,000</b>                  | <b>\$235,000</b>                 | <b>\$250,000</b>               | <b>\$0</b>                      | <b>\$15,000</b>     | <b>\$500,000</b>    |

Notes:*(1) Snow Matching Funds are Departmental Allocations*

# **OPERATING EXPENDITURES AND REVENUES BY OBJECT** **UTAH SYSTEM OF HIGHER EDUCATION (EXCLUDING UCAT & UEN)**

Total All Line Items

|                                                  | 2004-05<br>Budget | 2005-06<br>Budget | 2006-07<br>Budget |
|--------------------------------------------------|-------------------|-------------------|-------------------|
| <b>A. EXPENDITURES AND TRANSFERS OUT</b>         |                   |                   |                   |
| 1. Regular Faculty                               | \$175,291,090     | \$183,841,066     | \$192,132,568     |
| 2. Adjunct / Wage Rated Faculty                  | 40,058,160        | 43,483,262        | 42,874,046        |
| 3. Teaching Assistants                           | 9,384,746         | 9,660,288         | 10,264,587        |
| 4. Executives                                    | 17,907,027        | 19,806,411        | 20,867,579        |
| 5. Staff                                         | 167,034,690       | 180,212,573       | 187,856,140       |
| 6. Wage Payroll                                  | 29,837,506        | 31,321,448        | 31,013,763        |
| 7. Total Salaries and Wages                      | 439,513,219       | 468,325,047       | 485,008,684       |
| 8. Employee Benefits                             | 149,589,319       | 161,006,231       | 167,409,429       |
| 9. Total Personal Services                       | 589,102,538       | 629,331,278       | 652,418,112       |
| 10. Travel                                       | 4,213,409         | 4,479,270         | 4,594,184         |
| 11. Current Expense                              | 90,663,565        | 78,443,919        | 76,332,383        |
| 12. Fuel and Power                               | 18,409,562        | 23,807,841        | 25,822,045        |
| 13. Equipment                                    | 6,241,210         | 6,618,147         | 6,277,477         |
| 14. Total Non-Personal Services                  | 119,527,746       | 113,349,177       | 113,026,088       |
| 15. Total Expenditures                           | 708,630,284       | 742,680,455       | 765,444,201       |
| 16. Transfers to Other Funds                     | 9,136,799         | 28,270,399        | 26,111,599        |
| 17. Total Expenditures + Transfers               | \$717,767,083     | \$770,950,854     | \$791,555,800     |
| <b>B. REVENUES AND TRANSFERS IN</b>              |                   |                   |                   |
| 18. Tuition and Fees                             | \$251,478,683     | \$270,192,254     | \$281,487,300     |
| 19. Sales and Services of Educational Activities | 121,000           | 115,000           | 109,100           |
| 20. Other Sources                                | 11,796,900        | 12,074,800        | 12,377,700        |
| 21. Total General Dedicated Credits              | 263,396,583       | 282,382,054       | 293,974,100       |
| 22. Federal Appropriations                       | 301,600           | 303,100           | 303,100           |
| 23. Trust Funds                                  | 992,400           | 992,400           | 1,992,400         |
| 24. Mineral Lease Funds                          | 0                 | 0                 | 0                 |
| 25. Total Other Revenues                         | 1,294,000         | 1,295,500         | 2,295,500         |
| 26. Uniform School Fund                          | 0                 | 0                 | 0                 |
| 27. Income Tax                                   | 108,865,500       | 188,065,800       | 416,686,500       |
| 28. State General Fund                           | 344,161,000       | 299,207,500       | 78,599,700        |
| 29. Total State Tax Funds                        | 453,026,500       | 487,273,300       | 495,286,200       |
| 30. Total Revenues                               | 717,717,083       | 770,950,854       | 791,555,800       |
| 31. Balance Carried Forward                      | 0                 | 0                 | 0                 |
| 32. Transfers From Other Funds                   | 50,000            | 0                 | 0                 |
| 33. Total Available                              | \$717,767,083     | \$770,950,854     | \$791,555,800     |
| <b>C. FUND &amp; CARRY FORWARD BALANCE</b>       |                   |                   |                   |
| 34. Fund Balance                                 | \$0               | \$0               | \$0               |
| 35. Less Commitments & Other Deductions          | 0                 | 0                 | 0                 |
| 36. Net Carryforward Balance                     | \$0               | \$0               | \$0               |

# OPERATING EXPENDITURES AND REVENUES BY OBJECT

## UNIVERSITY OF UTAH

### Total All Line Items

|                                                  | 2004-05<br>Budget | 2005-06<br>Budget | 2006-07<br>Budget |
|--------------------------------------------------|-------------------|-------------------|-------------------|
| <b>A. EXPENDITURES AND TRANSFERS OUT</b>         |                   |                   |                   |
| 1. Regular Faculty                               | \$88,910,452      | \$93,269,033      | \$100,973,775     |
| 2. Adjunct / Wage Rated Faculty                  | 10,379,308        | 11,675,687        | 12,279,667        |
| 3. Teaching Assistants                           | 9,384,746         | 9,660,288         | 10,264,587        |
| 4. Executives                                    | 7,892,540         | 9,471,457         | 9,869,063         |
| 5. Staff                                         | 82,886,608        | 89,037,684        | 95,698,787        |
| 6. Wage Payroll                                  | 15,448,891        | 16,230,394        | 17,003,409        |
| 7. Total Salaries and Wages                      | 214,902,545       | 229,344,543       | 246,089,288       |
| 8. Employee Benefits                             | 63,187,791        | 66,612,377        | 71,079,263        |
| 9. Total Personal Services                       | 278,090,336       | 295,956,920       | 317,168,551       |
| 10. Travel                                       | 1,841,508         | 1,984,140         | 2,227,820         |
| 11. Current Expense                              | 26,141,298        | 27,286,562        | 25,798,010        |
| 12. Fuel and Power                               | 9,813,089         | 12,733,873        | 12,922,395        |
| 13. Equipment                                    | 2,357,969         | 2,511,005         | 2,547,324         |
| 14. Total Non-Personal Services                  | 40,153,864        | 44,515,580        | 43,495,549        |
| 15. Total Expenditures                           | 318,244,200       | 340,472,500       | 360,664,100       |
| 16. Transfers to Other Funds                     | 8,284,500         | 8,284,500         | 8,284,500         |
| 17. Total Expenditures + Transfers               | \$326,528,700     | \$348,757,000     | \$368,948,600     |
| <b>B. REVENUES AND TRANSFERS IN</b>              |                   |                   |                   |
| 18. Tuition and Fees                             | \$105,575,600     | \$114,340,400     | \$123,952,900     |
| 19. Sales and Services of Educational Activities | 0                 | 0                 | 0                 |
| 20. Other Sources                                | 10,639,300        | 10,678,800        | 10,727,300        |
| 21. Total General Dedicated Credits              | 116,214,900       | 125,019,200       | 134,680,200       |
| 22. Federal Appropriations                       | 0                 | 0                 | 0                 |
| 23. Trust Funds                                  | 992,400           | 992,400           | 992,400           |
| 24. Mineral Lease Funds                          | 0                 | 0                 | 0                 |
| 25. Total Other Revenues                         | 992,400           | 992,400           | 992,400           |
| 26. Uniform School Fund                          | 0                 | 0                 | 0                 |
| 27. Income Tax                                   | 108,865,500       | 173,536,600       | 205,920,100       |
| 28. State General Fund                           | 100,455,900       | 49,208,800        | 27,355,900        |
| 29. Total State Tax Funds                        | 209,321,400       | 222,745,400       | 233,276,000       |
| 30. Total Revenues                               | 326,528,700       | 348,757,000       | 368,948,600       |
| 31. Balance Carried Forward                      | 0                 | 0                 | 0                 |
| 32. Transfers From Other Funds                   | 0                 | 0                 | 0                 |
| 33. Total Available                              | \$326,528,700     | \$348,757,000     | \$368,948,600     |
| <b>C. FUND &amp; CARRY FORWARD BALANCE</b>       |                   |                   |                   |
| 34. Fund Balance                                 | \$0               | \$0               | \$0               |
| 35. Less Commitments & Other Deductions          | 0                 | 0                 | 0                 |
| 36. Net Carryforward Balance                     | \$0               | \$0               | \$0               |

# **OPERATING EXPENDITURES AND REVENUES BY OBJECT** **WEBER STATE UNIVERSITY**

Total All Line Items

|                                                  | 2004-05<br>Budget | 2005-06<br>Budget | 2006-07<br>Budget |
|--------------------------------------------------|-------------------|-------------------|-------------------|
| <b>A. EXPENDITURES AND TRANSFERS OUT</b>         |                   |                   |                   |
| 1. Regular Faculty                               | \$23,804,887      | \$25,153,971      | \$26,184,595      |
| 2. Adjunct / Wage Rated Faculty                  | 6,944,070         | 7,374,754         | 7,247,309         |
| 3. Teaching Assistants                           | 0                 | 0                 | 0                 |
| 4. Executives                                    | 1,862,332         | 2,014,025         | 2,369,593         |
| 5. Staff                                         | 22,760,800        | 23,921,502        | 25,271,887        |
| 6. Wage Payroll                                  | 2,523,599         | 2,657,751         | 2,693,255         |
| 7. Total Salaries and Wages                      | 57,895,688        | 61,122,003        | 63,766,639        |
| 8. Employee Benefits                             | 21,619,105        | 23,628,483        | 25,238,131        |
| 9. Total Personal Services                       | 79,514,793        | 84,750,486        | 89,004,770        |
| 10. Travel                                       | 504,226           | 509,946           | 514,627           |
| 11. Current Expense                              | 10,910,270        | 10,363,788        | 10,557,491        |
| 12. Fuel and Power                               | 1,719,976         | 2,224,176         | 2,652,771         |
| 13. Equipment                                    | 921,835           | 1,166,004         | 1,163,441         |
| 14. Total Non-Personal Services                  | 14,056,307        | 14,263,914        | 14,888,330        |
| 15. Total Expenditures                           | 93,571,100        | 99,014,400        | 103,893,100       |
| 16. Transfers to Other Funds                     | 0                 | 0                 | 0                 |
| 17. Total Expenditures + Transfers               | \$93,571,100      | \$99,014,400      | \$103,893,100     |
| <b>B. REVENUES AND TRANSFERS IN</b>              |                   |                   |                   |
| 18. Tuition and Fees                             | \$37,132,700      | \$39,146,000      | \$41,172,100      |
| 19. Sales and Services of Educational Activities | 0                 | 0                 | 0                 |
| 20. Other Sources                                | 0                 | 0                 | 0                 |
| 21. Total General Dedicated Credits              | 37,132,700        | 39,146,000        | 41,172,100        |
| 22. Federal Appropriations                       | 0                 | 0                 | 0                 |
| 23. Trust Funds                                  | 0                 | 0                 | 0                 |
| 24. Mineral Lease Funds                          | 0                 | 0                 | 0                 |
| 25. Total Other Revenues                         | 0                 | 0                 | 0                 |
| 26. Uniform School Fund                          | 0                 | 0                 | 0                 |
| 27. Income Tax                                   | 0                 | 1,588,900         | 59,410,600        |
| 28. State General Fund                           | 56,438,400        | 58,279,500        | 3,310,400         |
| 29. Total State Tax Funds                        | 56,438,400        | 59,868,400        | 62,721,000        |
| 30. Total Revenues                               | 93,571,100        | 99,014,400        | 103,893,100       |
| 31. Balance Carried Forward                      | 0                 | 0                 | 0                 |
| 32. Transfers From Other Funds                   | 0                 | 0                 | 0                 |
| 33. Total Available                              | \$93,571,100      | \$99,014,400      | \$103,893,100     |
| <b>C. FUND &amp; CARRY FORWARD BALANCE</b>       |                   |                   |                   |
| 34. Fund Balance                                 | \$0               | \$0               | \$0               |
| 35. Less Commitments & Other Deductions          | 0                 | 0                 | 0                 |
| 36. Net Carryforward Balance                     | \$0               | \$0               | \$0               |

# OPERATING EXPENDITURES AND REVENUES BY OBJECT SOUTHERN UTAH UNIVERSITY

Total All Line Items

|                                                  | 2004-05<br>Budget | 2005-06<br>Budget | 2006-07<br>Budget |
|--------------------------------------------------|-------------------|-------------------|-------------------|
| <b>A. EXPENDITURES AND TRANSFERS OUT</b>         |                   |                   |                   |
| 1. Regular Faculty                               | \$10,556,954      | \$11,351,329      | \$11,896,184      |
| 2. Adjunct / Wage Rated Faculty                  | 1,258,859         | 1,308,359         | 1,533,152         |
| 3. Teaching Assistants                           | 0                 | 0                 | 0                 |
| 4. Executives                                    | 1,739,895         | 1,894,666         | 1,963,056         |
| 5. Staff                                         | 8,255,558         | 8,914,003         | 9,637,066         |
| 6. Wage Payroll                                  | 1,702,354         | 1,664,055         | 1,819,393         |
| 7. Total Salaries and Wages                      | 23,513,620        | 25,132,412        | 26,848,851        |
| 8. Employee Benefits                             | 9,287,642         | 9,891,638         | 10,687,881        |
| 9. Total Personal Services                       | 32,801,262        | 35,024,050        | 37,536,732        |
| 10. Travel                                       | 462,351           | 472,463           | 541,978           |
| 11. Current Expense                              | 4,583,009         | 4,810,083         | 5,438,786         |
| 12. Fuel and Power                               | 1,096,952         | 1,474,652         | 1,969,252         |
| 13. Equipment                                    | 850,210           | 691,353           | 691,353           |
| 14. Total Non-Personal Services                  | 6,992,522         | 7,448,551         | 8,641,369         |
| 15. Total Expenditures                           | 39,793,784        | 42,472,601        | 46,178,101        |
| 16. Transfers to Other Funds                     | 361,699           | 121,699           | 254,199           |
| 17. Total Expenditures + Transfers               | \$40,155,483      | \$42,594,300      | \$46,432,300      |
| <b>B. REVENUES AND TRANSFERS IN</b>              |                   |                   |                   |
| 18. Tuition and Fees                             | \$13,584,783      | \$14,656,500      | \$16,879,000      |
| 19. Sales and Services of Educational Activities | 6,000             | 0                 | 0                 |
| 20. Other Sources                                | 0                 | 0                 | 0                 |
| 21. Total General Dedicated Credits              | 13,590,783        | 14,656,500        | 16,879,000        |
| 22. Federal Appropriations                       | 0                 | 0                 | 0                 |
| 23. Trust Funds                                  | 0                 | 0                 | 0                 |
| 24. Mineral Lease Funds                          | 0                 | 0                 | 0                 |
| 25. Total Other Revenues                         | 0                 | 0                 | 0                 |
| 26. Uniform School Fund                          | 0                 | 0                 | 0                 |
| 27. Income Tax                                   | 0                 | 481,300           | 27,037,700        |
| 28. State General Fund                           | 26,564,700        | 27,456,500        | 2,515,600         |
| 29. Total State Tax Funds                        | 26,564,700        | 27,937,800        | 29,553,300        |
| 30. Total Revenues                               | 40,155,483        | 42,594,300        | 46,432,300        |
| 31. Balance Carried Forward                      | 0                 | 0                 | 0                 |
| 32. Transfers From Other Funds                   | 0                 | 0                 | 0                 |
| 33. Total Available                              | \$40,155,483      | \$42,594,300      | \$46,432,300      |
| <b>C. FUND &amp; CARRY FORWARD BALANCE</b>       |                   |                   |                   |
| 34. Fund Balance                                 | \$0               | \$0               | \$0               |
| 35. Less Commitments & Other Deductions          | 0                 | 0                 | 0                 |
| 36. Net Carryforward Balance                     | \$0               | \$0               | \$0               |

# OPERATING EXPENDITURES AND REVENUES BY OBJECT

## SNOW COLLEGE

Total All Line Items

|                                                  | 2004-05<br>Budget | 2005-06<br>Budget | 2006-07<br>Budget |
|--------------------------------------------------|-------------------|-------------------|-------------------|
| <b>A. EXPENDITURES AND TRANSFERS OUT</b>         |                   |                   |                   |
| 1. Regular Faculty                               | \$5,828,715       | \$5,323,650       | \$6,102,958       |
| 2. Adjunct / Wage Rated Faculty                  | 0                 | 778,872           | 472,764           |
| 3. Teaching Assistants                           | 0                 | 0                 | 0                 |
| 4. Executives                                    | 487,600           | 487,600           | 527,123           |
| 5. Staff                                         | 4,656,157         | 4,844,352         | 4,893,920         |
| 6. Wage Payroll                                  | 826,122           | 912,717           | 939,433           |
| 7. Total Salaries and Wages                      | 11,798,594        | 12,347,190        | 12,936,198        |
| 8. Employee Benefits                             | 5,061,358         | 5,314,686         | 5,670,914         |
| 9. Total Personal Services                       | 16,859,952        | 17,661,876        | 18,607,112        |
| 10. Travel                                       | 289,327           | 287,964           | 289,095           |
| 11. Current Expense                              | 3,344,477         | 3,201,643         | 3,551,369         |
| 12. Fuel and Power                               | 1,111,750         | 1,301,707         | 1,087,559         |
| 13. Equipment                                    | 224,794           | 405,264           | 386,165           |
| 14. Total Non-Personal Services                  | 4,970,348         | 5,196,578         | 5,314,188         |
| 15. Total Expenditures                           | 21,830,300        | 22,858,454        | 23,921,300        |
| 16. Transfers to Other Funds                     | 0                 | 0                 | 0                 |
| 17. Total Expenditures + Transfers               | \$21,830,300      | \$22,858,454      | \$23,921,300      |
| <b>B. REVENUES AND TRANSFERS IN</b>              |                   |                   |                   |
| 18. Tuition and Fees                             | \$4,508,600       | \$4,879,854       | \$5,047,900       |
| 19. Sales and Services of Educational Activities | 0                 | 0                 | 0                 |
| 20. Other Sources                                | 0                 | 0                 | 220,300           |
| 21. Total General Dedicated Credits              | 4,508,600         | 4,879,854         | 5,268,200         |
| 22. Federal Appropriations                       | 0                 | 0                 | 0                 |
| 23. Trust Funds                                  | 0                 | 0                 | 0                 |
| 24. Mineral Lease Funds                          | 0                 | 0                 | 0                 |
| 25. Total Other Revenues                         | 0                 | 0                 | 0                 |
| 26. Uniform School Fund                          | 0                 | 0                 | 0                 |
| 27. Income Tax                                   | 0                 | 158,800           | 15,819,500        |
| 28. State General Fund                           | 17,271,700        | 17,819,800        | 2,833,600         |
| 29. Total State Tax Funds                        | 17,271,700        | 17,978,600        | 18,653,100        |
| 30. Total Revenues                               | 21,780,300        | 22,858,454        | 23,921,300        |
| 31. Balance Carried Forward                      | 0                 | 0                 | 0                 |
| 32. Transfers From Other Funds                   | 50,000            | 0                 | 0                 |
| 33. Total Available                              | \$21,830,300      | \$22,858,454      | \$23,921,300      |
| <b>C. FUND &amp; CARRY FORWARD BALANCE</b>       |                   |                   |                   |
| 34. Fund Balance                                 | \$0               | \$0               | \$0               |
| 35. Less Commitments & Other Deductions          | 0                 | 0                 | 0                 |
| 36. Net Carryforward Balance                     | \$0               | \$0               | \$0               |

# **OPERATING EXPENDITURES AND REVENUES BY OBJECT** **DIXIE STATE COLLEGE**

Total All Line Items

|                                                  | 2004-05<br>Budget | 2005-06<br>Budget | 2006-07<br>Budget |
|--------------------------------------------------|-------------------|-------------------|-------------------|
| <b>A. EXPENDITURES AND TRANSFERS OUT</b>         |                   |                   |                   |
| 1. Regular Faculty                               | \$5,027,967       | \$5,609,335       | \$7,135,787       |
| 2. Adjunct / Wage Rated Faculty                  | 1,985,356         | 1,963,060         | 1,757,815         |
| 3. Teaching Assistants                           | 0                 | 0                 | 0                 |
| 4. Executives                                    | 615,936           | 699,020           | 920,038           |
| 5. Staff                                         | 4,755,369         | 5,440,354         | 5,552,238         |
| 6. Wage Payroll                                  | 198,001           | 195,084           | 198,410           |
| 7. Total Salaries and Wages                      | 12,582,629        | 13,906,853        | 15,564,288        |
| 8. Employee Benefits                             | 5,128,658         | 5,753,207         | 6,607,280         |
| 9. Total Personal Services                       | 17,711,287        | 19,660,060        | 22,171,567        |
| 10. Travel                                       | 61,533            | 59,712            | 59,713            |
| 11. Current Expense                              | 4,956,751         | 4,487,598         | 3,984,692         |
| 12. Fuel and Power                               | 794,636           | 1,054,238         | 1,203,836         |
| 13. Equipment                                    | 114,693           | 114,692           | 114,692           |
| 14. Total Non-Personal Services                  | 5,927,613         | 5,716,240         | 5,362,933         |
| 15. Total Expenditures                           | 23,638,900        | 25,376,300        | 27,534,500        |
| 16. Transfers to Other Funds                     | 490,600           | 490,600           | 490,600           |
| 17. Total Expenditures + Transfers               | \$24,129,500      | \$25,866,900      | \$28,025,100      |
| <b>B. REVENUES AND TRANSFERS IN</b>              |                   |                   |                   |
| 18. Tuition and Fees                             | \$7,430,700       | \$7,780,500       | \$9,116,500       |
| 19. Sales and Services of Educational Activities | 0                 | 0                 | 0                 |
| 20. Other Sources                                | 32,400            | 32,900            | 33,500            |
| 21. Total General Dedicated Credits              | 7,463,100         | 7,813,400         | 9,150,000         |
| 22. Federal Appropriations                       | 0                 | 0                 | 0                 |
| 23. Trust Funds                                  | 0                 | 0                 | 0                 |
| 24. Mineral Lease Funds                          | 0                 | 0                 | 0                 |
| 25. Total Other Revenues                         | 0                 | 0                 | 0                 |
| 26. Uniform School Fund                          | 0                 | 0                 | 0                 |
| 27. Income Tax                                   | 0                 | 844,400           | 15,169,300        |
| 28. State General Fund                           | 16,666,400        | 17,209,100        | 3,705,800         |
| 29. Total State Tax Funds                        | 16,666,400        | 18,053,500        | 18,875,100        |
| 30. Total Revenues                               | 24,129,500        | 25,866,900        | 28,025,100        |
| 31. Balance Carried Forward                      | 0                 | 0                 | 0                 |
| 32. Transfers From Other Funds                   | 0                 | 0                 | 0                 |
| 33. Total Available                              | \$24,129,500      | \$25,866,900      | \$28,025,100      |
| <b>C. FUND &amp; CARRY FORWARD BALANCE</b>       |                   |                   |                   |
| 34. Fund Balance                                 | \$0               | \$0               | \$0               |
| 35. Less Commitments & Other Deductions          | 0                 | 0                 | 0                 |
| 36. Net Carryforward Balance                     | \$0               | \$0               | \$0               |

# OPERATING EXPENDITURES AND REVENUES BY OBJECT

## COLLEGE OF EASTERN UTAH

Total All Line Items

|                                                  | 2004-05<br>Budget | 2005-06<br>Budget | 2006-07<br>Budget |
|--------------------------------------------------|-------------------|-------------------|-------------------|
| <b>A. EXPENDITURES AND TRANSFERS OUT</b>         |                   |                   |                   |
| 1. Regular Faculty                               | \$3,444,989       | \$3,846,886       |                   |
| 2. Adjunct / Wage Rated Faculty                  | 763,598           | 707,049           |                   |
| 3. Teaching Assistants                           | 0                 | 0                 |                   |
| 4. Executives                                    | 680,837           | 661,710           |                   |
| 5. Staff                                         | 2,725,129         | 3,054,833         |                   |
| 6. Wage Payroll                                  | 595,859           | 651,263           |                   |
| 7. Total Salaries and Wages                      | 8,210,412         | 8,921,741         | 0                 |
| 8. Employee Benefits                             | 3,574,840         | 3,571,304         |                   |
| 9. Total Personal Services                       | 11,785,252        | 12,493,045        | 0                 |
| 10. Travel                                       | 232,760           | 228,266           |                   |
| 11. Current Expense                              | 2,844,762         | 3,075,793         |                   |
| 12. Fuel and Power                               | 497,354           | 526,354           |                   |
| 13. Equipment                                    | 131,772           | 129,042           |                   |
| 14. Total Non-Personal Services                  | 3,706,648         | 3,959,455         | 0                 |
| 15. Total Expenditures                           | 15,491,900        | 16,452,500        | 0                 |
| 16. Transfers to Other Funds                     | 0                 | 0                 | 0                 |
| 17. Total Expenditures + Transfers               | \$15,491,900      | \$16,452,500      | \$0               |
| <b>B. REVENUES AND TRANSFERS IN</b>              |                   |                   |                   |
| 18. Tuition and Fees                             | \$2,804,100       | \$3,002,000       |                   |
| 19. Sales and Services of Educational Activities | 0                 | 0                 |                   |
| 20. Other Sources                                | 1,000             | 0                 |                   |
| 21. Total General Dedicated Credits              | 2,805,100         | 3,002,000         | 0                 |
| 22. Federal Appropriations                       | 0                 | 0                 | 0                 |
| 23. Trust Funds                                  | 0                 | 0                 | 0                 |
| 24. Mineral Lease Funds                          | 0                 | 0                 | 0                 |
| 25. Total Other Revenues                         | 0                 | 0                 | 0                 |
| 26. Uniform School Fund                          | 0                 | 0                 |                   |
| 27. Income Tax                                   | 0                 | 313,000           |                   |
| 28. State General Fund                           | 12,686,800        | 13,137,500        |                   |
| 29. Total State Tax Funds                        | 12,686,800        | 13,450,500        | 0                 |
| 30. Total Revenues                               | 15,491,900        | 16,452,500        | 0                 |
| 31. Balance Carried Forward                      | 0                 | 0                 | 0                 |
| 32. Transfers From Other Funds                   | 0                 | 0                 | 0                 |
| 33. Total Available                              | \$15,491,900      | \$16,452,500      | \$0               |
| <b>C. FUND &amp; CARRY FORWARD BALANCE</b>       |                   |                   |                   |
| 34. Fund Balance                                 | \$0               | \$0               | \$0               |
| 35. Less Commitments & Other Deductions          | 0                 | 0                 | 0                 |
| 36. Net Carryforward Balance                     | \$0               | \$0               | \$0               |

**Notes:**

College of Eastern Utah's data was not available at the time of printing information will be hand carried.

# OPERATING EXPENDITURES AND REVENUES BY OBJECT UTAH VALLEY STATE COLLEGE

Total All Line Items

|                                                  | 2004-05<br>Budget | 2005-06<br>Budget | 2006-07<br>Budget |
|--------------------------------------------------|-------------------|-------------------|-------------------|
| <b>A. EXPENDITURES AND TRANSFERS OUT</b>         |                   |                   |                   |
| 1. Regular Faculty                               | \$20,556,426      | \$22,092,362      | \$21,820,669      |
| 2. Adjunct / Wage Rated Faculty                  | 7,573,469         | 7,685,681         | 7,560,239         |
| 3. Teaching Assistants                           | 0                 | 0                 | 0                 |
| 4. Executives                                    | 2,542,601         | 2,723,125         | 2,846,539         |
| 5. Staff                                         | 20,203,761        | 23,196,971        | 24,328,500        |
| 6. Wage Payroll                                  | 3,409,113         | 3,509,284         | 3,513,263         |
| 7. Total Salaries and Wages                      | 54,285,370        | 59,207,423        | 60,069,210        |
| 8. Employee Benefits                             | 21,299,862        | 24,253,336        | 24,945,893        |
| 9. Total Personal Services                       | 75,585,232        | 83,460,759        | 85,015,103        |
| 10. Travel                                       | 595,054           | 689,079           | 702,751           |
| 11. Current Expense                              | 10,643,472        | 11,328,234        | 11,629,812        |
| 12. Fuel and Power                               | 1,800,105         | 2,353,541         | 3,126,032         |
| 13. Equipment                                    | 752,137           | 688,587           | 590,402           |
| 14. Total Non-Personal Services                  | 13,790,768        | 15,059,441        | 16,048,997        |
| 15. Total Expenditures                           | 89,376,000        | 98,520,200        | 101,064,100       |
| 16. Transfers to Other Funds                     | 0                 | 0                 | 0                 |
| 17. Total Expenditures + Transfers               | \$89,376,000      | \$98,520,200      | \$101,064,100     |
| <b>B. REVENUES AND TRANSFERS IN</b>              |                   |                   |                   |
| 18. Tuition and Fees                             | \$47,647,400      | \$50,722,400      | \$50,000,000      |
| 19. Sales and Services of Educational Activities | 10,000            | 10,000            | 4,100             |
| 20. Other Sources                                | 15,000            | 15,000            | 95,000            |
| 21. Total General Dedicated Credits              | 47,672,400        | 50,747,400        | 50,099,100        |
| 22. Federal Appropriations                       | 0                 | 0                 | 0                 |
| 23. Trust Funds                                  | 0                 | 0                 | 0                 |
| 24. Mineral Lease Funds                          | 0                 | 0                 | 0                 |
| 25. Total Other Revenues                         | 0                 | 0                 | 0                 |
| 26. Uniform School Fund                          | 0                 | 0                 | 0                 |
| 27. Income Tax                                   | 0                 | 4,677,800         | 37,858,000        |
| 28. State General Fund                           | 41,703,600        | 43,095,000        | 13,107,000        |
| 29. Total State Tax Funds                        | 41,703,600        | 47,772,800        | 50,965,000        |
| 30. Total Revenues                               | 89,376,000        | 98,520,200        | 101,064,100       |
| 31. Balance Carried Forward                      | 0                 | 0                 | 0                 |
| 32. Transfers From Other Funds                   | 0                 | 0                 | 0                 |
| 33. Total Available                              | \$89,376,000      | \$98,520,200      | \$101,064,100     |
| <b>C. FUND &amp; CARRY FORWARD BALANCE</b>       |                   |                   |                   |
| 34. Fund Balance                                 | \$0               | \$0               | \$0               |
| 35. Less Commitments & Other Deductions          | 0                 | 0                 | 0                 |
| 36. Net Carryforward Balance                     | \$0               | \$0               | \$0               |

# OPERATING EXPENDITURES AND REVENUES BY OBJECT SALT LAKE COMMUNITY COLLEGE

Total All Line Items

|                                                  | 2004-05<br>Budget | 2005-06<br>Budget | 2006-07<br>Budget |
|--------------------------------------------------|-------------------|-------------------|-------------------|
| <b>A. EXPENDITURES AND TRANSFERS OUT</b>         |                   |                   |                   |
| 1. Regular Faculty                               | \$16,690,700      | \$17,194,500      | \$18,018,600      |
| 2. Adjunct / Wage Rated Faculty                  | 11,109,500        | 11,989,800        | 12,023,100        |
| 3. Teaching Assistants                           | 0                 | 0                 | 0                 |
| 4. Executives                                    | 1,370,800         | 1,386,800         | 1,880,000         |
| 5. Staff                                         | 19,573,800        | 20,581,300        | 21,096,700        |
| 6. Wage Payroll                                  | 5,117,900         | 5,450,900         | 4,846,600         |
| 7. Total Salaries and Wages                      | 53,862,700        | 56,603,300        | 57,865,000        |
| 8. Employee Benefits                             | 19,638,000        | 21,285,200        | 22,592,000        |
| 9. Total Personal Services                       | 73,500,700        | 77,888,500        | 80,457,000        |
| 10. Travel                                       | 120,200           | 131,700           | 148,200           |
| 11. Current Expense                              | 12,246,300        | 13,134,600        | 13,413,300        |
| 12. Fuel and Power                               | 1,575,700         | 2,139,300         | 2,860,200         |
| 13. Equipment                                    | 857,800           | 847,200           | 704,100           |
| 14. Total Non-Personal Services                  | 14,800,000        | 16,252,800        | 17,125,800        |
| 15. Total Expenditures                           | 88,300,700        | 94,141,300        | 97,582,800        |
| 16. Transfers to Other Funds                     | 0                 | 0                 | 0                 |
| 17. Total Expenditures + Transfers               | \$88,300,700      | \$94,141,300      | \$97,582,800      |
| <b>B. REVENUES AND TRANSFERS IN</b>              |                   |                   |                   |
| 18. Tuition and Fees                             | \$32,794,800      | \$35,664,600      | \$35,318,900      |
| 19. Sales and Services of Educational Activities | 105,000           | 105,000           | 105,000           |
| 20. Other Sources                                | 843,400           | 883,000           | 836,600           |
| 21. Total General Dedicated Credits <sup>3</sup> | 33,743,200        | 36,652,600        | 36,260,500        |
| 22. Federal Appropriations                       | 0                 | 0                 | 0                 |
| 23. Trust Funds                                  | 0                 | 0                 | 0                 |
| 24. Mineral Lease Funds                          | 0                 | 0                 | 0                 |
| 25. Total Other Revenues                         | 0                 | 0                 | 0                 |
| 26. Uniform School Fund                          | 0                 | 0                 | 0                 |
| 27. Income Tax                                   | 0                 | 1,208,100         | 52,031,600        |
| 28. State General Fund                           | 54,557,500        | 56,280,600        | 9,290,700         |
| 29. Total State Tax Funds                        | 54,557,500        | 57,488,700        | 61,322,300        |
| 30. Total Revenues                               | 88,300,700        | 94,141,300        | 97,582,800        |
| 31. Balance Carried Forward                      | 0                 | 0                 | 0                 |
| 32. Transfers From Other Funds                   | 0                 | 0                 | 0                 |
| 33. Total Available                              | \$88,300,700      | \$94,141,300      | \$97,582,800      |
| <b>C. FUND &amp; CARRY FORWARD BALANCE</b>       |                   |                   |                   |
| 34. Fund Balance                                 | \$0               | \$0               | \$0               |
| 35. Less Commitments & Other Deductions          | 0                 | 0                 | 0                 |
| 36. Net Carryforward Balance                     | \$0               | \$0               | \$0               |

# **OPERATING EXPENDITURES AND REVENUES BY OBJECT** **STATE BOARD OF REGENTS/STATEWIDE PROGRAMS**

Total All Line Items

|                                                  | 2004-05<br>Budget | 2005-06<br>Budget | 2006-07<br>Budget |
|--------------------------------------------------|-------------------|-------------------|-------------------|
| <b>A. EXPENDITURES AND TRANSFERS OUT</b>         |                   |                   |                   |
| 1. Regular Faculty                               | \$470,000         | \$0               | \$0               |
| 2. Adjunct / Wage Rated Faculty                  | 44,000            | 0                 | 0                 |
| 3. Teaching Assistants                           | 0                 | 0                 | 0                 |
| 4. Executives                                    | 714,486           | 468,008           | 492,167           |
| 5. Staff                                         | 1,217,509         | 1,221,574         | 1,377,043         |
| 6. Wage Payroll                                  | 15,667            | 50,000            | 0                 |
| 7. Total Salaries and Wages                      | 2,461,662         | 1,739,582         | 1,869,210         |
| 8. Employee Benefits                             | 792,062           | 696,000           | 588,067           |
| 9. Total Personal Services                       | 3,253,724         | 2,435,582         | 2,457,277         |
| 10. Travel                                       | 106,450           | 116,000           | 110,000           |
| 11. Current Expense                              | 14,993,226        | 755,618           | 1,958,923         |
| 12. Fuel and Power                               | 0                 | 0                 | 0                 |
| 13. Equipment                                    | 30,000            | 65,000            | 80,000            |
| 14. Total Non-Personal Services                  | 15,129,676        | 936,618           | 2,148,923         |
| 15. Total Expenditures                           | 18,383,400        | 3,372,200         | 4,606,200         |
| 16. Transfers to Other Funds                     | 0                 | 19,373,600        | 17,082,300        |
| 17. Total Expenditures + Transfers               | \$18,383,400      | \$22,745,800      | \$21,688,500      |
| <b>B. REVENUES AND TRANSFERS IN</b>              |                   |                   |                   |
| 18. Tuition and Fees                             | \$0               | \$0               | \$0               |
| 19. Sales and Services of Educational Activities | 0                 | 0                 | 0                 |
| 20. Other Sources                                | 265,800           | 465,100           | 465,000           |
| 21. Total General Dedicated Credits              | 265,800           | 465,100           | 465,000           |
| 22. Federal Appropriations                       | 301,600           | 303,100           | 303,100           |
| 23. Trust Funds                                  | 0                 | 0                 | 1,000,000         |
| 24. Mineral Lease Funds                          | 0                 | 0                 | 0                 |
| 25. Total Other Revenues                         | 301,600           | 303,100           | 1,303,100         |
| 26. Uniform School Fund                          | 0                 | 0                 | 0                 |
| 27. Income Tax                                   | 0                 | 5,256,900         | 3,439,700         |
| 28. State General Fund                           | 17,816,000        | 16,720,700        | 16,480,700        |
| 29. Total State Tax Funds                        | 17,816,000        | 21,977,600        | 19,920,400        |
| 30. Total Revenues                               | 18,383,400        | 22,745,800        | 21,688,500        |
| 31. Balance Carried Forward                      | 0                 | 0                 | 0                 |
| 32. Transfers From Other Funds                   | 0                 | 0                 | 0                 |
| 33. Total Available                              | \$18,383,400      | \$22,745,800      | \$21,688,500      |
| <b>C. FUND &amp; CARRY FORWARD BALANCE</b>       |                   |                   |                   |
| 34. Fund Balance                                 | \$0               | \$0               | \$0               |
| 35. Less Commitments & Other Deductions          | 0                 | 0                 | 0                 |
| 36. Net Carryforward Balance                     | \$0               | \$0               | \$0               |

Table 1

## USHE 2005-06 End-of-Year Enrollment Report

**Total Budget-Related and Self-Supporting FTE Enrollments**

and Annualized Year Actual Budget-Related FTE Enrollments for 2005-06

| Institution and Line Item                | Annualized Year 2004-05<br>Budget-Related & Self Support FTE |              |            | Annualized Year 2005-06<br>Budget-Related & Self Support FTE |              |            | Difference Between<br>Annualized Year 2004-05 and 2005-06 |              |           | Percent Change Between<br>Annualized Year 2004-05 and 2005-06 |              |        |
|------------------------------------------|--------------------------------------------------------------|--------------|------------|--------------------------------------------------------------|--------------|------------|-----------------------------------------------------------|--------------|-----------|---------------------------------------------------------------|--------------|--------|
|                                          | Resident                                                     | Non-resident | Total      | Resident                                                     | Non-resident | Total      | Resident                                                  | Non-resident | Total     | Resident                                                      | Non-resident | Total  |
| University of Utah                       |                                                              |              |            |                                                              |              |            |                                                           |              |           |                                                               |              |        |
| Education and General                    | 21,947.02                                                    | 4,435.41     | 26,382.43  | 22,295.05                                                    | 4,480.03     | 26,775.08  | 348.03                                                    | 44.62        | 392.65    | 1.6%                                                          | 1.0%         | 1.5%   |
| School of Medicine - MD                  | 350.50                                                       | 59.50        | 410.00     | 353.50                                                       | 54.00        | 407.50     | 3.00                                                      | -5.50        | -2.50     | 0.9%                                                          | -9.2%        | -0.6%  |
| School of Medicine - Non-MD              | 315.50                                                       | 217.56       | 533.06     | 348.75                                                       | 226.43       | 575.18     | 33.25                                                     | 8.87         | 42.12     | 10.5%                                                         | 4.1%         | 7.9%   |
| School of Medicine - Physician Assistant | 83.50                                                        | 24.50        | 108.00     | 86.50                                                        | 26.50        | 113.00     | 3.00                                                      | 2.00         | 5.00      | 3.6%                                                          | 8.2%         | 4.6%   |
| Subtotal - UU                            | 22,696.52                                                    | 4,736.97     | 27,433.49  | 23,083.80                                                    | 4,786.96     | 27,870.76  | 387.28                                                    | 49.99        | 437.27    | 1.7%                                                          | 1.1%         | 1.6%   |
| Utah State University                    |                                                              |              |            |                                                              |              |            |                                                           |              |           |                                                               |              |        |
| Education and General                    | 13,947.96                                                    | 2,325.50     | 16,273.46  | 10,650.03                                                    | 2,025.83     | 12,675.86  | -3,297.93                                                 | -299.67      | -3,597.60 | -23.6%                                                        | -12.9%       | -22.1% |
| Uintah Basin Continuing Ed. Center       | 1,231.56                                                     | 2.24         | 1,233.80   | 1,174.47                                                     | 0.00         | 1,174.47   | -57.09                                                    | -2.24        | -59.33    | -4.6%                                                         | 0.0%         | -4.8%  |
| Southeast Utah Continuing Ed. Center     | 202.32                                                       | 0.00         | 202.32     | 187.75                                                       | 0.10         | 187.85     | -14.57                                                    | 0.10         | -14.47    | -7.2%                                                         | 0.0%         | -7.2%  |
| Brigham City Continuing Ed. Center       | 619.79                                                       | 19.06        | 638.85     | 3,067.42                                                     | 83.75        | 3,151.17   | 2,447.63                                                  | 64.69        | 2,512.32  | 394.9%                                                        | 339.4%       | 393.3% |
| Tooele/Wasatch Continuing Ed. Center     | 1,278.45                                                     | 4.85         | 1,283.30   | 1,561.71                                                     | 2.03         | 1,563.74   | 283.26                                                    | -2.82        | 280.44    | 22.2%                                                         | -58.1%       | 21.9%  |
| Subtotal - USU                           | 17,280.08                                                    | 2,351.65     | 19,631.73  | 16,641.38                                                    | 2,111.71     | 18,753.09  | -638.70                                                   | -239.94      | -878.64   | -3.7%                                                         | -10.2%       | -4.5%  |
| Weber State University                   |                                                              |              |            |                                                              |              |            |                                                           |              |           |                                                               |              |        |
| Education and General                    | 14,353.79                                                    | 1,486.46     | 15,840.25  | 13,985.52                                                    | 1,302.89     | 15,288.41  | -368.27                                                   | -183.57      | -551.84   | -2.6%                                                         | -12.3%       | -3.5%  |
| Southern Utah University                 |                                                              |              |            |                                                              |              |            |                                                           |              |           |                                                               |              |        |
| Education and General                    | 5,557.38                                                     | 589.02       | 6,146.40   | 5,509.35                                                     | 790.99       | 6,300.34   | -48.03                                                    | 201.97       | 153.94    | -0.9%                                                         | 34.3%        | 2.5%   |
| Snow College                             |                                                              |              |            |                                                              |              |            |                                                           |              |           |                                                               |              |        |
| Education and General                    | 2,636.51                                                     | 242.25       | 2,878.76   | 2,687.75                                                     | 274.20       | 2,961.95   | 51.24                                                     | 31.95        | 83.19     | 1.9%                                                          | 13.2%        | 2.9%   |
| Applied Technology Education (1)         | 178.61                                                       | 0.00         | 178.61     | 183.74                                                       | 0.00         | 183.74     | 5.13                                                      | 0.00         | 5.13      | 2.9%                                                          | #DIV/0!      | 2.9%   |
| Subtotal - Snow                          | 2,815.12                                                     | 242.25       | 3,057.37   | 2,871.49                                                     | 274.20       | 3,145.69   | 56.37                                                     | 31.95        | 88.32     | 2.0%                                                          | 13.2%        | 2.9%   |
| Dixie State College of Utah              |                                                              |              |            |                                                              |              |            |                                                           |              |           |                                                               |              |        |
| Education and General                    | 4,082.22                                                     | 482.11       | 4,564.33   | 3,926.13                                                     | 446.15       | 4,372.28   | -156.09                                                   | -35.96       | -192.05   | -3.8%                                                         | -7.5%        | -4.2%  |
| College of Eastern Utah                  |                                                              |              |            |                                                              |              |            |                                                           |              |           |                                                               |              |        |
| Education and General                    | 1,493.05                                                     | 61.52        | 1,554.57   | 1,264.00                                                     | 99.95        | 1,363.95   | -229.05                                                   | 38.43        | -190.62   | -15.3%                                                        | 62.5%        | -12.3% |
| San Juan Center                          | 386.37                                                       | 3.60         | 389.97     | 303.84                                                       | 77.24        | 381.08     | -82.53                                                    | 73.64        | -8.89     | -21.4%                                                        | 2045.6%      | -2.3%  |
| Subtotal - CEU                           | 1,879.42                                                     | 65.12        | 1,944.54   | 1,567.84                                                     | 177.19       | 1,745.03   | -311.58                                                   | 112.07       | -199.51   | -16.6%                                                        | 172.1%       | -10.3% |
| Utah Valley State College                |                                                              |              |            |                                                              |              |            |                                                           |              |           |                                                               |              |        |
| Education and General                    | 15,151.79                                                    | 2,652.25     | 17,804.04  | 14,230.87                                                    | 2,449.05     | 16,679.92  | -920.92                                                   | -203.20      | -1,124.12 | -6.1%                                                         | -7.7%        | -6.3%  |
| Salt Lake Community College              |                                                              |              |            |                                                              |              |            |                                                           |              |           |                                                               |              |        |
| Education and General                    | 17,787.05                                                    | 979.10       | 18,766.15  | 17,273.75                                                    | 912.01       | 18,185.76  | -513.30                                                   | -67.09       | -580.39   | -2.9%                                                         | -6.9%        | -3.1%  |
| TOTAL - USHE                             | 101,603.37                                                   | 13,584.93    | 115,188.30 | 99,090.13                                                    | 13,251.15    | 112,341.28 | -2,516.24                                                 | -328.28      | -2,844.52 | -2.5%                                                         | -2.4%        | -2.5%  |
| TOTAL - USHE (without UU SOM MD)         | 101,252.87                                                   | 13,525.43    | 114,778.30 | 98,736.63                                                    | 13,197.15    | 111,933.78 | -2,513.24                                                 | -333.78      | -2,847.02 | -2.5%                                                         | -2.5%        | -2.5%  |

Snow College Data has not been finalized and may change slightly from the information presented in this report.

Table 2

## USHE 2005-06 End-of-Year Enrollment Report

## Budget-Related FTE Enrollments

## and Annualized Year Actual Budget-Related FTE Enrollments for 2005-06

| Institution and Line Item                | Annualized Year 2004-05<br>Budget-Related FTE Enrollment |              |            | Annualized Year 2005-06<br>Budget-Related FTE |              |            | Difference Between<br>Annualized Year 2004-05 and 2005-06 |              |           | Percent Change Between<br>Annualized Year 2004-05 and 2005-06 |              |        |
|------------------------------------------|----------------------------------------------------------|--------------|------------|-----------------------------------------------|--------------|------------|-----------------------------------------------------------|--------------|-----------|---------------------------------------------------------------|--------------|--------|
|                                          | Resident                                                 | Non-resident | Total      | Resident                                      | Non-resident | Total      | Resident                                                  | Non-resident | Total     | Resident                                                      | Non-resident | Total  |
| University of Utah                       |                                                          |              |            |                                               |              |            |                                                           |              |           |                                                               |              |        |
| Education and General                    | 21,598.20                                                | 3,893.05     | 25,491.25  | 21,856.49                                     | 3,908.85     | 25,765.34  | 258.29                                                    | 15.80        | 274.09    | 1.2%                                                          | 0.4%         | 1.1%   |
| School of Medicine - MD                  | 350.50                                                   | 59.50        | 410.00     | 353.50                                        | 54.00        | 407.50     | 3.00                                                      | -5.50        | -2.50     | 0.9%                                                          | -9.2%        | -0.6%  |
| School of Medicine - Non-MD              | 307.20                                                   | 214.71       | 521.91     | 340.12                                        | 220.11       | 560.23     | 32.92                                                     | 5.40         | 38.32     | 10.7%                                                         | 2.5%         | 7.3%   |
| School of Medicine - Physician Assistant | 83.50                                                    | 24.50        | 108.00     | 86.50                                         | 26.50        | 113.00     | 3.00                                                      | 2.00         | 5.00      | 3.6%                                                          | 8.2%         | 4.6%   |
| Subtotal - UU                            | 22,339.40                                                | 4,191.76     | 26,531.16  | 22,636.61                                     | 4,209.46     | 26,846.07  | 297.21                                                    | 17.70        | 314.91    | 1.3%                                                          | 0.4%         | 1.2%   |
| Utah State University                    |                                                          |              |            |                                               |              |            |                                                           |              |           |                                                               |              |        |
| Education and General                    | 12,185.29                                                | 2,291.89     | 14,477.18  | 10,582.40                                     | 2,017.01     | 12,599.41  | -1,602.89                                                 | -274.88      | -1,877.77 | -13.2%                                                        | -12.0%       | -13.0% |
| Uintah Basin Continuing Ed. Center       | 1,228.10                                                 | 2.17         | 1,230.27   | 1,167.49                                      | 0.00         | 1,167.49   | -60.61                                                    | -2.17        | -62.78    | -4.9%                                                         | 0.0%         | -5.1%  |
| Southeast Utah Continuing Ed. Center     | 201.55                                                   | 0.00         | 201.55     | 187.69                                        | 0.10         | 187.79     | -13.86                                                    | 0.10         | -13.76    | -6.9%                                                         | 0.0%         | -6.8%  |
| Brigham City Continuing Ed. Center       | 487.92                                                   | 19.06        | 506.98     | 1,335.12                                      | 67.15        | 1,402.27   | 847.20                                                    | 48.09        | 895.29    | 173.6%                                                        | 252.3%       | 176.6% |
| Tooele/Wasatch Continuing Ed. Center     | 1,216.18                                                 | 4.85         | 1,221.03   | 1,438.67                                      | 1.98         | 1,440.65   | 222.49                                                    | -2.87        | 219.62    | 18.3%                                                         | -59.2%       | 18.0%  |
| Subtotal - USU                           | 15,319.04                                                | 2,317.97     | 17,637.01  | 14,711.37                                     | 2,086.24     | 16,797.61  | -607.67                                                   | -231.73      | -839.40   | -4.0%                                                         | -10.0%       | -4.8%  |
| Weber State University                   |                                                          |              |            |                                               |              |            |                                                           |              |           |                                                               |              |        |
| Education and General                    | 12,612.44                                                | 726.37       | 13,338.81  | 12,218.05                                     | 647.99       | 12,866.04  | -394.39                                                   | -78.38       | -472.77   | -3.1%                                                         | -10.8%       | -3.5%  |
| Southern Utah University                 |                                                          |              |            |                                               |              |            |                                                           |              |           |                                                               |              |        |
| Education and General                    | 4,754.69                                                 | 567.70       | 5,322.39   | 4,690.77                                      | 598.65       | 5,289.42   | -63.92                                                    | 30.95        | -32.97    | -1.3%                                                         | 5.5%         | -0.6%  |
| Snow College                             |                                                          |              |            |                                               |              |            |                                                           |              |           |                                                               |              |        |
| Education and General                    | 2,435.93                                                 | 241.75       | 2,677.68   | 2,478.11                                      | 273.83       | 2,751.94   | 42.18                                                     | 32.08        | 74.26     | 1.7%                                                          | 13.3%        | 2.8%   |
| Applied Technology Education (1)         | 178.61                                                   | 0.00         | 178.61     | 183.75                                        | 0.00         | 183.75     | 5.14                                                      | 0.00         | 5.14      | 2.9%                                                          | #DIV/0!      | 2.9%   |
| Subtotal - Snow                          | 2,614.54                                                 | 241.75       | 2,856.29   | 2,661.86                                      | 273.83       | 2,935.69   | 47.32                                                     | 32.08        | 79.40     | 1.8%                                                          | 13.3%        | 2.8%   |
| Dixie State College of Utah              |                                                          |              |            |                                               |              |            |                                                           |              |           |                                                               |              |        |
| Education and General                    | 3,907.60                                                 | 459.44       | 4,367.04   | 3,668.54                                      | 409.48       | 4,078.02   | -239.06                                                   | -49.96       | -289.02   | -6.1%                                                         | -10.9%       | -6.6%  |
| College of Eastern Utah                  |                                                          |              |            |                                               |              |            |                                                           |              |           |                                                               |              |        |
| Education and General                    | 1,447.15                                                 | 61.32        | 1,508.47   | 1,235.04                                      | 68.08        | 1,303.12   | -212.11                                                   | 6.76         | -205.35   | -14.7%                                                        | 11.0%        | -13.6% |
| San Juan Center                          | 376.57                                                   | 3.60         | 380.17     | 297.13                                        | 74.07        | 371.20     | -79.44                                                    | 70.47        | -8.97     | -21.1%                                                        | 1957.5%      | -2.4%  |
| Subtotal - CEU                           | 1,823.72                                                 | 64.92        | 1,888.64   | 1,532.17                                      | 142.15       | 1,674.32   | -291.55                                                   | 77.23        | -214.32   | -16.0%                                                        | 119.0%       | -11.3% |
| Utah Valley State College                |                                                          |              |            |                                               |              |            |                                                           |              |           |                                                               |              |        |
| Education and General                    | 14,134.55                                                | 1,978.46     | 16,113.01  | 12,832.26                                     | 1,663.35     | 14,495.61  | -1,302.29                                                 | -315.11      | -1,617.40 | -9.2%                                                         | -15.9%       | -10.0% |
| Salt Lake Community College              |                                                          |              |            |                                               |              |            |                                                           |              |           |                                                               |              |        |
| Education and General                    | 15,695.69                                                | 823.44       | 16,519.13  | 15,038.87                                     | 762.59       | 15,801.46  | -656.82                                                   | -60.85       | -717.67   | -4.2%                                                         | -7.4%        | -4.3%  |
| TOTAL - USHE                             | 93,201.67                                                | 11,371.81    | 104,573.48 | 89,990.50                                     | 10,793.74    | 100,784.24 | -3,211.17                                                 | -578.07      | -3,789.24 | -3.4%                                                         | -5.1%        | -3.6%  |
| TOTAL - USHE (without UU SOM MD)         | 92,851.17                                                | 11,312.31    | 104,163.48 | 89,637.00                                     | 10,739.74    | 100,376.74 | -3,214.17                                                 | -572.57      | -3,786.74 | -3.5%                                                         | -5.1%        | -3.6%  |

*Snow College Data has not been finalized and may change slightly from the information presented in this report*

Table 3

## USHE 2005-06 End-of-Year Enrollment Report

**Budget-Related FTE Enrollments by Term**

and Annualized Year Actual Budget-Related FTE Enrollments for 2005-06

| Institution and Line Item                | Summer Term 2005-06<br>Budget-Related FTE<br>(End-of-Term) |              |           | Fall Term 2005-06<br>Budget-Related FTE<br>(End-of-Term) |              |           | Spring Term 2005-06<br>Budget-Related FTE<br>(End-of-Term) |              |           | Academic Year<br>2005-06 |              |           | Annualized Year<br>2005-06 |              |            |
|------------------------------------------|------------------------------------------------------------|--------------|-----------|----------------------------------------------------------|--------------|-----------|------------------------------------------------------------|--------------|-----------|--------------------------|--------------|-----------|----------------------------|--------------|------------|
|                                          | Resident                                                   | Non-resident | Total     | Resident                                                 | Non-resident | Total     | Resident                                                   | Non-resident | Total     | Resident                 | Non-resident | Total     | Resident                   | Non-resident | Total      |
| University of Utah                       |                                                            |              |           |                                                          |              |           |                                                            |              |           |                          |              |           |                            |              |            |
| Education and General                    | 5,420.86                                                   | 1,191.33     | 6,612.19  | 19,574.73                                                | 3,424.88     | 22,999.61 | 18,717.39                                                  | 3,201.49     | 21,918.88 | 19,146.06                | 3,313.19     | 22,459.25 | 21,856.49                  | 3,908.85     | 25,765.34  |
| School of Medicine - MD                  | 10.00                                                      | 4.00         | 14.00     | 349.00                                                   | 53.00        | 402.00    | 348.00                                                     | 51.00        | 399.00    | 348.50                   | 52.00        | 400.50    | 353.50                     | 54.00        | 407.50     |
| School of Medicine - Non-MD              | 78.67                                                      | 74.60        | 153.27    | 312.60                                                   | 194.00       | 506.60    | 288.97                                                     | 171.61       | 460.58    | 300.79                   | 182.81       | 483.60    | 340.12                     | 220.11       | 560.23     |
| School of Medicine - Physician Assistant | 57.00                                                      | 17.00        | 74.00     | 58.00                                                    | 18.00        | 76.00     | 58.00                                                      | 18.00        | 76.00     | 58.00                    | 18.00        | 76.00     | 86.50                      | 26.50        | 113.00     |
| Subtotal - UU                            | 5,566.53                                                   | 1,286.93     | 6,853.46  | 20,294.33                                                | 3,689.88     | 23,984.21 | 19,412.36                                                  | 3,442.10     | 22,854.46 | 19,853.35                | 3,566.00     | 23,419.35 | 22,636.61                  | 4,209.46     | 26,846.07  |
| Utah State University                    |                                                            |              |           |                                                          |              |           |                                                            |              |           |                          |              |           |                            |              |            |
| Education and General                    | 1,149.54                                                   | 461.01       | 1,610.55  | 10,235.64                                                | 1,882.97     | 12,118.61 | 9,779.61                                                   | 1,690.03     | 11,469.64 | 10,007.63                | 1,786.50     | 11,794.13 | 10,582.40                  | 2,017.01     | 12,599.41  |
| Uintah Basin Continuing Ed. Center       | 417.30                                                     | 0.00         | 417.30    | 874.40                                                   | 0.00         | 874.40    | 1,043.27                                                   | 0.00         | 1,043.27  | 958.84                   | 0.00         | 958.84    | 1,167.49                   | 0.00         | 1,167.49   |
| Southeast Utah Continuing Ed. Center     | 107.13                                                     | 0.20         | 107.33    | 135.57                                                   | 0.00         | 135.57    | 132.67                                                     | 0.00         | 132.67    | 134.12                   | 0.00         | 134.12    | 187.69                     | 0.10         | 187.79     |
| Brigham City Continuing Ed. Center       | 691.90                                                     | 67.83        | 759.73    | 1,103.03                                                 | 38.73        | 1,141.76  | 875.30                                                     | 27.73        | 903.03    | 989.17                   | 33.23        | 1,022.40  | 1,335.12                   | 67.15        | 1,402.27   |
| Tooele/Wasatch Continuing Ed. Center     | 626.83                                                     | 3.63         | 630.46    | 1,116.73                                                 | 0.20         | 1,116.93  | 1,133.77                                                   | 0.13         | 1,133.90  | 1,125.25                 | 0.17         | 1,125.42  | 1,438.67                   | 1.98         | 1,440.65   |
| Subtotal - USU                           | 2,992.70                                                   | 532.67       | 3,525.37  | 13,465.37                                                | 1,921.90     | 15,387.27 | 12,964.62                                                  | 1,717.89     | 14,682.51 | 13,215.01                | 1,819.90     | 15,034.91 | 14,711.37                  | 2,086.24     | 16,797.61  |
| Weber State University                   |                                                            |              |           |                                                          |              |           |                                                            |              |           |                          |              |           |                            |              |            |
| Education and General                    | 2,649.45                                                   | 174.70       | 2,824.15  | 11,239.12                                                | 587.47       | 11,826.59 | 10,547.53                                                  | 533.80       | 11,081.33 | 10,893.33                | 560.64       | 11,453.97 | 12,218.05                  | 647.99       | 12,866.04  |
| Southern Utah University                 |                                                            |              |           |                                                          |              |           |                                                            |              |           |                          |              |           |                            |              |            |
| Education and General                    | 915.87                                                     | 115.43       | 1,031.30  | 4,373.10                                                 | 579.10       | 4,952.20  | 4,092.57                                                   | 502.77       | 4,595.34  | 4,232.84                 | 540.94       | 4,773.78  | 4,690.77                   | 598.65       | 5,289.42   |
| Snow College                             |                                                            |              |           |                                                          |              |           |                                                            |              |           |                          |              |           |                            |              |            |
| Education and General                    | 154.03                                                     | 27.90        | 181.93    | 2,469.53                                                 | 267.63       | 2,737.16  | 2,332.66                                                   | 252.13       | 2,584.79  | 2,401.10                 | 259.88       | 2,660.98  | 2,478.11                   | 273.83       | 2,751.94   |
| Applied Technology Education (1)         | 37.62                                                      | 0.00         | 37.62     | 149.36                                                   | 0.00         | 149.36    | 180.51                                                     | 0.00         | 180.51    | 164.94                   | 0.00         | 164.94    | 183.75                     | 0.00         | 183.75     |
| Subtotal - Snow                          | 191.65                                                     | 27.90        | 219.55    | 2,618.89                                                 | 267.63       | 2,886.52  | 2,513.17                                                   | 252.13       | 2,765.30  | 2,566.04                 | 259.88       | 2,825.92  | 2,661.86                   | 273.83       | 2,935.69   |
| Dixie State College of Utah              |                                                            |              |           |                                                          |              |           |                                                            |              |           |                          |              |           |                            |              |            |
| Education and General                    | 444.68                                                     | 51.45        | 496.13    | 3,717.46                                                 | 435.34       | 4,152.80  | 3,174.94                                                   | 332.17       | 3,507.11  | 3,446.20                 | 383.76       | 3,829.96  | 3,668.54                   | 409.48       | 4,078.02   |
| College of Eastern Utah                  |                                                            |              |           |                                                          |              |           |                                                            |              |           |                          |              |           |                            |              |            |
| Education and General                    | 153.07                                                     | 4.13         | 157.20    | 1,222.83                                                 | 70.20        | 1,293.03  | 1,094.17                                                   | 61.83        | 1,156.00  | 1,158.50                 | 66.02        | 1,224.52  | 1,235.04                   | 68.08        | 1,303.12   |
| San Juan Center                          | 122.33                                                     | 1.20         | 123.53    | 243.03                                                   | 75.21        | 318.24    | 228.90                                                     | 71.73        | 300.63    | 235.97                   | 73.47        | 309.44    | 297.13                     | 74.07        | 371.20     |
| Subtotal - CEU                           | 275.40                                                     | 5.33         | 280.73    | 1,465.86                                                 | 145.41       | 1,611.27  | 1,323.07                                                   | 133.56       | 1,456.63  | 1,394.47                 | 139.49       | 1,533.96  | 1,532.17                   | 142.15       | 1,674.32   |
| Utah Valley State College                |                                                            |              |           |                                                          |              |           |                                                            |              |           |                          |              |           |                            |              |            |
| Education and General                    | 2,516.36                                                   | 780.81       | 3,297.17  | 11,981.21                                                | 1,359.13     | 13,340.34 | 11,166.94                                                  | 1,186.75     | 12,353.69 | 11,574.08                | 1,272.94     | 12,847.02 | 12,832.26                  | 1,663.35     | 14,495.61  |
| Salt Lake Community College              |                                                            |              |           |                                                          |              |           |                                                            |              |           |                          |              |           |                            |              |            |
| Education and General                    | 4,264.16                                                   | 327.67       | 4,591.83  | 13,399.06                                                | 628.22       | 14,027.28 | 12,414.52                                                  | 569.29       | 12,983.81 | 12,906.79                | 598.76       | 13,505.55 | 15,038.87                  | 762.59       | 15,801.46  |
| TOTAL - USHE                             | 19,816.80                                                  | 3,302.89     | 23,119.69 | 82,554.40                                                | 9,614.08     | 92,168.48 | 77,609.72                                                  | 8,670.46     | 86,280.18 | 80,082.11                | 9,142.31     | 89,224.42 | 89,990.50                  | 10,793.74    | 100,784.24 |
| TOTAL - USHE (without UU SOM MD)         | 19,806.80                                                  | 3,298.89     | 23,105.69 | 82,205.40                                                | 9,561.08     | 91,766.48 | 77,261.72                                                  | 8,619.46     | 85,881.18 | 79,733.61                | 9,090.31     | 88,823.92 | 89,637.00                  | 10,739.74    | 100,376.74 |

\* SLCC Skill Center enrollments are not considered in the enrollment reports. In 2005-06 "Budget Related" annualized fte enrollments for the Skill Center were 419.88 FTE 269.60 and for the academic year.

Snow College Data has not been finalized and may change slightly from the information presented in this report.

Table 4

## USHE 2005-06 End-of-Year Enrollment Report

# Self-Support FTE Enrollments by Term

## and Annualized Year Actual Budget-Related FTE Enrollments for 2005-06

| Institution and Line Item                | Summer Term 2005-06<br>Self-Support FTE<br>(End-of-Term) |              |          | Fall Term 2005-06<br>Self-Support FTE<br>(End-of-Term) |              |          | Spring Term 2005-06<br>Self-Support FTE<br>(End-of-Term) |              |          | Academic Year<br>2005-06 |              |          | Annualized Year<br>2005-06 |              |           |
|------------------------------------------|----------------------------------------------------------|--------------|----------|--------------------------------------------------------|--------------|----------|----------------------------------------------------------|--------------|----------|--------------------------|--------------|----------|----------------------------|--------------|-----------|
|                                          | Resident                                                 | Non-resident | Total    | Resident                                               | Non-resident | Total    | Resident                                                 | Non-resident | Total    | Resident                 | Non-resident | Total    | Resident                   | Non-resident | Total     |
| University of Utah                       |                                                          |              |          |                                                        |              |          |                                                          |              |          |                          |              |          |                            |              |           |
| Education and General                    | 171.54                                                   | 516.08       | 687.62   | 340.65                                                 | 361.40       | 702.05   | 364.93                                                   | 264.88       | 629.81   | 352.79                   | 313.14       | 665.93   | 438.56                     | 571.18       | 1,009.74  |
| School of Medicine - MD                  | 0.00                                                     | 0.00         | 0.00     | 0.00                                                   | 0.00         | 0.00     | 0.00                                                     | 0.00         | 0.00     | 0.00                     | 0.00         | 0.00     | 0.00                       | 0.00         | 0.00      |
| School of Medicine - Non-MD              | 15.56                                                    | 12.38        | 27.94    | 0.90                                                   | 0.00         | 0.90     | 0.80                                                     | 0.26         | 1.06     | 0.85                     | 0.13         | 0.98     | 8.63                       | 6.32         | 14.95     |
| School of Medicine - Physician Assistant | 0.00                                                     | 0.00         | 0.00     | 0.00                                                   | 0.00         | 0.00     | 0.00                                                     | 0.00         | 0.00     | 0.00                     | 0.00         | 0.00     | 0.00                       | 0.00         | 0.00      |
| Subtotal - UU                            | 187.10                                                   | 528.46       | 715.56   | 341.55                                                 | 361.40       | 702.95   | 365.73                                                   | 265.14       | 630.87   | 353.64                   | 313.27       | 666.91   | 447.19                     | 577.50       | 1,024.69  |
| Utah State University                    |                                                          |              |          |                                                        |              |          |                                                          |              |          |                          |              |          |                            |              |           |
| Education and General                    | 22.79                                                    | 2.59         | 25.38    | 63.67                                                  | 8.13         | 71.80    | 48.80                                                    | 6.93         | 55.73    | 56.23                    | 7.53         | 63.76    | 67.63                      | 8.82         | 76.45     |
| Uintah Basin Continuing Ed. Center       | 5.63                                                     | 0.00         | 5.63     | 0.80                                                   | 0.00         | 0.80     | 7.53                                                     | 0.00         | 7.53     | 4.16                     | 0.00         | 4.16     | 6.98                       | 0.00         | 6.98      |
| Southeast Utah Continuing Ed. Center     | 0.00                                                     | 0.00         | 0.00     | 0.00                                                   | 0.00         | 0.00     | 0.13                                                     | 0.00         | 0.13     | 0.07                     | 0.00         | 0.07     | 0.06                       | 0.00         | 0.06      |
| Brigham City Continuing Ed. Center       | 595.30                                                   | 15.00        | 610.30   | 1,169.24                                               | 12.30        | 1,181.54 | 1,700.07                                                 | 5.90         | 1,705.97 | 1,434.65                 | 9.10         | 1,443.75 | 1,732.30                   | 16.60        | 1,748.90  |
| Tooele/Wasatch Continuing Ed. Center     | 48.57                                                    | 0.10         | 48.67    | 137.74                                                 | 0.00         | 137.74   | 59.77                                                    | 0.00         | 59.77    | 98.76                    | 0.00         | 98.76    | 123.04                     | 0.05         | 123.09    |
| Subtotal - USU                           | 672.29                                                   | 17.69        | 689.98   | 1,371.45                                               | 20.43        | 1,391.88 | 1,816.30                                                 | 12.83        | 1,829.13 | 1,593.87                 | 16.63        | 1,610.50 | 1,930.01                   | 25.47        | 1,955.48  |
| Weber State University                   |                                                          |              |          |                                                        |              |          |                                                          |              |          |                          |              |          |                            |              |           |
| Education and General                    | 589.34                                                   | 372.28       | 961.62   | 1,145.49                                               | 450.06       | 1,595.55 | 1,800.11                                                 | 487.46       | 2,287.57 | 1,472.80                 | 468.76       | 1,941.56 | 1,767.47                   | 654.90       | 2,422.37  |
| Southern Utah University                 |                                                          |              |          |                                                        |              |          |                                                          |              |          |                          |              |          |                            |              |           |
| Education and General                    | 833.49                                                   | 9.14         | 842.63   | 360.93                                                 | 88.70        | 449.63   | 442.73                                                   | 286.83       | 729.56   | 401.83                   | 187.76       | 589.59   | 818.58                     | 192.34       | 1,010.92  |
| Snow College                             |                                                          |              |          |                                                        |              |          |                                                          |              |          |                          |              |          |                            |              |           |
| Education and General                    | 5.40                                                     | 0.34         | 5.74     | 320.90                                                 | 0.40         | 321.30   | 92.97                                                    | 0.00         | 92.97    | 206.93                   | 0.20         | 207.13   | 209.64                     | 0.37         | 210.01    |
| Applied Technology Education             | 0.00                                                     | 0.00         | 0.00     | -0.01                                                  | 0.00         | -0.01    | 0.00                                                     | 0.00         | 0.00     | -0.01                    | 0.00         | -0.01    | -0.01                      | 0.00         | -0.01     |
| Subtotal - Snow                          | 5.40                                                     | 0.34         | 5.74     | 320.89                                                 | 0.40         | 321.29   | 92.97                                                    | 0.00         | 92.97    | 206.92                   | 0.20         | 207.12   | 209.63                     | 0.37         | 210.00    |
| Dixie State College of Utah              |                                                          |              |          |                                                        |              |          |                                                          |              |          |                          |              |          |                            |              |           |
| Education and General                    | 21.57                                                    | 0.08         | 21.65    | 292.00                                                 | 46.67        | 338.67   | 201.61                                                   | 26.59        | 228.20   | 246.81                   | 36.63        | 283.44   | 257.59                     | 36.67        | 294.26    |
| College of Eastern Utah                  |                                                          |              |          |                                                        |              |          |                                                          |              |          |                          |              |          |                            |              |           |
| Education and General                    | 0.00                                                     | 0.00         | 0.00     | 54.47                                                  | 57.93        | 112.40   | 3.46                                                     | 5.80         | 9.26     | 28.97                    | 31.86        | 60.83    | 28.96                      | 31.87        | 60.83     |
| San Juan Center                          | 0.00                                                     | 0.00         | 0.00     | 0.54                                                   | -0.01        | 0.53     | 12.87                                                    | 6.34         | 19.21    | 6.70                     | 3.17         | 9.87     | 6.71                       | 3.17         | 9.88      |
| Subtotal - CEU                           | 0.00                                                     | 0.00         | 0.00     | 55.01                                                  | 57.92        | 112.93   | 16.33                                                    | 12.14        | 28.47    | 35.67                    | 35.03        | 70.70    | 35.67                      | 35.04        | 70.71     |
| Utah Valley State College                |                                                          |              |          |                                                        |              |          |                                                          |              |          |                          |              |          |                            |              |           |
| Education and General                    | 49.07                                                    | 163.59       | 212.66   | 2,096.79                                               | 652.22       | 2,749.01 | 651.36                                                   | 755.60       | 1,406.96 | 1,374.07                 | 703.91       | 2,077.98 | 1,398.61                   | 785.70       | 2,184.31  |
| Salt Lake Community College              |                                                          |              |          |                                                        |              |          |                                                          |              |          |                          |              |          |                            |              |           |
| Education and General                    | 197.58                                                   | 16.35        | 213.93   | 1,942.51                                               | 136.36       | 2,078.87 | 2,329.67                                                 | 146.13       | 2,475.80 | 2,136.09                 | 141.24       | 2,277.33 | 2,234.88                   | 149.42       | 2,384.30  |
| TOTAL - USHE                             | 2,555.84                                                 | 1,107.93     | 3,663.77 | 7,926.62                                               | 1,814.16     | 9,740.78 | 7,716.81                                                 | 1,992.72     | 9,709.53 | 7,821.70                 | 1,903.43     | 9,725.13 | 9,099.63                   | 2,457.41     | 11,557.04 |
| TOTAL - USHE (without UU SOM MD)         | 2,555.84                                                 | 1,107.93     | 3,663.77 | 7,926.62                                               | 1,814.16     | 9,740.78 | 7,716.81                                                 | 1,992.72     | 9,709.53 | 7,821.70                 | 1,903.43     | 9,725.13 | 9,099.63                   | 2,457.41     | 11,557.04 |

*Snow College Data has not been finalized and may change slightly from the information presented in this report*

Table 5

## USHE 2005-06 End-of-Year Enrollment Report

**Budget-Related and Self-Support FTE Enrollments by Term**

and Annualized Year Actual Budget-Related FTE Enrollments for 2005-06

| Institution and Line Item                | Summer Term 2005-06<br>Budget-Related & Self Support FTE<br>(End-of-Term) |              |           | Fall Term 2005-06<br>Budget-Related & Self Support FTE<br>(End-of-Term) |              |            | Spring Term 2005-06<br>Budget-Related & Self Support FTE<br>(End-of-Term) |              |           | Academic Year<br>2005-06 |              |           | Annualized Year<br>2005-06 |              |            |
|------------------------------------------|---------------------------------------------------------------------------|--------------|-----------|-------------------------------------------------------------------------|--------------|------------|---------------------------------------------------------------------------|--------------|-----------|--------------------------|--------------|-----------|----------------------------|--------------|------------|
|                                          | Resident                                                                  | Non-resident | Total     | Resident                                                                | Non-resident | Total      | Resident                                                                  | Non-resident | Total     | Resident                 | Non-resident | Total     | Resident                   | Non-resident | Total      |
| University of Utah                       |                                                                           |              |           |                                                                         |              |            |                                                                           |              |           |                          |              |           |                            |              |            |
| Education and General                    | 5,592.40                                                                  | 1,707.41     | 7,299.81  | 19,915.38                                                               | 3,786.28     | 23,701.66  | 19,082.32                                                                 | 3,466.37     | 22,548.69 | 19,498.85                | 3,626.33     | 23,125.18 | 22,295.05                  | 4,480.03     | 26,775.08  |
| School of Medicine - MD                  | 10.00                                                                     | 4.00         | 14.00     | 349.00                                                                  | 53.00        | 402.00     | 348.00                                                                    | 51.00        | 399.00    | 348.50                   | 52.00        | 400.50    | 353.50                     | 54.00        | 407.50     |
| School of Medicine - Non-MD              | 94.23                                                                     | 86.98        | 181.21    | 313.50                                                                  | 194.00       | 507.50     | 289.77                                                                    | 171.87       | 461.64    | 301.64                   | 182.94       | 484.58    | 348.75                     | 226.43       | 575.18     |
| School of Medicine - Physician Assistant | 57.00                                                                     | 17.00        | 74.00     | 58.00                                                                   | 18.00        | 76.00      | 58.00                                                                     | 18.00        | 76.00     | 58.00                    | 18.00        | 76.00     | 86.50                      | 26.50        | 113.00     |
| Subtotal - UU                            | 5,753.63                                                                  | 1,815.39     | 7,569.02  | 20,635.88                                                               | 4,051.28     | 24,687.16  | 19,778.09                                                                 | 3,707.24     | 23,485.33 | 20,206.99                | 3,879.27     | 24,086.26 | 23,083.80                  | 4,786.96     | 27,870.76  |
| Utah State University                    |                                                                           |              |           |                                                                         |              |            |                                                                           |              |           |                          |              |           |                            |              |            |
| Education and General                    | 1,172.33                                                                  | 463.60       | 1,635.93  | 10,299.31                                                               | 1,891.10     | 12,190.41  | 9,828.41                                                                  | 1,696.96     | 11,525.37 | 10,063.86                | 1,794.03     | 11,857.89 | 10,650.03                  | 2,025.83     | 12,675.86  |
| Uintah Basin Continuing Ed. Center       | 422.93                                                                    | 0.00         | 422.93    | 875.20                                                                  | 0.00         | 875.20     | 1,050.80                                                                  | 0.00         | 1,050.80  | 963.00                   | 0.00         | 963.00    | 1,174.47                   | 0.00         | 1,174.47   |
| Southeast Utah Continuing Ed. Center     | 107.13                                                                    | 0.20         | 107.33    | 135.57                                                                  | 0.00         | 135.57     | 132.80                                                                    | 0.00         | 132.80    | 134.19                   | 0.00         | 134.19    | 187.75                     | 0.10         | 187.85     |
| Brigham City Continuing Ed. Center       | 1,287.20                                                                  | 82.83        | 1,370.03  | 2,272.27                                                                | 51.03        | 2,323.30   | 2,575.37                                                                  | 33.63        | 2,609.00  | 2,423.82                 | 42.33        | 2,466.15  | 3,067.42                   | 83.75        | 3,151.17   |
| Tooele/Wasatch Continuing Ed. Center     | 675.40                                                                    | 3.73         | 679.13    | 1,254.47                                                                | 0.20         | 1,254.67   | 1,193.54                                                                  | 0.13         | 1,193.67  | 1,224.01                 | 0.17         | 1,224.18  | 1,561.71                   | 2.03         | 1,563.74   |
| Subtotal - USU                           | 3,664.99                                                                  | 550.36       | 4,215.35  | 14,836.82                                                               | 1,942.33     | 16,779.15  | 14,780.92                                                                 | 1,730.72     | 16,511.64 | 14,808.88                | 1,836.53     | 16,645.41 | 16,641.38                  | 2,111.71     | 18,753.09  |
| Weber State University                   |                                                                           |              |           |                                                                         |              |            |                                                                           |              |           |                          |              |           |                            |              |            |
| Education and General                    | 3,238.79                                                                  | 546.98       | 3,785.77  | 12,384.61                                                               | 1,037.53     | 13,422.14  | 12,347.64                                                                 | 1,021.26     | 13,368.90 | 12,366.13                | 1,029.40     | 13,395.53 | 13,985.52                  | 1,302.89     | 15,288.41  |
| Southern Utah University                 |                                                                           |              |           |                                                                         |              |            |                                                                           |              |           |                          |              |           |                            |              |            |
| Education and General                    | 1,749.36                                                                  | 124.57       | 1,873.93  | 4,734.03                                                                | 667.80       | 5,401.83   | 4,535.30                                                                  | 789.60       | 5,324.90  | 4,634.67                 | 728.70       | 5,363.37  | 5,509.35                   | 790.99       | 6,300.34   |
| Snow College                             |                                                                           |              |           |                                                                         |              |            |                                                                           |              |           |                          |              |           |                            |              |            |
| Education and General                    | 159.43                                                                    | 28.24        | 187.67    | 2,790.43                                                                | 268.03       | 3,058.46   | 2,425.63                                                                  | 252.13       | 2,677.76  | 2,608.03                 | 260.08       | 2,868.11  | 2,687.75                   | 274.20       | 2,961.95   |
| Applied Technology Education             | 37.62                                                                     | 0.00         | 37.62     | 149.35                                                                  | 0.00         | 149.35     | 180.51                                                                    | 0.00         | 180.51    | 164.93                   | 0.00         | 164.93    | 183.74                     | 0.00         | 183.74     |
| Subtotal - Snow                          | 197.05                                                                    | 28.24        | 225.29    | 2,939.78                                                                | 268.03       | 3,207.81   | 2,606.14                                                                  | 252.13       | 2,858.27  | 2,772.96                 | 260.08       | 3,033.04  | 2,871.49                   | 274.20       | 3,145.69   |
| Dixie State College of Utah              |                                                                           |              |           |                                                                         |              |            |                                                                           |              |           |                          |              |           |                            |              |            |
| Education and General                    | 466.25                                                                    | 51.53        | 517.78    | 4,009.46                                                                | 482.01       | 4,491.47   | 3,376.55                                                                  | 358.76       | 3,735.31  | 3,693.01                 | 420.39       | 4,113.40  | 3,926.13                   | 446.15       | 4,372.28   |
| College of Eastern Utah                  |                                                                           |              |           |                                                                         |              |            |                                                                           |              |           |                          |              |           |                            |              |            |
| Education and General                    | 153.07                                                                    | 4.13         | 157.20    | 1,277.30                                                                | 128.13       | 1,405.43   | 1,097.63                                                                  | 67.63        | 1,165.26  | 1,187.47                 | 97.88        | 1,285.35  | 1,264.00                   | 99.95        | 1,363.95   |
| San Juan Center                          | 122.33                                                                    | 1.20         | 123.53    | 243.57                                                                  | 75.20        | 318.77     | 241.77                                                                    | 78.07        | 319.84    | 242.67                   | 76.64        | 319.31    | 303.84                     | 77.24        | 381.08     |
| Subtotal - CEU                           | 275.40                                                                    | 5.33         | 280.73    | 1,520.87                                                                | 203.33       | 1,724.20   | 1,339.40                                                                  | 145.70       | 1,485.10  | 1,430.14                 | 174.52       | 1,604.66  | 1,567.84                   | 177.19       | 1,745.03   |
| Utah Valley State College                |                                                                           |              |           |                                                                         |              |            |                                                                           |              |           |                          |              |           |                            |              |            |
| Education and General                    | 2,565.43                                                                  | 944.40       | 3,509.83  | 14,078.00                                                               | 2,011.35     | 16,089.35  | 11,818.30                                                                 | 1,942.35     | 13,760.65 | 12,948.15                | 1,976.85     | 14,925.00 | 14,230.87                  | 2,449.05     | 16,679.92  |
| Salt Lake Community College              |                                                                           |              |           |                                                                         |              |            |                                                                           |              |           |                          |              |           |                            |              |            |
| Education and General                    | 4,461.74                                                                  | 344.02       | 4,805.76  | 15,341.57                                                               | 764.58       | 16,106.15  | 14,744.19                                                                 | 715.42       | 15,459.61 | 15,042.88                | 740.00       | 15,782.88 | 17,273.75                  | 912.01       | 18,185.76  |
| TOTAL - USHE                             | 22,372.64                                                                 | 4,410.82     | 26,783.46 | 90,481.02                                                               | 11,428.24    | 101,909.26 | 85,326.53                                                                 | 10,663.18    | 95,989.71 | 87,903.81                | 11,045.74    | 98,949.55 | 99,090.13                  | 13,251.15    | 112,341.28 |
| TOTAL - USHE (without UU SOM MD)         | 22,362.64                                                                 | 4,406.82     | 26,769.46 | 90,132.02                                                               | 11,375.24    | 101,507.26 | 84,978.53                                                                 | 10,612.18    | 95,590.71 | 87,555.31                | 10,993.74    | 98,549.05 | 98,736.63                  | 13,197.15    | 111,933.78 |

\* SLCC Skill Center enrollments are not considered in the enrollment reports. In 2005-06 "Budget Related" annualized FTE enrollments for the Skill Center were 419.88 and 269.95 for the academic year.

Snow College Data has not been finalized and may change slightly from the information presented in this report.

## USHE 2005-06 End-of-Year Enrollment Report

**Budget-Related and Self-Support Headcount Enrollments**

and Annualized Year Actual Budget-Related FTE Enrollments for 2005-06

| Institution and Line Item                | Summer Term 2005-06<br>Budget Related & Self Support Headcount<br>(End-of-Term) |              |        | Fall Term 2005-06<br>Budget Related & Self Support Headcount<br>(End-of-Term) |              |         | Spring Term 2005-06<br>Budget Related & Self Support Headcount<br>(End-of-Term) |              |         |
|------------------------------------------|---------------------------------------------------------------------------------|--------------|--------|-------------------------------------------------------------------------------|--------------|---------|---------------------------------------------------------------------------------|--------------|---------|
|                                          | Resident                                                                        | Non-resident | Total  | Resident                                                                      | Non-resident | Total   | Resident                                                                        | Non-resident | Total   |
| University of Utah                       |                                                                                 |              |        |                                                                               |              |         |                                                                                 |              |         |
| Education and General                    | 10,516                                                                          | 5,318        | 15,834 | 27,389                                                                        | 4,332        | 31,721  | 26,400                                                                          | 3,868        | 30,268  |
| School of Medicine - MD                  | 10                                                                              | 4            | 14     | 349                                                                           | 53           | 402     | 348                                                                             | 51           | 399     |
| School of Medicine - Non-MD              | 171                                                                             | 149          | 320    | 603                                                                           | 261          | 864     | 519                                                                             | 221          | 740     |
| School of Medicine - Physician Assistant | 57                                                                              | 17           | 74     | 58                                                                            | 18           | 76      | 58                                                                              | 18           | 76      |
| Less Duplicates <sup>(1)</sup>           | -16                                                                             | -6           | -22    | -401                                                                          | -124         | -525    | -422                                                                            | -93          | -515    |
| Subtotal - UU                            | 10,738                                                                          | 5,482        | 16,220 | 27,998                                                                        | 4,540        | 32,538  | 26,903                                                                          | 4,065        | 30,968  |
| Utah State University                    |                                                                                 |              |        |                                                                               |              |         |                                                                                 |              |         |
| Education and General                    | 2,704                                                                           | 846          | 3,550  | 12,232                                                                        | 2,127        | 14,359  | 11,701                                                                          | 1,934        | 13,635  |
| Uintah Basin Continuing Ed. Center       | 1,108                                                                           | 0            | 1,108  | 2,282                                                                         | 0            | 2,282   | 2,549                                                                           | 0            | 2,549   |
| Southeast Utah Continuing Ed. Center     | 227                                                                             | 1            | 228    | 273                                                                           | 0            | 273     | 265                                                                             | 0            | 265     |
| Brigham City Continuing Ed. Center       | 4,708                                                                           | 267          | 4,975  | 6,650                                                                         | 224          | 6,874   | 6,289                                                                           | 132          | 6,421   |
| Tooele/Wasatch Continuing Ed. Center     | 1,911                                                                           | 12           | 1,923  | 2,741                                                                         | 1            | 2,742   | 2,565                                                                           | 1            | 2,566   |
| Less Duplicates                          | -1,023                                                                          | -206         | -1,229 | -1,372                                                                        | -225         | -1,597  | -1,381                                                                          | -133         | -1,514  |
| Subtotal - USU                           | 9,635                                                                           | 920          | 10,555 | 22,806                                                                        | 2,127        | 24,933  | 21,988                                                                          | 1,934        | 23,922  |
| Weber State University                   |                                                                                 |              |        |                                                                               |              |         |                                                                                 |              |         |
| Education and General                    | 7,885                                                                           | 1,052        | 8,937  | 19,382                                                                        | 1,372        | 20,754  | 20,679                                                                          | 1,594        | 22,273  |
| Southern Utah University                 |                                                                                 |              |        |                                                                               |              |         |                                                                                 |              |         |
| Education and General                    | 5,596                                                                           | 245          | 5,841  | 6,489                                                                         | 1,322        | 7,811   | 6,614                                                                           | 2,134        | 8,748   |
| Snow College                             |                                                                                 |              |        |                                                                               |              |         |                                                                                 |              |         |
| Education and General                    | 417                                                                             | 70           | 487    | 3,583                                                                         | 271          | 3,854   | 3,010                                                                           | 255          | 3,265   |
| Applied Technology Education             | 150                                                                             | 0            | 150    | 502                                                                           | 0            | 502     | 586                                                                             | 0            | 586     |
| Less Duplicates                          | -3                                                                              | 0            | -3     | -158                                                                          | 0            | -158    | -212                                                                            | 0            | -212    |
| Subtotal - Snow                          | 564                                                                             | 70           | 634    | 3,927                                                                         | 271          | 4,198   | 3,384                                                                           | 255          | 3,639   |
| Dixie State College of Utah              |                                                                                 |              |        |                                                                               |              |         |                                                                                 |              |         |
| Education and General                    | 1,730                                                                           | 149          | 1,879  | 8,382                                                                         | 1,226        | 9,608   | 5,872                                                                           | 523          | 6,395   |
| Less Duplicates                          | 0                                                                               | 0            | 0      | 0                                                                             | 0            | 0       | 0                                                                               | 0            | 0       |
| Subtotal - DSC                           | 1,730                                                                           | 149          | 1,879  | 8,382                                                                         | 1,226        | 9,608   | 5,872                                                                           | 523          | 6,395   |
| College of Eastern Utah                  |                                                                                 |              |        |                                                                               |              |         |                                                                                 |              |         |
| Education and General                    | 349                                                                             | 12           | 361    | 1,663                                                                         | 243          | 1,906   | 1,418                                                                           | 93           | 1,511   |
| San Juan Center                          | 258                                                                             | 2            | 260    | 401                                                                           | 84           | 485     | 445                                                                             | 123          | 568     |
| Less Duplicates                          | -15                                                                             | 0            | -15    | -44                                                                           | -6           | -50     | -24                                                                             | -7           | -31     |
| Subtotal - CEU                           | 592                                                                             | 14           | 606    | 2,020                                                                         | 321          | 2,341   | 1,839                                                                           | 209          | 2,048   |
| Utah Valley State College                |                                                                                 |              |        |                                                                               |              |         |                                                                                 |              |         |
| Education and General                    | 7,664                                                                           | 1,658        | 9,322  | 22,322                                                                        | 2,597        | 24,919  | 18,284                                                                          | 2,787        | 21,071  |
| Less Duplicates                          | 0                                                                               | 0            | 0      | 0                                                                             | 0            | 0       | 0                                                                               | 0            | 0       |
| Subtotal - UVSC                          | 7,664                                                                           | 1,658        | 9,322  | 22,322                                                                        | 2,597        | 24,919  | 18,284                                                                          | 2,787        | 21,071  |
| Salt Lake Community College              |                                                                                 |              |        |                                                                               |              |         |                                                                                 |              |         |
| Education and General                    | 10,527                                                                          | 681          | 11,208 | 30,830                                                                        | 1,408        | 32,238  | 30,063                                                                          | 1,316        | 31,379  |
| Less Duplicates                          | 0                                                                               | 0            | 0      | 0                                                                             | 0            | 0       | 0                                                                               | 0            | 0       |
| Subtotal - SLCC                          | 10,527                                                                          | 681          | 11,208 | 30,830                                                                        | 1,408        | 32,238  | 30,063                                                                          | 1,316        | 31,379  |
| TOTAL - USHE                             | 54,931                                                                          | 10,271       | 65,202 | 144,156                                                                       | 15,184       | 159,340 | 135,626                                                                         | 14,817       | 150,443 |
| TOTAL - USHE (without UU SOM MD)         | 54,921                                                                          | 10,267       | 65,188 | 143,807                                                                       | 15,131       | 158,938 | 135,278                                                                         | 14,766       | 150,044 |

(1) Duplicated headcounts between line items are subtracted to give an unduplicated total.

(2) SLCC Skill Center enrollments are not considered in the enrollment reports. In 2005-06 "Budget-Related and Self-Support" Headcount Enrollments for Summer were 845 Resident and 42 Non Resident

Table 7

## USHE 2005-06 End-of-Year Enrollment Report

**Budget-Related & Self-Supporting FTE Enrollments**

and Annualized Year Actual Budget-Related FTE Enrollments for 2005-06

| Institution and Line Item                | Spring Term 2004-05<br>Budget-Related & Self Support FTE<br>(End-of-Term) |              |           | Spring Term 2005-06<br>Budget-Related & Self Support FTE<br>(End-of-Term) |              |           | Difference Between Spring<br>Term 2004-05 and 2005-06 |              |           | % Change Between Spring<br>Term 2004-05 and 2005-06 |              |        |
|------------------------------------------|---------------------------------------------------------------------------|--------------|-----------|---------------------------------------------------------------------------|--------------|-----------|-------------------------------------------------------|--------------|-----------|-----------------------------------------------------|--------------|--------|
|                                          | Resident                                                                  | Non-resident | Total     | Resident                                                                  | Non-resident | Total     | Resident                                              | Non-resident | Total     | Resident                                            | Non-resident | Total  |
| University of Utah                       |                                                                           |              |           |                                                                           |              |           |                                                       |              |           |                                                     |              |        |
| Education and General                    | 18,568.57                                                                 | 3,052.95     | 21,621.52 | 19,082.32                                                                 | 3,466.37     | 22,548.69 | 513.75                                                | 413.42       | 927.17    | 2.8%                                                | 13.5%        | 4.3%   |
| School of Medicine - MD                  | 342.00                                                                    | 54.00        | 396.00    | 348.00                                                                    | 51.00        | 399.00    | 6.00                                                  | -3.00        | 3.00      | 1.8%                                                | -5.6%        | 0.8%   |
| School of Medicine - Non-MD              | 253.89                                                                    | 152.48       | 406.37    | 289.77                                                                    | 171.87       | 461.64    | 35.88                                                 | 19.39        | 55.27     | 14.1%                                               | 12.7%        | 13.6%  |
| School of Medicine - Physician Assistant | 56.00                                                                     | 15.00        | 71.00     | 58.00                                                                     | 18.00        | 76.00     | 2.00                                                  | 3.00         | 5.00      | 3.6%                                                | 20.0%        | 7.0%   |
| Subtotal - UU                            | 19,220.46                                                                 | 3,274.43     | 22,494.89 | 19,778.09                                                                 | 3,707.24     | 23,485.33 | 557.63                                                | 432.81       | 990.44    | 2.9%                                                | 13.2%        | 4.4%   |
| Utah State University                    |                                                                           |              |           |                                                                           |              |           |                                                       |              |           |                                                     |              |        |
| Education and General                    | 12,513.70                                                                 | 1,929.85     | 14,443.55 | 9,828.41                                                                  | 1,696.96     | 11,525.37 | -2,685.29                                             | -232.89      | -2,918.18 | -21.5%                                              | -12.1%       | -20.2% |
| Uintah Basin Continuing Ed. Center       | 1,140.40                                                                  | 0.00         | 1,140.40  | 1,050.80                                                                  | 0.00         | 1,050.80  | -89.60                                                | 0.00         | -89.60    | -7.9%                                               | 0.0%         | -7.9%  |
| Southeast Utah Continuing Ed. Center     | 175.50                                                                    | 0.00         | 175.50    | 132.80                                                                    | 0.00         | 132.80    | -42.70                                                | 0.00         | -42.70    | -24.3%                                              | 0.0%         | -24.3% |
| Brigham City Continuing Ed. Center       | 598.70                                                                    | 5.27         | 603.97    | 2,575.37                                                                  | 33.63        | 2,609.00  | 1,976.67                                              | 28.36        | 2,005.03  | 330.2%                                              | 538.1%       | 332.0% |
| Tooele/Wasatch Continuing Ed. Center     | 1,001.83                                                                  | 0.20         | 1,002.03  | 1,193.54                                                                  | 0.13         | 1,193.67  | 191.71                                                | -0.07        | 191.64    | 19.1%                                               | -35.0%       | 19.1%  |
| Subtotal - USU                           | 15,430.13                                                                 | 1,935.32     | 17,365.45 | 14,780.92                                                                 | 1,730.72     | 16,511.64 | -649.21                                               | -204.60      | -853.81   | -4.2%                                               | -10.6%       | -4.9%  |
| Weber State University                   |                                                                           |              |           |                                                                           |              |           |                                                       |              |           |                                                     |              |        |
| Education and General                    | 12,742.77                                                                 | 1,192.47     | 13,935.24 | 12,347.64                                                                 | 1,021.26     | 13,368.90 | -395.13                                               | -171.21      | -566.34   | -3.1%                                               | -14.4%       | -4.1%  |
| Southern Utah University                 |                                                                           |              |           |                                                                           |              |           |                                                       |              |           |                                                     |              |        |
| Education and General                    | 4,704.30                                                                  | 481.34       | 5,185.64  | 4,535.30                                                                  | 789.60       | 5,324.90  | -169.00                                               | 308.26       | 139.26    | -3.6%                                               | 64.0%        | 2.7%   |
| Snow College                             |                                                                           |              |           |                                                                           |              |           |                                                       |              |           |                                                     |              |        |
| Education and General                    | 2,369.40                                                                  | 198.93       | 2,568.33  | 2,425.63                                                                  | 252.13       | 2,677.76  | 56.23                                                 | 53.20        | 109.43    | 2.4%                                                | 26.7%        | 4.3%   |
| Applied Technology Education (1)         | 181.28                                                                    | 0.00         | 181.28    | 180.51                                                                    | 0.00         | 180.51    | -0.77                                                 | 0.00         | -0.77     | -0.4%                                               | #DIV/0!      | -0.4%  |
| Subtotal - Snow                          | 2,550.68                                                                  | 198.93       | 2,749.61  | 2,606.14                                                                  | 252.13       | 2,858.27  | 55.46                                                 | 53.20        | 108.66    | 2.2%                                                | 26.7%        | 4.0%   |
| Dixie State College of Utah              |                                                                           |              |           |                                                                           |              |           |                                                       |              |           |                                                     |              |        |
| Education and General                    | 3,431.36                                                                  | 389.86       | 3,821.22  | 3,376.55                                                                  | 358.76       | 3,735.31  | -54.81                                                | -31.10       | -85.91    | -1.6%                                               | -8.0%        | -2.2%  |
| College of Eastern Utah                  |                                                                           |              |           |                                                                           |              |           |                                                       |              |           |                                                     |              |        |
| Education and General                    | 1,291.20                                                                  | 53.97        | 1,345.17  | 1,097.63                                                                  | 67.63        | 1,165.26  | -193.57                                               | 13.66        | -179.91   | -15.0%                                              | 25.3%        | -13.4% |
| San Juan Center                          | 323.07                                                                    | 1.73         | 324.80    | 241.77                                                                    | 78.07        | 319.84    | -81.30                                                | 76.34        | -4.96     | -25.2%                                              | 4412.7%      | -1.5%  |
| Subtotal - CEU                           | 1,614.27                                                                  | 55.70        | 1,669.97  | 1,339.40                                                                  | 145.70       | 1,485.10  | -274.87                                               | 90.00        | -184.87   | -17.0%                                              | 161.6%       | -11.1% |
| Utah Valley State College                |                                                                           |              |           |                                                                           |              |           |                                                       |              |           |                                                     |              |        |
| Education and General                    | 12,677.07                                                                 | 2,066.26     | 14,743.33 | 11,818.30                                                                 | 1,942.35     | 13,760.65 | -858.77                                               | -123.91      | -982.68   | -6.8%                                               | -6.0%        | -6.7%  |
| Salt Lake Community College              |                                                                           |              |           |                                                                           |              |           |                                                       |              |           |                                                     |              |        |
| Education and General                    | 15,446.67                                                                 | 674.74       | 16,121.41 | 14,744.19                                                                 | 715.42       | 15,459.61 | -702.48                                               | 40.68        | -661.80   | -4.5%                                               | 6.0%         | -4.1%  |
| TOTAL - USHE                             | 87,817.71                                                                 | 10,269.05    | 98,086.76 | 85,326.53                                                                 | 10,663.18    | 95,989.71 | -2,491.18                                             | 394.13       | -2,097.05 | -2.8%                                               | 3.8%         | -2.1%  |
| TOTAL - USHE (without UU SOM MD)         | 87,475.71                                                                 | 10,215.05    | 97,690.76 | 84,978.53                                                                 | 10,612.18    | 95,590.71 | -2,497.18                                             | 397.13       | -2,100.05 | -2.9%                                               | 3.9%         | -2.1%  |

Snow College Data has not been finalized and may change slightly from the information presented in this report.

Table 8

USHE 2005-06 End-of-Year Enrollment Report

# Budget-Related & Self-Supporting Unduplicated Headcount Enrollments

and Annualized Year Actual Budget-Related FTE Enrollments for 2004-05

| Institution and Line Item                | Spring Term 2004-05<br>Unduplicated Headcounts<br>(End-of-Term) |              |         | Spring Term 2005-06<br>Unduplicated Headcounts<br>(End-of-Term) |              |         | Difference Between<br>Annualized Year 2004-05 and 2005-06 |              |        | % Change Between<br>Annualized Year 2004-05 and 2005-06 |              |        |
|------------------------------------------|-----------------------------------------------------------------|--------------|---------|-----------------------------------------------------------------|--------------|---------|-----------------------------------------------------------|--------------|--------|---------------------------------------------------------|--------------|--------|
|                                          | Resident                                                        | Non-resident | Total   | Resident                                                        | Non-resident | Total   | Resident                                                  | Non-resident | Total  | Resident                                                | Non-resident | Total  |
| University of Utah                       |                                                                 |              |         |                                                                 |              |         |                                                           |              |        |                                                         |              |        |
| Education and General                    | 23,405                                                          | 4,923        | 28,328  | 26,400                                                          | 3,868        | 30,268  | 2,995                                                     | -1,055       | 1,940  | 12.8%                                                   | -21.4%       | 6.8%   |
| School of Medicine - MD                  | 342                                                             | 54           | 396     | 348                                                             | 51           | 399     | 6                                                         | -3           | 3      | 1.8%                                                    | -5.6%        | 0.8%   |
| School of Medicine - Non-MD              | 430                                                             | 202          | 632     | 519                                                             | 221          | 740     | 89                                                        | 19           | 108    | 20.7%                                                   | 9.4%         | 17.1%  |
| School of Medicine - Physician Assistant | 56                                                              | 15           | 71      | 58                                                              | 18           | 76      | 2                                                         | 3            | 5      | 3.6%                                                    | 20.0%        | 7.0%   |
| Less Duplicates <sup>(1)</sup>           | -368                                                            | -94          | -462    | -422                                                            | -93          | -515    | -54                                                       | 1            | -53    | 14.7%                                                   | -1.1%        | 11.5%  |
| Subtotal - UU                            | 23,865                                                          | 5,100        | 28,965  | 26,903                                                          | 4,065        | 30,968  | 3,038                                                     | -1,035       | 2,003  | 12.7%                                                   | -20.3%       | 6.9%   |
| Utah State University                    |                                                                 |              |         |                                                                 |              |         |                                                           |              |        |                                                         |              |        |
| Education and General                    | 16,987                                                          | 2,115        | 19,102  | 11,701                                                          | 1,934        | 13,635  | -5,286                                                    | -181         | -5,467 | -31.1%                                                  | -8.6%        | -28.6% |
| Uintah Basin Continuing Ed. Center       | 2,490                                                           | 0            | 2,490   | 2,549                                                           | 0            | 2,549   | 59                                                        | 0            | 59     | 2.4%                                                    | 0.0%         | 2.4%   |
| Southeast Utah Continuing Ed. Center     | 334                                                             | 0            | 334     | 265                                                             | 0            | 265     | -69                                                       | 0            | -69    | -20.7%                                                  | 0.0%         | -20.7% |
| Brigham City Continuing Ed. Center       | 1,617                                                           | 21           | 1,638   | 6,289                                                           | 132          | 6,421   | 4,672                                                     | 111          | 4,783  | 288.9%                                                  | 528.6%       | 292.0% |
| Tooele/Wasatch Continuing Ed. Center     | 2,055                                                           | 1            | 2,056   | 2,565                                                           | 1            | 2,566   | 510                                                       | 0            | 510    | 24.8%                                                   | 0.0%         | 24.8%  |
| Less Duplicates                          | -690                                                            | -22          | -712    | -1,381                                                          | -133         | -1,514  | -691                                                      | -111         | -802   | 100.1%                                                  | 504.5%       | 112.6% |
| Subtotal - USU                           | 22,793                                                          | 2,115        | 24,908  | 21,988                                                          | 1,934        | 23,922  | -805                                                      | -181         | -986   | -3.5%                                                   | -8.6%        | -4.0%  |
| Weber State University                   |                                                                 |              |         |                                                                 |              |         |                                                           |              |        |                                                         |              |        |
| Education and General                    | 20,890                                                          | 1,596        | 22,486  | 20,679                                                          | 1,594        | 22,273  | -211                                                      | -2           | -213   | -1.0%                                                   | -0.1%        | -0.9%  |
| Southern Utah University                 |                                                                 |              |         |                                                                 |              |         |                                                           |              |        |                                                         |              |        |
| Education and General                    | 7,750                                                           | 489          | 8,239   | 6,614                                                           | 2,134        | 8,748   | -1,136                                                    | 1,645        | 509    | -14.7%                                                  | 336.4%       | 6.2%   |
| Snow College                             |                                                                 |              |         |                                                                 |              |         |                                                           |              |        |                                                         |              |        |
| Education and General                    | 2,906                                                           | 248          | 3,154   | 3,010                                                           | 255          | 3,265   | 104                                                       | 7            | 111    | 3.6%                                                    | 2.8%         | 3.5%   |
| Applied Technology Education (1)         | 683                                                             | 0            | 683     | 586                                                             | 0            | 586     | -97                                                       | 0            | -97    | -14.2%                                                  | 0.0%         | -14.2% |
| Less Duplicates                          | -82                                                             | 0            | -82     | -212                                                            | 0            | -212    | -130                                                      | 0            | -130   | 0.0%                                                    | 0.0%         | 0.0%   |
| Subtotal - Snow                          | 3,507                                                           | 248          | 3,755   | 3,384                                                           | 255          | 3,639   | -123                                                      | 7            | -116   | -3.5%                                                   | 2.8%         | -3.1%  |
| Dixie State College of Utah              |                                                                 |              |         |                                                                 |              |         |                                                           |              |        |                                                         |              |        |
| Education and General                    | 5,608                                                           | 690          | 6,298   | 5,872                                                           | 523          | 6,395   | 264                                                       | -167         | 97     | 4.7%                                                    | -24.2%       | 1.5%   |
| Less Duplicates                          | 0                                                               | 0            | 0       | 0                                                               | 0            | 0       | 0                                                         | 0            | 0      | 0.0%                                                    | 0.0%         | 0.0%   |
| Subtotal - DSC                           | 5,608                                                           | 690          | 6,298   | 5,872                                                           | 523          | 6,395   | 264                                                       | -167         | 97     | 4.7%                                                    | -24.2%       | 1.5%   |
| College of Eastern Utah                  |                                                                 |              |         |                                                                 |              |         |                                                           |              |        |                                                         |              |        |
| Education and General                    | 1,646                                                           | 49           | 1,695   | 1,418                                                           | 93           | 1,511   | -228                                                      | 44           | -184   | -13.9%                                                  | 89.8%        | -10.9% |
| San Juan Center                          | 519                                                             | 2            | 521     | 445                                                             | 123          | 568     | -74                                                       | 121          | 47     | -14.3%                                                  | 6050.0%      | 9.0%   |
| Less Duplicates                          | 0                                                               | 0            | 0       | -24                                                             | -7           | -31     | -24                                                       | -7           | -31    | 0.0%                                                    | 0.0%         | 0.0%   |
| Subtotal - CEU                           | 2,165                                                           | 51           | 2,216   | 1,839                                                           | 209          | 2,048   | -326                                                      | 158          | -168   | -15.1%                                                  | 309.8%       | -7.6%  |
| Utah Valley State College                |                                                                 |              |         |                                                                 |              |         |                                                           |              |        |                                                         |              |        |
| Education and General                    | 18,284                                                          | 2,787        | 21,071  | 18,284                                                          | 2,787        | 21,071  | 0                                                         | 0            | 0      | 0.0%                                                    | 0.0%         | 0.0%   |
| Less Duplicates                          | 0                                                               | 0            | 0       | 0                                                               | 0            | 0       | 0                                                         | 0            | 0      | 0.0%                                                    | 0.0%         | 0.0%   |
| Subtotal - UVSC                          | 18,284                                                          | 2,787        | 21,071  | 18,284                                                          | 2,787        | 21,071  | 0                                                         | 0            | 0      | 0.0%                                                    | 0.0%         | 0.0%   |
| Salt Lake Community College              |                                                                 |              |         |                                                                 |              |         |                                                           |              |        |                                                         |              |        |
| Education and General                    | 30,483                                                          | 1,228        | 31,711  | 30,063                                                          | 1,316        | 31,379  | -420                                                      | 88           | -332   | -1.4%                                                   | 7.2%         | -1.0%  |
| Less Duplicates                          | 0                                                               | 0            | 0       | 0                                                               | 0            | 0       | 0                                                         | 0            | 0      | 0.0%                                                    | 0.0%         | 0.0%   |
| Subtotal - SLCC                          | 30,483                                                          | 1,228        | 31,711  | 30,063                                                          | 1,316        | 31,379  | -420                                                      | 88           | -332   | -1.4%                                                   | 7.2%         | -1.0%  |
| TOTAL - USHE                             | 135,345                                                         | 14,304       | 149,649 | 135,626                                                         | 14,817       | 150,443 | 281                                                       | 513          | 794    | 0.2%                                                    | 3.6%         | 0.5%   |
| TOTAL - USHE (without UU SOM MD)         | 135,003                                                         | 14,250       | 149,253 | 135,278                                                         | 14,766       | 150,044 | 275                                                       | 516          | 791    | 0.2%                                                    | 3.6%         | 0.5%   |

<sup>(1)</sup> Duplicated headcounts between line items are subtracted to give an unduplicated total.

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## USHE 2005-06 End-of-Year Enrollment Report

# Comparisons Between Funded Enrollment Targets and Annualized Year Actual Budget-Related FTE Enrollments for 2005-06

| Institution and Line Item                | Funded Enrollment Targets 2005-06 | Budget-Related Annualized Actuals 2005-06 | Differences From Targets | Percent Change |
|------------------------------------------|-----------------------------------|-------------------------------------------|--------------------------|----------------|
| University of Utah                       |                                   |                                           |                          |                |
| Education and General                    | 23,470                            | 25,765                                    | 2,295                    | 9.8%           |
| School of Medicine - MD <sup>(1)</sup>   | 400                               | 408                                       | 8                        | 1.9%           |
| School of Medicine - Non-MD              | 402                               | 560                                       | 158                      | 39.4%          |
| School of Medicine - Physician Assistant | 83                                | 113                                       | 30                       | 36.1%          |
| Subtotal - UU                            | 24,355                            | 26,846                                    | 2,491                    | 10.2%          |
| Utah State University                    |                                   |                                           |                          |                |
| Education and General                    | 14,877                            | 12,599                                    | -2,278                   | -15.3%         |
| Uintah Basin Continuing Ed. Center       | 851                               | 1,167                                     | 316                      | 37.2%          |
| Southeast Utah Continuing Ed. Center     | 150                               | 188                                       | 38                       | 25.2%          |
| Brigham City Continuing Ed. Center       | 381                               | 1,402                                     | 1,021                    | 268.0%         |
| Tooele/Wasatch Continuing Ed. Center     | 952                               | 1,441                                     | 489                      | 51.3%          |
| Subtotal - USU                           | 17,211                            | 16,798                                    | -413                     | -2.4%          |
| Weber State University                   |                                   |                                           |                          |                |
| Education and General                    | 12,811                            | 12,866                                    | 55                       | 0.4%           |
| Southern Utah University                 |                                   |                                           |                          |                |
| Education and General                    | 5,513                             | 5,289                                     | -224                     | -4.1%          |
| Snow College                             |                                   |                                           |                          |                |
| Education and General                    | 2,722                             | 2,752                                     | 30                       | 1.1%           |
| Applied Technology Education             | 205                               | 184                                       | -21                      | -10.4%         |
| Subtotal - Snow                          | 2,927                             | 2,936                                     | 9                        | 0.3%           |
| Dixie State College of Utah              |                                   |                                           |                          |                |
| Education and General                    | 4,153                             | 4,078                                     | -75                      | -1.8%          |
| College of Eastern Utah                  |                                   |                                           |                          |                |
| Education and General                    | 1,614                             | 1,303                                     | -311                     | -19.3%         |
| San Juan Center                          | 379                               | 371                                       | -8                       | -2.1%          |
| Subtotal - CEU                           | 1,993                             | 1,674                                     | -319                     | -16.0%         |
| Utah Valley State College                |                                   |                                           |                          |                |
| Education and General                    | 15,244                            | 14,496                                    | -748                     | -4.9%          |
| Salt Lake Community College              |                                   |                                           |                          |                |
| Education and General                    | 15,101                            | 15,801                                    | 700                      | 4.6%           |
| TOTAL - USHE                             | 99,308                            | 100,784                                   | 1,476                    | 1.5%           |
| TOTAL - USHE (without UU SOM MD)         | 98,908                            | 100,377                                   | 1,469                    | 1.5%           |

<sup>(1)</sup> The U of U's School of Medicine funded target is set at 400.

## ***R165, Concurrent Enrollment***

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### **R165-1. Definitions**

**1.1. "Concurrent Enrollment"** is enrollment in college courses, for dual high school and college credit, by **Utah** public high school students who continue to be enrolled as high school students and counted in Average Daily Membership. It exists when college enrollment occurs pursuant to contractual arrangements between a **Utah** school district and a USHE credit-granting institution. Higher education reporting mechanisms will provide separate categories for student credit hours generated according to source of direct instructional costs. Concurrent enrollment is distinct from Early College Admission.

**1.2. "USHE"** is the Utah System of Higher Education, governed by the Utah State Board of Regents.

**1.3. "Contractual Basis"** In these cases, the **Utah** school district and **USHE** credit-granting higher education institution negotiate all aspects of the concurrent enrollment annual contract, including course location, instructor, and funding arrangements.

**1.4. "Non Contractual Basis"** In these cases, the student continues to enroll full-time in high school but elects at his or her own initiative to pursue college coursework. The student is responsible for all expenses associated with college enrollment.

**1.5. "Early Admission"** is enrollment in college courses for credit by high school students who have left high school prior to graduation (no longer counted in Average Daily Membership). Concurrent enrollment policies and funding mechanisms do not apply to early college admission enrollment. Early college admission enrollments are reported as regular enrollments by USHE credit-granting institutions.

### **R165-2. Purpose of Concurrent Enrollment**

The purpose of concurrent enrollment is to provide an option for prepared high school students to take courses necessary to graduate from high school, and at the student's option, to become better prepared for the world of work or complete selected college-level courses corresponding to the first year of coursework at a USHE institution leading to program completion or a degree. (53A-15-101)

**2.1. High Quality** - Concurrent enrollment in its various forms should provide high quality college-level academic, career and technical education opportunities to qualified high school students. This purpose must take precedence over such issues as economic expediency or acceleration of the high school or college experience.

**2.2. Limited Applicability** - Course registration and the awarding of USHE institution credit for concurrent enrollment courses are the province of colleges and universities governed by USHE policies. Concurrent enrollment offerings shall be limited to courses in English, mathematics, fine arts, humanities, science, social science, world languages, health and career and technical education. The Office of the Commissioner of Higher Education (OCHE) and the Utah State Office of Education (USOE) will jointly approve courses that are added to a master list. Only courses taken from the master list shall be reimbursed from state concurrent enrollment funds.

**2.3. Secondary School Experience** - Utah high schools are encouraged to provide a challenging and productive secondary school experience, particularly in the senior year, and to provide transition courses that can prepare students for success in post-secondary education.

**2.4. Qualitative Safeguards** - It is important that college instruction offered in the high school setting has qualitative safeguards to preserve the rigor and standards of college requirements. In harmony with Regents' policies, the responsibility for qualitative safeguards rests with the USHE institution granting the college credit for the course.

**2.5. Advanced Placement** - It is not the intent of the concurrent enrollment program to compete with or displace the Advanced Placement program.

### **R165-3. References**

**3.1.** Utah Code §53A-15-101 (Higher Education Courses in the Public Schools-Cooperation between Public and Higher Education)

**3.2.** Utah Code §53A-17A-120 (Appropriation for Accelerated Learning Programs)

**3.3.** Utah Code §53B-1-103 (Establishment of State Board of Regents-Powers and Authority)

**3.4.** Utah Code §53B-6-103 (Cooperation with Nonmember Institutions Within the State)

**3.5.** Utah Education Policy R277-713 (Concurrent Enrollment of High School Students in College Courses)

**3.6.** Utah Education Policy R277-407

### **R165-4. Students**

**4.1. Student Status** - Students must be enrolled in **a Utah** public high school and have high school student status before and throughout enrollment in concurrent enrollment courses. Courses taken by students who have received a diploma,

whose class has graduated, or who have participated in graduation exercises are not eligible for concurrent enrollment funding.

**4.2. Eligibility Requirements** - Local schools and USHE credit-granting institutions shall jointly establish the student eligibility requirements. To predict a successful experience, these requirements may include, among others:

**4.2.1.** junior or senior standing, sophomores by exception;

**4.2.2.** a grade point average, ACT score, or a placement score which predicts success (generally considered to be a B average or ACT score of 22 or higher);

**4.2.3.** supportive letters of recommendation; and

**4.2.4.** approval of high school and college officials.

**4.3. Identification of Eligible Students** - Students wishing to participate in concurrent enrollment should meet eligibility requirements. Local schools have the primary responsibility for identifying students who are eligible to participate.

**4.4. Career and Technical Education Programs** - Students interested in career and technical education concurrent enrollment should be enrolled according to eligibility requirements determined jointly by the public schools and USHE credit-granting institutions.

## **R165-5. Concurrent Enrollment Offerings**

In general, concurrent enrollment offerings should be limited to a manageable number of courses in English, mathematics, fine arts, humanities, science, social science, world languages, health, and career and technical programs which allow a focus of energy and resources on quality instruction in these courses. There may be a greater variety of courses in the career and technical education area. The number of courses will be kept small enough to assure coordinated statewide development and training activities for participating teachers and transferability of credit from institution to institution.

**5.1. Choice of Courses** - The courses chosen should provide introductory level coursework in general education, career and technical education, or pre-major courses. Concurrent enrollment courses must assist students toward post-secondary certificates or degrees. Course selection criteria and the specific course subject list will be developed jointly by OCHE and the USOE.

**5.2. Strengths, Resources, and Need** - Courses selected should reflect the strengths and resources of the respective schools and USHE credit-granting institutions and be based on student need. Course content, procedures, examinations, teaching materials, and program monitoring shall be the responsibility of the appropriate USHE credit-granting institution, shall be

consistent with Utah law, and shall ensure quality and comparability with courses offered on the USHE credit-granting institution campus.

#### **R165-6. Credit**

**6.1. Permanent College Transcript** - Participation in concurrent enrollment begins a student's college experience and a permanent college transcript. In contrast to the Advanced Placement program, where college credit is granted upon successful completion of a national examination (and no record is kept on the student's college transcript if the exam is not passed), registration for concurrent enrollment constitutes a commitment to enter the final course grade on the student's permanent college record, regardless of the results. Further, credit is earned by performance and participation throughout the class, rather than by an exit examination alone.

**6.2. Credit Hours Earned** - Individual students will be permitted to earn up to 30 semester hours of college credits per year through contractual concurrent enrollment. Credits in excess of 30 must be on a non contractual basis.

**6.3. USHE Credit** - Course registration and the awarding of USHE institution credit for concurrent enrollment courses are the province of USHE credit-granting institutions. Private institutions are not governed by geographic locations but are encouraged to consult with USHE institutions when sponsoring off campus concurrent enrollment programs.

**6.4. Transferability** - Credit earned through the concurrent enrollment program shall be transferable from one USHE credit-granting institution to another. Therefore, transferability should be considered when selecting courses. Students should be encouraged to seek advice from a college academic adviser to make course choices that will meet the student's educational goals.

#### **R165-7. Tuition, Fees, and Other Charges**

**7.1. Tuition and Fees** - Tuition or fees may not be charged to high school students for participation in this program consistent with §53A-15-101(6)(b).

**7.2. Admissions Fee** - Students may be assessed a one-time admissions application fee per credit-granting institution. Payment of the admissions fee satisfies the general admissions application fee requirement for a full-time or part-time student at an institution so that no additional admissions application fee may be charged by the credit-granting institution.

**7.3. Fee Waivers** - Concurrent enrollment program costs attributable only to USHE credit or enrollment are not fees and as such are not subject to fee waiver under R277-407. All students' costs related to concurrent enrollment classes, which may include consumables, lab fees, copying, and material costs, as well as textbooks required for the course, are subject to fee waiver consistent with R277-407. The school district/school shall be responsible for these waivers. The

contract between the USHE credit-granting institution and the district may address the responsibility for fee waivers. The district may withhold concurrent enrollment funds to cover fee waiver costs.

#### **R165-8. Location and Delivery**

Concurrent enrollment courses shall be offered at the most appropriate location using the most appropriate delivery method for the course content, the faculty, and the students involved. Instruction normally occurs during the school day with students released from regular high school coursework to participate in concurrent enrollment.

**8.1. Students within Commuting Distance** - Qualified students residing within commuting distance of a USHE credit-granting institution are encouraged to pursue their concurrent enrollment study on the institution campus. However, this does not preclude high school programs within that area.

**8.2. Students Not within Commuting Distance** - Qualified students not residing near a USHE credit-granting institution may be provided college instruction in their local high school or other appropriate sites using the most current available education technology, visiting regular college faculty, or approved adjunct college faculty.

**8.3. First Right of Refusal** - The local USHE institution will be given the first opportunity to provide the concurrent enrollment course. If the local institution chooses not to offer the approved concurrent enrollment course, another USHE institution may be invited to provide the course. The local USHE institution should respond to requests in a reasonable time frame.

**8.4. Exceptions to Geographic Service Delivery** - Courses delivered through technology are exceptions to the geographic service area concept.

#### **R165-9. Faculty**

**9.1. Selection of Adjunct Faculty** - Nomination of adjunct faculty is the joint responsibility of the participating local school district(s) and the participating USHE credit-granting institution. Final approval of the adjunct faculty will be determined by the appropriate department at the college or university at the USHE credit-granting institution. Selection criteria for adjunct faculty teaching concurrent enrollment courses should be the same as those criteria applied to other adjunct faculty appointments in specific departments.

**9.2. Criminal Background Checks** - USHE institution adjunct faculty beginning their USHE employment in the 2005-06 school year who are not K-12 teachers and who have significant unsupervised access to K-12 students shall complete a criminal background check consistent with §53A-3-410. The adjunct faculty employer shall have responsibility for determining the need for criminal

background checks consistent with the law and for satisfying this requirement and shall maintain appropriate documentation.

**9.3. Faculty Development** - High school teachers who hold adjunct faculty status with a USHE institution for the purpose of teaching concurrent enrollment courses should be included as fully as possible in the academic life of the supervising academic department. USHE institutions jointly with secondary schools shall initiate faculty development and share expertise in providing in-service training, including appropriate workshop experiences prior to offering of concurrent enrollment courses, on-site monitoring, and continuing education in the content area. Adjunct faculty should be prepared with knowledge of federal and state laws specific to student privacy and student records.

#### **R165-10. Concurrent Enrollment Coordinating Committee**

**10.1. Committee Membership** - The Commissioner of Higher Education and the State Superintendent shall appoint a Concurrent Enrollment Coordinating Committee composed of an equal number of higher education and public education administrators to coordinate concurrent enrollment activities.

**10.2. Committee Responsibilities** - The committee shall:

**10.2.1.** develop a list of approved courses for concurrent enrollment in consultation with college/university academic departments;

**10.2.2.** advise the two governing boards regarding in-service training and professional development programs; and

**10.2.3.** oversee the research and evaluation of concurrent enrollment practices in Utah. Research studies should be designed to assess student selection procedures, student success and rate of progress, quality of instruction and academic preparation of instructors, and relative costs and benefits of concurrent enrollment programs.

#### **R165-11. Funding**

**11.1. Source of Funds** - A portion of the state funds appropriated for accelerated learning programs shall be allocated to concurrent enrollment programs. Each school shall receive a pro-rated amount according to the number of semester hours of successful college credit earned by students in that school. Successfully completed means that a student received USHE credit for the course.

**11.2. Appropriation of Funds** - A school participating in a concurrent enrollment program offered pursuant to §53A-15-101, shall receive on a per student basis up to \$50 per semester hour for each hour of higher education coursework undertaken. Districts shall spend monies for these programs according to rules established by the State Board of Education, R277-713.

**11.3. Funds Flow** - Appropriated funds, pursuant to §53A-15-101, should flow to the districts and from there to the USHE credit-granting institutions according to the level of costs borne by each as determined by the concurrent enrollment contract.

**11.4. Shared Costs** - Some portion of program costs will be borne by each of the participating parties: the school district, the USHE credit-granting institution, and the student.

## **R165-12. Annual Contracts**

**12.1. General Concurrent Enrollment Contracts** - Collaborating school districts and USHE credit-granting institutions will negotiate annual contracts for administrative and instructional support of concurrent enrollment courses. The contracts should include

**12.1.1.** the courses offered;

**12.1.2.** the location of the instruction;

**12.1.3.** the teacher;

**12.1.4.** student eligibility requirements;

**12.1.5.** course outlines;

**12.1.6.** texts, and other materials as needed;

**12.1.7.** the administrative supervisory services, in-service education, and reporting mechanisms to be provided by each party to the contract;

**12.1.8.** a provision regarding parental permission for students to participate in concurrent enrollment classes, which includes notice to parents that participation in concurrent enrollment courses count toward a student's college record/transcript;

**12.1.9.** a provision regarding the entity responsible for parent notification about concurrent enrollment purpose(s) and student and family protections; and

**12.1.10.** a provision for discussion and training, as necessary, to all concurrent enrollment instructors about student information, student records laws, and student confidentiality.

**12.2. UCAT Contracts** - The Utah College of Applied Technology (UCAT) is often in the position of providing instruction for high school students. Students may be sent to a UCAT location from the various school districts in the region for "typical" concurrent enrollment courses. Under the following conditions, the

UCAT could be a participant in the concurrent enrollment contract between the school district and the college.

**12.2.1. Concurrent Enrollment Contract** - A concurrent enrollment contract (refer to 12.1) must be in place between the school district and the USHE credit-granting institution covering the instruction being given at the UCAT campus.

**12.2.2. UCAT Instruction and Costs** - The credit-granting USHE institution contracts with the UCAT to provide the instruction. The instructional costs, or a portion thereof which could be transferred to the UCAT, should be clearly established in the concurrent enrollment contract.  
the administrative supervisory services, in-service education, and reporting mechanisms to be provided by each party to the contract;

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(Approved January 22, 1988. Amended June 10, 2005.)

## ***R548, Institutional Discretionary Funds Administration and Accountability***

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### **R548-1. Purpose**

To provide policy for the use and administration of Institutional Discretionary Funds as defined herein, and accountability procedures for the use of such funds.

### **R543-2. References**

2.1. Utah Code [§53B-7-101\(9\)](#) (Each Institution Handles Financial Affairs Under General Supervision of the Board)

### **R548-3. Definitions**

**3.1. Institutional Discretionary Funds** - Funds available for expenditure or transfer at the direction of the president of the institution, generated from one or both of the following sources:

**3.1.1. Investment Income** - Earnings resulting from the investment of cash balances in the Education and General Current Funds, and earnings resulting from the investment of other funds, including Quasi-endowment Funds, when applied for expenditure or transfer through the education and general budget.

**3.1.2. Unrestricted Gifts and Grants** - Gift and grant funds which are not restricted by the source to specific purposes, and are deposited in the Education and General Current Fund for expenditure or transfer.

### **R548-4. Policy**

**4.1. Board and Board of Trustees Authorizations** - All Institutional Discretionary Funds shall be used for purposes authorized by the Board; expenditures shall be in accordance with budgets approved by the institutional Board of Trustees; expenditures for individual construction, remodeling and landscaping projects costing \$50,000 or more of discretionary funds shall be specifically approved by the institutional Boards of Trustees; and actual, budgeted and projected revenues and expenditures of these funds shall be reported for Regents review as part of the annual appropriated operating budget process. **All authorizations and approvals required by this section shall be obtained in advance of the relevant institutional activity.**

**4.2. Authorized Uses of the Funds** - Except as may be prohibited by statute or legislative intent language, or by action of the Board, Institutional Discretionary Funds may be expended directly within Education and General current funds for the following purposes:

**4.2.1.** Enrichment of institutional academic programs.

**4.2.2.** Enrichment of institutional cultural programs.

**4.2.3.** Scholarships, Fellowships, and Student Aid.

**4.2.4.** Faculty development and recognition.

**4.2.5.** Campus development and landscaping, including maintenance and remodeling projects.

**4.2.6.** Seed money for program grants and contracts.

**4.2.7.** Fund raising and institutional development activities.

**4.2.8.** Supplemental library support, including acquisitions, operations, and investments in process improvements.

**4.2.9.** Acquisition of academic and support equipment.

**4.2.10.** Other Education and General current operating support.

**4.3. Transfer** - Institutional Discretionary Funds also may be transferred to other funds of the institution, as follows:

**4.3.1.** to Loan Funds, for use in supporting student loans.

**4.3.2.** to Plant Funds, for use in supporting capital facilities development and improvement projects.

**4.3.3.** to Intercollegiate Athletics, for use in supporting the athletics programs.

**4.3.4.** to other Auxiliary Enterprises, to supplement revenues directly received from operations and dedicated fees.

**4.3.5.** to institutional quasi-endowment funds, as additions to invested quasi-endowment fund balances.

**4.3.6.** to other funds with prior approval of the Board of Regents.

**4.4. General Priority Guideline** - As a general rule, Institutional Discretionary Funds should be applied as a first priority to support of current Education and General or Auxiliary Enterprises expenditures. Decisions to apply the funds toward major capital projects should be considered very carefully by institutional administrations and institutional boards of trustees.

**4.5. Specific Responsibilities**

**4.5.1.** The Commissioner will provide forms and instructions for annual reporting of actual expenditures of Institutional Discretionary Funds for the most recent fiscal year, budgeted expenditures (based on estimated receipts) for the current fiscal year, and preliminary estimates of receipts and uses of the funds for the budget request year, as part of the annual appropriated operating budget process. The Commissioner will provide an analytical report of the required information each Fall, for review by the Board of Regents, and such other reports as the Board may request between annual reports.

**4.5.2.** Each president is responsible to ensure that the proposed budgets and reports of actual expenditures are submitted for timely review by the institutional Board of Trustees prior to submission in the annual budget process, and that all construction, remodeling and landscaping projects ~~requiring in amounts of~~ \$50,000 or more ~~funded entirely with~~ of Institutional Discretionary Funds are submitted ~~in advance~~ for ~~specific~~ approval by the institutional Board of Trustees.

**4.5.3.** Institutional Boards of Trustees are responsible for institutional compliance with the policy.

**4.6. Annual Audits of Discretionary Fund Expenditures** - Annually, each institution's report of actual sources and uses of Institutional Discretionary Funds will be audited. Each institution's chief executive officer shall arrange for the audit, conducted by either the resident auditors or the Regents' audit staff. The annual audit reports will include the auditor's opinion concerning: (a) fairness of presentation in accordance with generally accepted auditing standards for reporting on prescribed format statements; and (b) the institution's compliance with this policy.

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(Adopted May 15, 1984; replaced June 24, 1988, amended June 18, 1993, October 31, 2003)

July 19, 2006

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Finance, Facilities, and Accountability Committee Information Calendar

- A) **Update on Possible Consolidation of Administrative Data Processing (Attachment 1).** There is a significant need to increase the level of Banner functionality at College of Eastern Utah, Dixie State College, and Snow College. This need can be addressed in two ways. First, the USHE should develop a central Banner support team, probably hosted at one of the larger institutions, which could provide assistance in systems administration and report writing for three institutions. Second, this central team should provide direct server support for College of Eastern Utah. This central team will require some start-up funding, but over time should create some savings as well as increased functionality and productivity. After initially addressing Banner issues at these three institutions, the central team will begin planning for a centralized data back-up and business continuity capability for the entire Utah System of Higher Education.
- B) **Preview List of 2007-2008 Capital Development Projects.** In September the Regents will receive the Q&P list from staff and hear presentations from each institution regarding capital development priorities. In preparation for the full presentation, staff will provide a preview of projects identified as top priorities at each institution. Final programs and costs have yet to be finalized with DFCM. Schools were still finalizing their top priorities and seeking trustee approval at the time of mailing. Staff will provide a list of projects as part of the supplemental packet.
- C) **Annual Report on Research Grant Awards (Attachment 2).** Regent Policy R5321, *Acceptance and Approval of Contracts and Grants*, requires that each institution present an annual report that includes summary totals by college or unit for the number and dollar amounts of all funded projects for the fiscal year July 1 through June 30. Currently 4 USHE institutions participate in Reportable Research Grant Activity; University of Utah, Utah State University, Weber State University, and Southern Utah University.

Commissioner's Recommendation

Information only.

REK/MHS/KGW/KLH  
Attachments

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Richard E. Kendell, Commissioner

## **Central Support for Administrative Data Processing for the Utah State System of Higher Education**

### Issue

Eight of the ten institutions in the Utah System of higher Education 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 and the difficulties in maintaining a full level of support, the Commissioner asked staff to review the feasibility of centrally supporting the Banner implementation sites so that one or more of the smaller institutions could be served by one of the larger institutions, or by some central entity like UEN. The matter of consolidating Banner implementation sites was discussed at the Regents meeting at the College of Eastern Utah. While it is clear the 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, consortia arrangements, and group purchasing." In late 2001, the consultant reported that ADP within the USHE was ineffective and recommended transition 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 University of Utah People Soft implementation also uses SUN Microsystems and Oracle.

The seven institutions are three years in 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 Dixie State College, 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.

### A Study

Mark Spencer, Associate Commissioner, and Steve Hess USHE CIO, were asked to study the feasibility of providing central support for the Banner implementation sites. The primary reason for such a proposal is to improve the quality of service for the three small institutions. The secondary reason is the potential for cost savings in the long term, despite the need for start-up spending initially.

### Current Level of Effectiveness of Banner

Steve Hess talked with the CIO's from CEU, DSC and Snow College. They currently have a base line of Banner running such as finance, student and HR services, but not at the level and full functionality their administration and faculty desire. Unlike the larger schools their IT staff is small. It is difficult from them to keep up with the new Banner upgrades and bring up new modules like Alumni services. The SunGard Banner ADP system is very complicated and has it's own set of business practices and workflow. These may or may not match current college practices. Changing business practice to match Banner or to customize Banner to meet current college practice requires almost the full effort of their staff. This has led colleges to purchase expensive consulting to help them in the implementation of SunGard Banner.

Banner like other current ADP systems operates on a data base, requiring the skills of a data base administrator (DBA). Skilled DBA's, the kind needed for Banner implementations are generally paid \$ 65,000 to \$ 85,000 a year. These salaries are difficult for a small college IT office to afford and difficult to justify with college administrators. These three colleges also need help in system administration support of SUN Servers for Banner and report writing. One centrally placed, DBA, systems administrator and report writer could provide support for all three institutions. Currently none of the institutions have off site back up of data critical to the operation of the system of higher education.

### Central ADP Support in Other States

Three states Georgia, California and Montana State have central ADP support. Georgia has a combination of central support for People Soft and SunGard Banner. The California State University system has central ADP support for People Soft for its twenty three campuses. Montana State centrally supports each of its state campuses with SunGard Banner ADP support. All three state's implementations have been successful in providing a full featured baseline central support while allowing for some customization for each campus. They have made major progress convincing institutions to operate on a common set of business practices and data elements minimizing customization. This simplifies the central support issues and the sharing of data both among institutions of higher education and the legislature. These implementations give them the added benefit of services available twenty four hours a day and seven days a week which would not be possible if each institution operated its own ADP system. Working together the colleges and universities in these states centrally provide a remote data center site for purposes of protecting data for business continuity and possible disaster recovery.

### Recommendations

Our recommendation is for the three smaller USHE institutions to utilize to the extent possible, shared services following the principle of central coordination and local control. This will help each institution's IT office provide a full range of Banner services with continual upgrades needed match Banner function to business practice and have the benefit of higher level central support in the area of DBA, systems administration and report writing. This should be accomplished in a phased approach and meet the unique needs of the institutions. The following are specific recommendations:

1. Provide central DBA, systems administration and report writing support through a central entity like the Utah Education Network or one of the larger institutions who would be willing to provide this service. This would require central funding to hire a high level DBA, systems administrator and report writer.
2. Provide central server support for CEU's Banner operation.
3. Provide DBA, system administration and report writing for CEU, Snow College and Dixie State College.
4. Provide 7X 24 data back up support services for all institutions of higher education at the state Richfield data center. This would require central funding to purchase back up equipment and pay for the rental of rack space.
5. Provide a menu of central ADP services institutions of higher education may want to have provided centrally in the future and leave to colleges and universities and colleges the flexibility to choose as they gain confidence in working together in a centrally coordinated way.

Utah System of Higher Education  
System Research Grant Report

Institution UNIVERSITY OF UTAH

| Award Type                     | June 2006  |                      | June 2005  |                      | Fiscal Year 2006<br>(7/05 to 6/06) |                      | Fiscal Year 2005<br>(7/04 to 6/05) |                      |
|--------------------------------|------------|----------------------|------------|----------------------|------------------------------------|----------------------|------------------------------------|----------------------|
|                                | <u>No.</u> | <u>Total \$ Amt.</u> | <u>No.</u> | <u>Total \$ Amt.</u> | <u>No.</u>                         | <u>Total \$ Amt.</u> | <u>No.</u>                         | <u>Total \$ Amt.</u> |
| Research                       | 144        | \$30,358,834         | 183        | \$25,046,257         | 1,495                              | \$209,900,339        | 1,669                              | \$212,978,138        |
| Other                          | 37         | 3492234              | 50         | 1279420              | 379                                | 35631174             | 507                                | 42857694             |
| Instruction                    | 29         | 5849383              | 33         | 3105867              | 150                                | 20123743             | 222                                | 24987058             |
| Clinical                       | 8          | 624869               | 31         | 1254826              | 165                                | 10082124             | 277                                | 13427824             |
| <b>SUBTOTAL</b>                | 218        | 40,325,320           | 297        | 30,686,370           | 2,189                              | 275,737,380          | 2,675                              | 294,250,714          |
| Fellowships &<br>Financial Aid |            |                      |            |                      |                                    |                      |                                    |                      |
| <b>ALL AWARD TOTALS</b>        | 218        | \$40,325,320         | 297        | \$30,686,370         | 2,189                              | \$275,737,380        | 2,675                              | \$294,250,714        |
| <b>PROPOSAL TOTALS</b>         | 174        | \$98,954,092         | 153        | \$123,997,086        | 1845                               | \$953,170,850        | 1933                               | \$1,240,690,787      |

Utah System of Higher Education  
System Research Grant Report

Institution **UTAH STATE UNIVERSITY**

| Award Type                     | June 2006 * |                      | June 2005 * |                      | Fiscal Year 2006 *<br>(7/05 to 6/06) |                      | Fiscal Year 2005 *<br>(7/04 to 6/05) |                      |
|--------------------------------|-------------|----------------------|-------------|----------------------|--------------------------------------|----------------------|--------------------------------------|----------------------|
|                                | <u>No.</u>  | <u>Total \$ Amt.</u> | <u>No.</u>  | <u>Total \$ Amt.</u> | <u>No.</u>                           | <u>Total \$ Amt.</u> | <u>No.</u>                           | <u>Total \$ Amt.</u> |
| Research                       | 85          | \$4,853,278          | 92          | \$11,869,191         | 862                                  | \$102,686,808        | 879                                  | \$97,357,400         |
| Other                          | 22          | \$1,948,825          | 23          | \$3,428,852          | 228                                  | \$16,007,136         | 215                                  | \$20,778,171         |
| Instruction                    | 11          | \$943,543            | 5           | \$263,476            | 61                                   | \$4,697,741          | 66                                   | \$3,991,301          |
| Clinical                       |             | \$0                  |             | \$0                  |                                      | \$0                  |                                      | \$0                  |
| <b><i>SUBTOTAL</i></b>         | <b>118</b>  | <b>\$7,745,646</b>   | <b>120</b>  | <b>\$15,561,519</b>  | <b>1,151</b>                         | <b>\$123,391,685</b> | <b>1,160</b>                         | <b>\$122,126,872</b> |
| Fellowships &<br>Financial Aid | 0           | \$0                  | 0           | \$0                  | 9                                    | \$12,922,061         | 9                                    | \$12,937,992         |
| <b><i>ALL AWARD TOTALS</i></b> | <b>118</b>  | <b>\$7,745,646</b>   | <b>120</b>  | <b>\$15,561,519</b>  | <b>1,160</b>                         | <b>\$136,313,746</b> | <b>1,169</b>                         | <b>\$135,064,864</b> |
| <b><i>PROPOSAL TOTALS</i></b>  | <b>147</b>  | <b>\$34,545,090</b>  | <b>172</b>  | <b>\$39,893,332</b>  | <b>1,334</b>                         | <b>\$326,245,577</b> | <b>1,319</b>                         | <b>\$468,546,431</b> |

\* FY 2005 numbers reflect FINAL numbers; FY 2006 number are PRELIMINARY as of 7/14/2006.

# Utah System of Higher Education

## System Research Grant Report

Institution **Weber State University**

| Award Type                     | June 2006  |                      | June 2005  |                      | Fiscal Year 2006<br>(7/05 to 6/06) |                      | Fiscal Year 2005<br>(7/04 to 6/05) |                      |
|--------------------------------|------------|----------------------|------------|----------------------|------------------------------------|----------------------|------------------------------------|----------------------|
|                                | <u>No.</u> | <u>Total \$ Amt.</u> | <u>No.</u> | <u>Total \$ Amt.</u> | <u>No.</u>                         | <u>Total \$ Amt.</u> | <u>No.</u>                         | <u>Total \$ Amt.</u> |
| Research                       | 21         | \$2,282,376          | 21         | \$1,190,891          | 31                                 | \$2,567,824          | 28                                 | \$1,684,596          |
| Other                          | 115        | \$7,348,372          | 110        | 5563402              | 140                                | 9473161              | 193                                | 10859757             |
| Instruction                    | 9          | \$834,843            | 8          | 270064               | 14                                 | 1058375              | 12                                 | 519137               |
| Clinical                       | 0          | 0                    | 0          | 0                    | 0                                  | 0                    | 0                                  | 0                    |
| <b>SUBTOTAL</b>                | 145        | 10,465,591           | 139        | 7,024,357            | 185                                | 13,099,360           | 233                                | 13,063,490           |
| Fellowships &<br>Financial Aid |            |                      |            |                      |                                    |                      |                                    |                      |
| <b>ALL AWARD TOTALS</b>        | 145        | \$10,465,591         | 139        | \$7,024,357          | 185                                | \$13,099,360         | 233                                | \$13,063,490         |
| <b>PROPOSAL TOTALS</b>         | 22         |                      | 6          |                      | 166                                |                      | 169                                |                      |

# Utah System of Higher Education

## System Research Grant Report

Institution **Southern Utah University**

| Award Type                     | June 2006  |                      | June 2005  |                      | Fiscal Year 2006<br>(7/05 to 6/06) |                      | Fiscal Year 2005<br>(7/04 to 6/05) |                      |
|--------------------------------|------------|----------------------|------------|----------------------|------------------------------------|----------------------|------------------------------------|----------------------|
|                                | <u>No.</u> | <u>Total \$ Amt.</u> | <u>No.</u> | <u>Total \$ Amt.</u> | <u>No.</u>                         | <u>Total \$ Amt.</u> | <u>No.</u>                         | <u>Total \$ Amt.</u> |
| Research                       | 7          | \$268,899            |            |                      | 7                                  | \$268,899            |                                    |                      |
| Other                          |            |                      |            |                      |                                    |                      |                                    |                      |
| Instruction                    |            |                      |            |                      |                                    |                      |                                    |                      |
| Clinical                       |            |                      |            |                      |                                    |                      |                                    |                      |
| <b><i>SUBTOTAL</i></b>         | 7          | 268,899              | 0          | 0                    | 7                                  | 268,899              | 0                                  | 0                    |
| Fellowships &<br>Financial Aid |            |                      |            |                      |                                    |                      |                                    |                      |
| <b><i>ALL AWARD TOTALS</i></b> | 7          | \$268,899            | 0          | \$0                  | 7                                  | \$268,899            | 0                                  | \$0                  |
| <b><i>PROPOSAL TOTALS</i></b>  |            |                      |            |                      |                                    |                      |                                    |                      |

July 19, 2006

MEMORANDUM

TO: State Board of Regents  
FROM: Richard E. Kendell  
SUBJECT: 2007 Meeting Schedule

The Commissioner recommends adoption of the attached 2007 meeting schedule for the State Board of Regents.

---

Richard E. Kendell  
Commissioner of Higher Education

REK:jc  
Attachment



**STATE BOARD OF REGENTS  
PROPOSED MEETING SCHEDULE FOR 2007**

Friday, January 19  
Salt Lake Community College

January 15 - February 28  
(As needed throughout Legislative Session)  
Gateway

Friday, March 9  
Gateway

Thursday and Friday, April 19-20  
Review of Legislative Session and Strategic Planning  
Dixie State College

Friday, June 8  
University of Utah

Friday, July 27  
Gateway

Thursday and Friday, September 13-14  
Joint Meeting with State Building Board  
Adopt Capital Facilities Priority List  
Present 2008-2009 Budget  
Weber State University

Thursday and Friday, October 25-26  
Joint meeting with State Board of Education, Legislative Committees  
Adopt 2008-2009 Budget  
Utah State University

Friday, December 14  
Gateway

July 28, 2006

July 19, 2006

MEMORANDUM

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

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

- A. Minutes – Minutes of the Regular Meeting of the State Board of Regents held June 9, 2006, at Snow College in Ephraim, Utah
- B. Grant Proposals
  - 1. University of Utah – National Institutes of Health; “Chronically Implantable Sensor;” \$3,814,645. Florian Solzbacher, Principal Investigator.
  - 2. University of Utah – DOE National Energy Technology; “Utah Clean Coal Center;” \$1,749,780. Ronald J. Pugmire, Principal Investigator.
  - 3. University of Utah – National Institutes of Health; “Neuro Prostheses and Engineering;” \$1,490,370. Richard D. Rabbitt, Principal Investigator.
  - 4. University of Utah – National Science Foundation; “West;” \$1,799,856. David S. Chapman, Principal Investigator.
  - 5. University of Utah – Health Resources & Services; “Utah Nursing Collaborative;” \$1,487,352. Carole A. Gassert, Principal Investigator.
  - 6. University of Utah – National Institutes of Health/National Institute of General; “Selenium Supplementation;” \$1,868,750. Michael Roger Franklin, Principal Investigator.
  - 7. University of Utah – National Institutes of Health/National Institute of Biomedical; “Blood Pool Contrast Agents;” \$1,196,000.
  - 8. University of Utah – National Institutes of Health/National Center for Research; “Data Sharing;” \$1,924,629. Geraldine Page Mineau, Principal Investigator.

9. University of Utah – National Institutes of Health/National Institute of General; “Organogenesis in C Elegans;” \$1,868,750.
10. University of Utah – National Institutes of Health/National Cancer Institute; “DGK Delta in Growth;” \$1,681,875. Matthew K. Topham, Principal Investigator.
11. University of Utah – National Institutes of Health; “Earth;” \$16,549,383. Marty Slattery, Principal Investigator.
12. University of Utah – National Institutes of Health; “PEDGENIE: Comprehensive Genetic Analysis Software;” \$4,347,795. Nicola J. Camp, Principal Investigator.
13. University of Utah – National Institutes of Health; “Opioid Refractory Chronic Back;” \$3,347,946. Akiko Okifuji, Principal Investigator.
14. University of Utah – National Institutes of Health/National Institute of Allergy & Infectious; “Eosinophil Granule Proteins;” \$3,130,471. Gerald J. Gleich, Principal Investigator.
15. University of Utah – Health Resources & Services; “EMSC Central Data Management and Coordinating Center;” \$2,850,000. J. Michael Dean, Principal Investigator.
16. University of Utah – National Institutes of Health; “Collecting Duct ET;” \$2,310,450. Donald E. Kohan, Principal Investigator.
17. University of Utah – National Institutes of Health; “Hair Analyses of Nicotine Exposure;” \$2,073,101. Stephen T. Tiffany, Principal Investigator.
18. University of Utah – National Institutes of Health; “Software for Genomics;” \$1,868,750. Mark Yandell, Principal Investigator.
19. University of Utah – National Institutes of Health/National Eye Institute; “Retinal Axon Pathfinding;” \$1,868,750. Chi-Bin Chien, Principal Investigator.
20. University of Utah – National Institutes of Health/National Institute of General; “Promoter Specificity;” \$1,868,750. David J. Stillman, Principal Investigator.
21. University of Utah – National Institutes of Health; “Protocadherin Locus;” \$1,681,875. Qiang Wu, Principal Investigator.
22. University of Utah – National Institutes of Health; “Role of H<sub>2</sub>O;” \$1,681,875. Xinjian Chen, Principal Investigator.
23. University of Utah – National Institutes of Health/National Institute of Mental Health; “Protocadherin Genes;” \$1,520,000. Qiang Wu, Principal Investigator.

24. University of Utah – Brigham & Women's Hospital; "Health Disparities;" \$1,337,047. Donald McClain, Principal Investigator.
25. University of Utah – National Institutes of Health/National Institute of Biomedical; "CT Z-Motion of X-Ray Source;" \$1,121,250. Frederic Noo, Principal Investigator.
26. Utah State University – National Institutes of Health; "Behavioral Momentum of Alcohol Self-Administration;" \$1,251,250. Tim Shahan, Principal Investigator.
27. Utah State University – National Institutes of Health; "Mamalian PRMT1 Substrate Selection and Mechanism;" \$1,531,761. Joan Hevel, Principal Investigator.
28. Utah State University – State of Utah Department of Health; "Up to 3 Early Intervention;" \$1,068,483. Susan Olsen, Principal Investigator.
29. Utah State University – National Science Foundation; "The Engineering Education Partnership at Utah State University;" \$2,995,023. Paul Schreuders, Principal Investigator.
30. Utah State University – Department of Health & Human Services; "Addressing the Barriers;" \$2,097,223. Brian Higginbotham, Principal Investigator.
31. Utah State University – Science Applications International Corporation; "Radiometric Calibration of the Alternative Infrared Satellite System (AIRSS) Payload;" \$2,539,500. Deon Dixon, Principal Investigator.
32. Utah State University – US Army Research Office; "Viability of Pathogenic Microbes in Aerosols;" \$1,198,400. Linda Powers, Principal Investigator.
33. Utah State University – Duke University; "Epidemiology of Alzheimer's Dementia in Cache County, Utah;" \$7,838,142. Maria Norton, Principal Investigator.

C. Grant Awards

1. University of Utah – Sports Medicine Research; "Sports Medicine Research and Testing Laboratory at the UN;" \$1,585,194. Dennis J. Crouch, Principal Investigator.
2. University of Utah – Huntsman Cancer Foundation; "FY07 HCI Res Admin;" \$10,000,005. Randall Walter Burt, Principal Investigator.
3. University of Utah – Center for Disease Control/National Institute Occupational; "Educ Res Center: Admin;" \$1,128,894. Kurt Timothy Hegmann, Principal Investigator.
4. Utah State University – US Department of Defense/US Navy; "Time Critical Sensor Image/ Data Processing;" \$1,950,000. Niel Holt, Principal Investigator.
5. 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.

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Richard E. Kendell, Commissioner

REK:jc  
Attachments

**MINUTES OF MEETING  
UTAH STATE BOARD OF REGENTS  
SNOW COLLEGE, EPHRAIM, UTAH  
JUNE 9, 2006**

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MINUTES OF MEETING  
UTAH STATE BOARD OF REGENTS  
SNOW COLLEGE, EPHRAIM, UTAH  
JUNE 9, 2006

Regents Present/Participating

Nolan E. Karras, Chair  
Jed H. Pitcher, Vice Chair (by telephone)  
Jerry C. Atkin  
Daryl C. Barrett  
Bonnie Jean Beesley  
Rosanita Cespedes  
Katharine B. Garff  
David J. Grant  
Meghan Holbrook  
James S. Jardine  
Michael R. Jensen (by telephone)  
David J. Jordan  
Gaby Kingery  
Josh M. Reid  
Sara V. Sinclair  
Marlon O. Snow

Regents Excused

Janet A. Cannon  
Greg W. Haws

Office of the Commissioner

Richard E. Kendell, Commissioner  
David L. Buhler, Associate Commissioner for Public Affairs  
Jeffrey Christensen, Intern  
Joyce Cottrell, Executive Secretary  
Amanda Covington, Director of Communications  
Richard Davis, Associate Executive Director for Finance and Administration, UHEAA  
David S. Doty, Assistant Commissioner and Director of Policy Studies  
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

A. Lorris Betz, Senior Vice President for Health Sciences  
John G. Francis, Associate Vice President for Undergraduate Studies  
Chuck Wight, Associate Vice President for Instructional Technology and Outreach

Utah State University

Stan A. Albrecht, President

Noah Riley, Student Body President

Weber State University

F. Ann Millner, President

Southern Utah University

Steven D. Bennion, President

Gregory S. Stauffer, Interim President

Steven Kiisel, Student Body President

Lee Montgomery, Associate Provost for Undergraduate Studies

Dorian Page, Interim Vice President for Administrative Services

Snow College

Michael T. Benson, President

Gary E. Arnoldson, Controller

Anne Carlile, Student Body President

Dixie State College

Lee G. Caldwell, President

Donna Dillingham-Evans, Academic Vice President

Stanley J. Plewe, Vice President of College Services

College of Eastern Utah

Ryan L. Thomas, President

Utah Valley State College

William A. Sederburg, President

Brad Cook, Vice President for Academic Affairs

Salt Lake Community College

Cynthia A. Bioteau, President

David Richardson, Vice President for Academic Services

Julie Curtis, Assistant Vice President for Academic Services

Dennis R. Klaus, Vice President for Business Services

Utah College of Applied Technology

Darrell K. White, President

Representatives of the Media

Shinika Sykes, Salt Lake Tribune

Amy Stewart, Ogden Standard Examiner

Erin Stewart, Deseret Morning News

Others

Kim Hood, Governor's Office of Planning and Budget  
Spencer Pratt, Legislative Fiscal Analyst's Office  
Blake Wade, Ballard Spahr

COMMITTEE OF THE WHOLE

Chair Nolan Karras called the meeting to order at 9:00 a.m. and welcomed everyone to Snow College.

Recent Appointments. Chair Karras announced that Rob Brems had been appointed President of the Utah College of Applied Technology and that Ali Hasnain had been appointed as the new Student Regent, both appointments effective July 1.

Recognition of Steve Bennion. Chair Karras recalled that President Bennion's career had begun at Snow College 24 years previously. Dr. Bennion has been a wonderful colleague who believes higher education is a great opportunity in which to be engaged. He has always been devoted to his students, whether at Snow College, Ricks College, or Southern Utah University. Chair Karras thanked him for his many years of service and for his special love for students. He then read a resolution in recognition of President Bennion's devoted service and presented him with several volumes by or about Thomas Jefferson. President Bennion was joined by his wife, Marjorie, and paid special tribute to her. He noted that when the Bennions were in Ephraim, she had been largely responsible for the renovation of the ZCMI building. President Bennion thanked the Regents and other Presidents for their support. Chair Karras wished the Bennions well as they prepare to leave for New York, where they will lead an LDS mission. **Regent Snow moved adoption of the resolution for President Bennion. Regent Atkin seconded the motion, which carried unanimously.** (A copy is attached to the minutes permanently on file in the Commissioner's Office.) President Benson presented Dr. and Mrs. Bennion with a painting from their friends at Snow College.

Recognition of Darrell White. Chair Karras thanked Dr. White for coming out of retirement to serve as Interim President of the Utah College of Applied Technology. He read a resolution in recognition of President White's achievements and thanked him for his outstanding work. He then presented President White with a two-piece set of luggage. President White was joined by his wife, Cindy, and thanked her for her support. He noted this was his fifth retirement. He said he had found serving as UCAT President to be a very enlightening and gratifying experience, with higher education as well as public education. He thanked the Regents and Presidents for their support. **Regent Snow moved adoption of the resolution to honor President White. Regent Atkin seconded the motion, which carried unanimously.** (A copy is attached to the minutes permanently on file in the Commissioner's Office.)

Recognition of Gaby Kingery. Chair Karras told Regent Kingery she had done an incredible job of representing the USHE students on the State Board of Regents. He read a resolution in recognition of Regent Kingery's service on the Board of Regents and presented her with a combination clock-picture frame, into which had been inserted the resolution. Gaby commended the Regents for their commitment to education and to the students and thanked the Regents and Presidents for their hard work on behalf of all students. **Regent Sinclair moved adoption of the resolution in recognition of Regent Kingery's term as Student Regent. Regent**

**Snow seconded the motion, which carried unanimously.** (A copy of the resolution is attached to the minutes permanently on file in the Commissioner's Office.)

Commissioner Kendell wished Presidents Bennion and White well and said it had been a delight to work with them. They are giants in the field of education who have influenced the lives of many. He told Regent Kingery that the Regents' hope is in her generation. These young people represent the success of what the Regents are doing. He advised Gaby that it is important to have a good career, but to have a balance in your life is even more important.

Recognition of Chair Nolan Karras. Commissioner Kendell recognized Regent Karras for his wonderful service as Board Chair during the past four years. He recalled hearing Regent Karras say "If I could just be king for a day..." several times during that time and gave him a crown so that during this meeting he could indeed be king for a day. Chair Karras thanked Commissioner Kendell and credited Wellington with saying, toward the end of his life, that he "would have praised more." Chair Karras commented that sometimes we are so busy moving past that we do not adequately thank people who serve. He thanked the Regents and Presidents for their selfless service on behalf of Utah's students.

Remembrance of R.J. Snow. Chair Karras remarked on the recent death of Dr. R. J. Snow in an automobile accident and called him one of the great human beings of our state. Dr. Snow served as Vice President for Public Affairs at the University of Utah, where he made many friends for higher education. He then served as an LDS mission president in South Africa. Upon his return to Utah, he served as Vice President at BYU. Dr. Snow was an ambassador for good, wherever he went. **Regent Jardine moved that the Regents prepare a resolution to send to his wife and family to convey the Regents' great esteem, support and sympathy. Regent Holbrook seconded the motion, which carried unanimously.** (A copy of the resolution is attached to the permanent minutes on file in the Commissioner's Office.) Regent Snow said a memorial service would be held in Provo the following Monday afternoon. Burial will be Saturday in Pine Valley. It was noted that Dr. Snow was the father of Laura Snow, Special Assistant to President Young and Secretary to the University of Utah.

Resolution in Memory of Former Regent Roy Simmons. Chair Karras noted that Mr. Simmons had been a founding member of the State Board of Regents and was the first Chair of the Budget and Finance Committee. He also was instrumental in the establishment of the Utah Higher Education Assistance Authority (UHEAA). Chair Karras read a resolution in honor of former Regent Simmons. **Regent Grant moved adoption of the resolution to memorialize Roy Simmons. The motion was seconded by Regent Holbrook and carried unanimously.** (A copy of the resolution is on file with the permanent minutes in the Commissioner's Office.)

**Regent Jordan moved that the Regents move into executive session to discuss the "characteristics, professional competence, and the physical and/or mental health of individuals" (reports of the Resource and Review Teams). Regent Grant seconded the motion, which carried.**

Following the Executive Session and meetings of the Board Committees, the Regents reconvened in the Committee of the Whole at 2:35 p.m.

### Election of Board Chair

Regent Jardine nominated Regent Jed Pitcher as Chair of the State Board of Regents. The motion was seconded by Regent Sinclair. No other nominations were received, and Regent Pitcher was elected unanimously. Chair Karras congratulated Regent Pitcher and thanked the Regents for the positive election process. Regent Jordan moved to suspend the rules requiring that the Vice Chair be elected in June. The motion was seconded by Regent Reid and carried unanimously. The new Vice Chair will be elected at the July Board meeting. Regent Pitcher thanked the Regents for their support and said Chair Karras would leave extremely large shoes for him to fill. He commended Regent Karras for doing an excellent job as Chair and thanked the other Regents for their commitment to higher education.

### Reports of Board Committees

#### Programs Committee – Regent James S. Jardine, Chair

Utah State University – Master of Science Degree in Applied Environmental Geoscience (Tab A) and Bachelor of Science Degree in Applied Environmental Geoscience (Tab D) were discussed together by the committee. Chair Jardine reported that Applied Environmental Geoscience is a rapidly growing field. Enrollments in Geology programs have tripled at USU over the past decade. The committee agreed that the proposal for the Bachelor's Degree had many strengths. He noted a correction to page 14 of the attachment to Tab D, pointing out the funding is in place. Upon approval by the committee, **Chair Jardine moved approval of USU's request for MS and BS Degrees in Applied Environmental Geoscience. Regent Sinclair seconded the motion, which was adopted.** Chair Jardine noted that the Master's Degree is a terminal degree.

Utah State University – Bachelor of Science/Bachelor of Arts Degree in International Business (Tab B). Chair Jardine said the Program Review Committee (PRC) had held up this request for three years. A program already exists at USU in International Studies similar to the proposed program. This is a strong proposal because of the collaboration with business. **Chair Jardine moved approval of USU's request to offer a BS/BA Degree in International Business. Regent Beesley seconded the motion, which was adopted.**

Utah State University – Bachelor of Science Degree in Agricultural Communication and Journalism (Tab C). Chair Jardine explained that the proposal was a joint effort between USU's School of Agriculture and Department of Journalism and Communication. Because of Utah State University's role as a land grant agricultural college, the proposal is an appropriate request. **Chair Jardine moved approval of USU's BS Degree in Agricultural Communication and Journalism. Regent Barrett seconded the motion, which carried.**

Weber State University – Master of Health Administration Degree (Tab E). Chair Jardine noted that a Master's Degree is now the industry standard for this field. WSU's program has involved the community health care professionals. Classes will be offered in a classroom setting and online. No concerns were received from the other institutions. **Chair Jardine moved approval of Weber's MHA Degree. Regent Sinclair seconded the motion, which was adopted.**

New Century Scholarship, Math and Science Curriculum (Tab F). Chair Jardine reported a very robust discussion in committee on this topic. He asked Commissioner Kendell to lead the discussion. The Commissioner said the Utah Legislature had enacted legislation a few years ago allowing students who complete an associate degree by the September following their high school graduation to receive a 75 percent tuition discount in the form of a New Century Scholarship. This has been a very good program, although seriously underfunded. In the 2006 Legislative Session, the scholarship requirements were amended to include a 3.0 GPA, as well as an alternative option for students with more interest in the math and science areas. Legislative approval was given with the understanding that the Regents would establish the formal curriculum requirements.

The Commissioner recommended approval of the proposed curriculum, with the provision that the math requirement be rewritten in terms of an alternative math requirement, and that the Commissioner's Office provide a report in the fall about how this requirement can be implemented to meet the needs of the students throughout the state. Chair Jardine said a suggestion had been made in committee, that counseling include costs and financial aid opportunities for courses offered on college campuses. Commissioner Kendell agreed to include this suggestion in his recommendation. Chair Jardine said another issue raised was ensuring quality. **Chair Jardine moved that the Regents authorize this program to move forward, with provision for a follow-up report on how the aforementioned concerns could be resolved. Vice Chair Jordan seconded the motion, which was adopted.**

Career and Technical Education Regional Planning (Tab G). Commissioner Kendell said when UCAT was established by legislation in 2001, several significant issues remained to be addressed. Regional planning is one of those issues. UCAT's goal is to be responsive to workforce needs in the various regions, but there should not be competition between institutions within the regions. The Commissioner referred to pages 1 and 2 of the attachment to Tab G, listing the institutions responsible to serve the various counties of the state. Programming approvals would go through the institutions, as directed on page 2. Commissioner Kendell reviewed the planning guidelines, shown on page 3, and noted that program planning would be jointly proposed and supported by the higher education institutions and school districts in the region.

Chair Jardine remarked that this had been a lengthy process which has generated much discussion. This planning process has helped to assimilate UCAT into the larger Utah System of Higher Education. A large concern of the process was mission creep. At one point, there was consensus that AAT Degrees would be offered. However, as the process has evolved, it has become clear that those will be exceptions, to be considered on an individual basis after going through the recommended planning process and meeting the specified criteria.

Regent Karras asked if the community colleges would pick up programs rather than diverting them to UCAT campuses. Chair Jardine acknowledged this could be the result. Degree programs would be issued by the credit-granting institutions. Regent Karras urged the Regents to remember that most of the USHE institutions retain their community college role and should not abandon their ATE offerings. Chair Jardine clarified that the regional planning process cannot approve a degree; degree programs must come through the PRC and Regents through the R401 process.

Chair Jardine moved approval of the CTE Regional Planning Document. Regent Beesley seconded the motion, which carried unanimously.

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

- 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 Calendar, Programs Committee (Tab I). Chair Jardine referred to the Information Calendar and offered to respond to questions. No questions were raised.

Finance Committee – Regent Jerry C. Atkin, Chair

Revisions to Policy R513, Tuition Waivers and Reductions (Tab J). Chair Atkin reported the policy identifies the number of students who can qualify for residency status for the WICHE Western Undergraduate Exchange (WUE) program. Proposed changes were housekeeping and not substantive. Regent Grant noted all of the USHE institutions use most of their allotted waivers. **Chair Atkin moved approval of the proposed revisions to Policy R513. The motion was seconded and adopted.**

Revisions to Policy R851, Guidelines for Retirement Programs (Tab K). Chair Atkin stated TIAA-Cref had heretofore been the only alternative to the Utah Retirement Fund. Some of the institutions requested additional alternatives, so Fidelity Investments and the Vanguard Group will be added as authorized administrators. **Chair Atkin moved approval of the proposed revisions to Policy R851. Regent Snow seconded the motion, which carried. Regent Jardine declared a conflict of interest and abstained from the voting.**

Presidential Salaries for 2006-2007 (Tab L). Commissioner Kendell said the Regents' intention is to recruit and retain qualified Presidents. A list of peer institutions was created for each of our schools for comparison purposes. The findings revealed that Utah salaries are not at the average of those peers. The goal for this year is to try to get all USHE Presidents to 85 percent of the average of their peers, which would become the benchmarks. The Commissioner distributed a salary comparison chart, showing each President's current salary, peer average, and recommended increase. To get our Presidents to market adjustment, the recommended salary increases range from 3.5 percent to 9.8 percent. He noted that no President had requested a salary increase, nor had anyone expressed any dissatisfaction. The recommendations are aimed at setting a reasonable policy for establishing presidential salaries. This process will help the Regents to be more competitive when recruiting new Presidents. **Chair Atkin moved approval of the recommended salary**

adjustments. Regent Holbrook seconded the motion, which carried. Regent Grant moved approval of the housing allowance for President Caldwell. Chair Atkin seconded the motion, which was subsequently adopted.

UHEAA – Approving Resolution, SBR Student Loan Revenue Bonds, Series 2006DD (Tab M). Chair Atkin noted the parameters on page 2 of the Commissioner's cover letter to Tab M. The approval includes three documents: a Fifteenth Supplemental Indenture to the 1993 General Indenture, a Bond Purchase Agreement, and a General Statement. Timely sale of the Student Loan Revenue Bonds will ensure uninterrupted access of Utah's students and families to acquire affordable student loans through January 2007. **Chair Atkin moved the adoption of the Approving Resolution, seconded by Regent Snow. The motion was adopted by the following vote:**

AYE:

Jerry C. Atkin  
Daryl C. Barrett  
Bonnie Jean Beesley  
Rosanita Cespedes  
Katharine B. Garff  
David J. Grant  
Meghan Holbrook  
James S. Jardine  
David J. Jordan  
Nolan E. Karras  
Gaby Kingery  
Josh M. Reid  
Sara V. Sinclair  
Marlon O. Snow

NAY:

(None)

(Vice Chair Pitcher and Regent Jensen were no longer on the phone when the vote was taken.)

Weber State University – Property Purchase (Tab N). Chair Atkin reported the property in question was a single residence on the edge of the campus. University officials have been trying to purchase this particular property for several years. The purchase price exceeds the appraisal done two years ago by \$10,000, which is reasonable, given the increase in property values and its location. **Chair Atkin moved approval of the property purchase. Regent Grant seconded the motion, which was adopted.**

Snow College – Campus Master Plan (Tab O). President Benson displayed a drawing of the campus which was drawn to scale by a freshman as a class project. President Benson noted a recent appearance of Professor Elie Wiesel had filled the concert hall, theatre and every classroom. The Noyes Building is one of the most beautiful higher education buildings in existence. The President commended former President Jerry Day and Vice President Rick Wheeler for directing the restoration efforts. President Benson reported the College had just received a \$1 million gift for the Richfield Campus, most of which will be used to pay down the building obligation. **Chair Atkin moved approval of Snow College's Campus Master Plan. The motion was seconded by Regent Holbrook and carried.**

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

- 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

Update on Post-Retirement Obligations (Tab Q). Chair Atkin noted the report had been prepared for information only and required no action. The State Legislative Auditor General had attempted to estimate the potential liability for the System when its employees retire. Chair Atkin noted the Utah System of Higher Education does not make post-retirement agreements. Every school's records will be reviewed to ensure the final numbers are accurate.

Update on Employee Health Plans, 2006-2007 (Tab R). Chair Atkin referred to Tab R and noted the guidelines had been established a few years ago. The attachments summarized the health and dental benefits for each institution, changes for 2006-2007, and cost data per institution.

Preliminary Review of Proposed Changes to the Qualification and Prioritization (Q&P) Process (Tab S). Chair Atkin reported the proposed recommendations by staff would better harmonize with the State Building Board's prioritization process for capital facilities. The Commissioner's staff is working closely with DFCM staff. Additional information will be presented in the July Board meeting. Chair Karras asked the Regents to submit their comments and suggestions to Associate Commissioner Spencer. He said System officials are working with the DFCM staff to convince them the Regents' system works and is well thought out.

Update on Possible Consolidation of Administrative Data Processing (Tab T). Chair Atkin reported some of the institutions are developing partnerships to implement the Banner system. Details were outlined in the Commissioner's cover letter to Tab T.

University of Utah – Follow-up Report on Proposed Hospital Construction Bond Financing (Tab U). Chair Atkin said the committee had reviewed the hospital census and financial reports detailed in the attachments to Tab U, and saw no reason to be concerned about the plan adopted earlier.

Dixie State College – Multi-Department Building Concept (Tab W). Chair Atkin said Dixie officials had developed a unique strategy to accommodate its anticipated growth and changing campus. The request was for \$50,000 for programming costs. Commissioner Kendell clarified: College officials want early-stage conceptual approval. The State Building Board has \$100,000 for early-stage conceptual ideas. Weber similarly has received planning and design money for their Humanities Building. The project would still go through the regular Q&P process if the request is approved. The Commissioner recommended that Dixie be allowed to seek programming funds, with the following caveats: First, program planning funds would provide 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.

#### General Consent Calendar

**On motion by Regent Jordan and second by Regent Snow, the following items were approved**

**on the Regents' General Consent Calendar (Tab W):**

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 (on file in the Commissioner's Office)

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.

Report of the Commissioner

Hospitality. Commissioner Kendell thanked President Benson and his staff for their gracious hospitality in hosting the Regents. He said it had been a pleasure to be on the Snow College campus.

Institutional Highlights. Commissioner Kendell briefly reviewed the accomplishments of each institution as outlined in his report, which was distributed at the meeting.

Communications (Tab X). Commissioner Kendell distributed a handout of his PowerPoint presentation. He explained that education officials were trying to encourage increased preparation for college through greater rigor in high school curriculum. Educators are also trying to encourage greater participation in postsecondary education and to increase the number of Utah citizens with college degrees. Another concern is retention and completion rates for Utah students. He noted a recent television interview wherein Roger Boyer explained that he had not been able to recruit two large stores to locate in the Gateway because Utah did not have 35 percent of its citizens with bachelor's degrees. A high school diploma is no longer adequate for a person to become a self-sustaining adult. Education representatives must convince legislators that public and higher education are an investment with opportunity for dividends to the state. This effort cannot succeed until there is also support by business, religious, civic and cultural leaders.

Forecasting Study: Enrollments, Budgets, Tuition, Facilities (Tab Y). Commissioner Kendell said the forecasting study had been made in response to the Regents' request for a ten-year plan for higher education. System officials will begin by looking at anticipated enrollment and participation rates in ten years. That will help them determine what kind of facilities and budgets would be required to support those numbers. The Commissioner requested suggestions for ideas to be included in the long-term plan. Regent Grant asked the Commissioner to e-mail the discussion template to the Regents. Commissioner Kendell noted that the next Board meeting, July 27 and 28 at SUU, would include a one-half day planning session.

#### Report of the Chair

Chair Karras distributed his analysis of the Utah System of Higher Education's SWOTs (Strengths, Weaknesses, Opportunities and Threats). He thanked the Regents for the opportunity to serve as their chair for the past two years and expressed his appreciation to the Regents and Presidents for what they are doing.

President Benson showed a brief promotional film about Snow College.

#### Adjournment

**Regent Snow moved the meeting be adjourned. Regent Grant seconded the motion, which was adopted.** The meeting adjourned at 4:00 p.m., after which the Regents met with the Snow College Trustees.

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Joyce Cottrell CPS, Executive Secretary

Date Approved