



UTAH SYSTEM OF
HIGHER EDUCATION

Building a Stronger State of Minds

AGENDA

MEETING OF THE
UTAH STATE BOARD OF REGENTS
TO BE HELD AT
DIXIE STATE COLLEGE, ST. GEORGE, UTAH

April 19 – 20, 2007

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

Board of Regents Meeting *
Dixie State College, St George, Utah
Gardner Student Center
AGENDA

THURSDAY, APRIL 19, 2007 – PLANNING RETREAT

10:00 a.m. - **OPENING SESSION – HIGHER EDUCATION MESSAGING**
12:00 noon Ballroom

12:00 noon - **LUNCHEON MEETING – ROLE OF SCIENCE IN THE FUTURE ECONOMY**
1:30 p.m. Conference Room B, Overflow in Ballroom

Guest Speaker: Dr. Shirley Malcom
Head, Education and Human Resources
American Association for the Advancement of Science (AAAS)

1:30 p.m. - **PANEL DISCUSSION ON LUNCHEON TOPIC**
2:45 p.m. Ballroom

High Tech High School
Utah State Office of Education
Higher Education Representatives
Business Representatives
Topics of Interest to the State Board of Regents

3:00 p.m. - **OPEN SESSION – BOARD OF REGENTS/PRESIDENTS**
4:15 p.m. Ballroom

Planning for the Future
Keeping Focused

5:00 p.m. - **EXECUTIVE SESSION MEETING – STATE BOARD OF REGENTS**
6:15 p.m. Private Dining Room

6:30 p.m. **DINNER – REGENTS/DIXIE STATE COLLEGE TRUSTEES**
Cottam Conference Room

* The appropriate attire for both days is Business Casual.

FRIDAY, APRIL 20, 2007 – REGULAR MEETING OF THE STATE BOARD OF REGENTS

7:30 a.m. - **BREAKFAST MEETING – REGENTS/DXATC REGIONAL BOARD OF DIRECTORS**
9:00 a.m. Cottam Conference Room

9:00 a.m. - **COMMITTEE OF THE WHOLE**
9:15 a.m. Ballroom

Welcome and Overview
Swearing-In of Regent Zenger
Review of 4/19 Planning Retreat

9:15 a.m. - **MEETINGS OF BOARD COMMITTEES**
10:30 a.m.

ACADEMIC, ATE & STUDENT SUCCESS (PROGRAMS) COMMITTEE
Conference Room B

ACTION:

1. University of Utah – Doctor of Nursing Practice Degree Tab A
2. Southern Utah University – Master of Public Administration Degree Tab B
3. Utah Valley State College – Bachelor of Arts/Bachelor of Science Degrees in Economics Tab C

INFORMATION:

4. Information Calendar, Programs Committee Tab D
Utah State University
A. Name Changes
B. New Emphases
5. Report of September 2006 Majors' Meeting Tab E

Finance, Facilities and Accountability Committee
Cottam Conference Room

ACTION:

1. USHE – Regent/Trustee *Acknowledgment and Disclosure Form* Tab F
2. Utah State University – Approving Resolution, Refunding of 2004 Student Housing Revenue Bonds Tab G
3. Utah State University – Lease With Granite School District Tab H
4. Weber State University – Updated Campus Master Plan Tab I
5. Dixie State College – Campus Master Plan Tab J
6. Dixie State College – Delegation for Stadium Seating Tab K

CONSENT:

7. Consent Calendar, Finance Committee Tab L
A. UofU and USU – Capital Facilities Delegation Reports
B. Weber State University – Property Exchanges

INFORMATION/DISCUSSION:

- 8. USHE – Final Report on 2007-2008 Tuition and Fees Tab M
- 9. USHE – 2007-2008 Capital Improvement Funding Tab N
- 10. UHEAA – Information Update Tab O
- 11. USHE – Information Technology Audits Tab P

Strategic Planning and Communications Committee

Private Dining Room

ACTION:

- 1. Policy R212, *State Board of Regents Self-Evaluation* Tab Q

INFORMATION/DISCUSSION:

- 2. Minority Task Force Reports Tab R
 - A. Southern Utah University
 - B. Dixie State College
- 3. Update on *Measuring Utah Higher Education* Report Tab S
- 4. Utah Scholars Update Tab T
- 5. Chief Academic Officers (CAO) Report Tab U
- 6. Report on Institutional Residency Requirements Tab V

10:30 a.m. -
11:45 a.m.

REGULAR BUSINESS MEETING OF THE BOARD

Ballroom

- 1. General Consent Calendar Tab W
- 2. Funding Recommendations of the Technology and Industry Advisory Board Tab X
- 3. Reports of Board Committees
 - Programs Committee, Tabs A - E
 - Finance Committee, Tabs F - P
 - Planning Committee, Tabs Q - V
- 4. Report of the Commissioner
- 5. Report of the Chair

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

LUNCHEON MEETING

Ballroom

Report of the Teacher Education Task Force – Dave Sperry

Tab Y

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.

April 11, 2007

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: University of Utah – Doctor of Nursing Practice (DNP), and a joint Master's in Healthcare Administration and Doctor of Nursing Practice (MHA/DNP) and Master's in Public Health and Doctor of Nursing Practice (MPH/DNP) Effective Fall 2007 – Action Item

Issue

The University of Utah College of Nursing requests approval to offer the Doctor of Nursing Practice (DNP) Degree effective Fall 2007. In collaboration with the David Eccles School of Business and School of Medicine, the College of Nursing also requests approval to offer a joint Master's in Healthcare Administration and Doctor of Nursing Practice (MHA/DNP) and Master's in Public Health and Doctor of Nursing Practice (MPH/DNP). This program has been approved by the University of Utah institutional Board of Trustees on February 12, 2007. The Regents approved the Master's in Healthcare Administration in October 2006 and the Master's of Public Health in June 1989.

Background

The proposed Doctor of Nursing Practice (DNP) Degree will soon be the required credential for clinically practicing Advanced Practice Registered Nurses (APRNs), Certified Nurse Midwives (CNMs), and nursing leaders in health care organizations. The American Association of Colleges of Nursing (AACN) has mandated that the current level of preparation necessary for advanced nursing practice roles be moved from the master's to the practice doctorate level by the year 2015. In a move consistent with other health professions, the Commission on Collegiate Nursing Education (CCNE), the autonomous accrediting body of the American Association of Colleges of Nursing (AACN), has decided that only practice doctoral degrees with the Doctor of Nursing Practice title will be eligible for CCNE accreditation.

The College of Nursing will maintain Masters' degrees in Teaching Nursing, Nursing Informatics, and Nursing Leadership as well as the PhD. The College will also continue offering the MS degree in selected specialties until the transition to the DNP is complete.

Nursing is moving in the direction of other health professions in the transition to the DNP. Medicine (MD), Dentistry (DDS), Pharmacy (PharmD), Psychology (PsyD), Physical Therapy (DPT) and Audiology (AudD) all offer practice doctorates. Transitioning to the DNP will not alter the current scope of practice for APRNs and CNMs which is outlined in the Utah State Nurse Practice Act and the Utah State Nurse Midwifery Practice Act.

Consistent with AACN recommendations, the Bachelor's to DNP will offer two tracks which include: (1) Advanced Clinical Practice Specialty, and (2) Organizational/Community. Total credits range from 73 to 91 depending on the specialty; much of specialty curriculum is driven by national certification bodies. The Advanced Clinical Practice Specialty track prepares nurses for advanced clinical specialty roles. The other track, Organization/Community, will offer two programs each leading to a joint degree preparing nurses for leadership roles. The Nursing Leadership and Health Care Administration specialty program will provide a joint Master's in Healthcare Administration (MHA, approved by the Regents in October 2006)) and DNP; the Community and Population Health specialty program will offer a joint Master's in Public Health (MPH, approved by the Regents in June 1989) and DNP.

The MS to DNP (30-36 credits) will be a single program that is individualized to students' specialty and learning needs. This will allow currently master's-prepared nurses to earn the DNP.

This proposal to transition from the MS to the Doctor of Nursing Practice (DNP) Degree at the University of Utah College of Nursing is in response to a number of contemporary issues:

1. The nationally-mandated changes in standards for advanced nursing education and expectation that the DNP degree will be the minimum requirement for advanced practice in nursing within the next decade, as determined by AACN. (Appendix A)
2. The need to appropriately credit the intensity and duration of expanded education envisioned as necessary by the College faculty.
3. The anticipated demand by present and future students for an accredited and competitive DNP program in the state.
4. The growing nursing faculty shortage in the state and across the country.

The College does not require additional state funds to transition to the DNP Degree.

Policy Issues

The Chief Academic Officers were supportive of the proposal. No issues were raised.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve the University of Utah's request to offer the Doctor of Nursing Practice (DNP) Degree, the Master's in Healthcare Administration/DNP, and the Master's in Public Health/DNP effective Fall 2007.

Richard E. Kendell, Commissioner

REK/PCS
Attachment

Academic, Applied Technology, and Student Services Committee

Action Item

Request to Offer the Doctor of Nursing Practice and a Joint Master's in Healthcare Administration and Doctor of Nursing Practice (MHA/DNP) and Master's in Public Health and Doctor of Nursing Practice (MPH/DNP) Effective Fall 2007

University of Utah

Prepared for
Richard E. Kendell
by
Phyllis C. Safman

April 11, 2007

SECTION I: The Request

The University of Utah College of Nursing requests approval to offer the Doctor of Nursing Practice (DNP) Degree effective Fall 2007. In collaboration with the David Eccles School of Business and School of Medicine, the College of Nursing also requests approval to offer a joint Master's in Healthcare Administration and Doctor of Nursing Practice (MHA/DNP) and Master's in Public Health and Doctor of Nursing Practice (MPH/DNP). This program has been approved by the University of Utah institutional Board of Trustees on February 12, 2007.

SECTION II: Program Description

The College of Nursing at the University of Utah is providing this proposal to explain the rationale and to outline the plan for a transition from the current Master of Science (MS) in Nursing Degree in advanced practice nursing to the Doctor of Nursing Practice (DNP) Degree. Recommendations from the American Association of Colleges of Nursing (AACN) and changes in accreditation standards will require the DNP Degree to be offered by 2015 and students are now seeking programs that award the DNP.

The College of Nursing at the University of Utah currently offers an MS Degree with multiple clinical and functional specialization options. It is the only state-supported institution in Utah that offers the MS Degree in Nursing. Graduate education in nursing prepares Advanced Practice Registered Nurse (APRNs), Certified Nurse Midwives (CNM), nurse educators, nursing informatics specialists, and nurse leaders. The College has graduated over 1,000 APRNs and CNMs, who provide much needed services throughout the state. Each year the CON enrolls 80 nurses seeking advanced degrees, the majority of whom work towards licensure as APRNs and CNMs.

Complete Program Description

The proposed DNP curricula build on current master's programs by providing additional education in pathophysiology, pharmacology, evidence-based practice, genetics, information technology, quality improvement, and systems thinking, among other key areas. The transition to the DNP will better prepare APRNs, CNMs, and nurse leaders for their evolving roles given the calls for new models of education and the growing complexity of health care. The DNP is designed for nurses seeking a terminal degree in nursing practice and offers an alternative to research-focused doctoral programs that offer the PhD. DNP-prepared nurses will be well-equipped to fully implement the science developed by nurse researchers prepared in PhD and other research-focused nursing doctorates. They will also be well prepared to serve in faculty positions for nursing programs throughout the state.

The proposed DNP program will have two pathways. The first pathway is an entry-level BS to DNP program that will be:

- 9 semesters (3 years) of full time study
- approximately 73-91 credits including required didactic coursework, depending on the national certification requirements of the specialty
- approximately 1000 hours of required clinical experience
- capstone experience (3-6 credits).

The second pathway is an MS to DNP program which allows those APRNs, CNMs, and nurse leaders who have a master's degree and are already practicing to complete the additional requirements to earn a DNP degree. The program includes:

- 27 to 30 hours of didactic or clinical coursework
- a capstone experience (3 to 6 credits). (See Appendix B for Proposed Curriculum Plans).

The BS to DNP will offer two tracks. The advanced clinical specialty track includes five possible programs preparing nurses for advanced specialty certification and a role as a nurse practitioner or clinical nurse specialist. The Organization/Community track will offer two programs each leading to a joint degree.

Joint Degrees with the MHA and MPH programs: The Nursing Leadership and Health Care Administration specialty program will provide a joint Master's in Healthcare Administration and DNP in collaboration with the David Eccles School of business; the Community and Population Health specialty program will offer a joint Master's in Public Health and DNP in collaboration with the Public Health Program in the Department of Family and Preventive Medicine, School of Medicine. These dual offerings will allow students to experience interdisciplinary education and take advantage of existing course and outstanding programs offered within the University. This approach will provide both efficiency and excellence in these areas while recognizing the value of these master's credentials in the market place. The details for each joint degree are included in Appendix B. In the MHA/DNP, 84 to 87 total credits are required. There are seven didactic courses that would count toward both degrees (20 credits) plus the capstone (3-6 credits) and residency (12 credits) that would have a combined focus. In the MPH/DNP, there are 80 to 83 required credits. Six courses would count toward both degrees (15 credits) plus the capstone (3 to 6 credits) and residency (12) credits that would have a combined focus.

Proposed Curriculum BS to DNP

Essential Core Themes for All DNP (27 credits)

Evidence-based Practice (7 credits)
 Interdisciplinary Collaboration, Leadership and Health Systems (7 credits)
 Using Information Technology (3 credits)
 Quality Improvement: Using and Analyzing Data to Improve Outcomes (6 credits)
 Patient Centered Care (4 credits)



Advanced Clinical Practice Specialty Track

Basic and Applied Sciences (9 credits)
 Clinical Specialty Requirements (17-31 credits)
 Clinical Residency (16 credits)
 Capstone Project/Seminar (3-6 credits)
 Elective (2-3 credits)

Organization/Community Track

Organizational and Community Core (8 credits)
 Specialty Requirements: (21-25 credits)*
 Clinical Residency (12-16 credits)
 Capstone Project/Seminar (3-6 credits)
 Elective (2-3 credits)

* Specialty Requirements include those needed for joint MHA/DNP or MPH/DNP Degrees.

Proposed Curriculum Master's to DNP (30 to 36 credits)

The MS to DNP program of study will be individualized based on previous education and experience and specialty requirements.

Evidence-based Practice (4 credits)

Interdisciplinary Collaboration, Leadership and Health Systems (3 credits)

Using Information Technology (3 credits)

Quality Improvement: Using and Analyzing Data to Improve Outcomes (6 credits)

Patient Centered Care (3 credits)

Clinical Genetics (2 credits)

Specialty Program Requirements or Electives (6-9 credits)

Capstone Project/Seminar (3 to 6 credits)

The DNP is focused on specialty nursing education. Thus, current Master's-level advanced nursing practice specialties will transition to the DNP Degree and current master's levels degrees in the specialties will be gradually phased out, with each specialty to recommend a suitable timeline for this phase-out. Thus for a time, both the MS and DNP will be offered. The College will maintain MS curricula in Teaching Nursing, Nursing Informatics, and Clinical Nurse Leaders as well as the PhD. The College will also continue offering the MS Degree in selected specialties until the transition to the DNP is complete.

College faculty do not anticipate that this practice doctorate will compete with the PhD program in nursing, aimed at developing nurse researchers. Indeed the practice doctorate offers an alternative for nurses who wish to complete their education but are not necessarily committed to a career as a research scientist. The practice doctorate is designed for those in direct clinical practice and areas that support clinical practice-administration, organizational management and leadership, and policy.

Purpose of the Degree

The proposed DNP Degree will soon be the required degree for clinically practicing APRNs, CNMs, and nursing leaders in health care organizations. AACN has mandated that the current level of preparation necessary for advanced nursing practice be moved from the master's level to the doctoral level by the year 2015. Many factors are building momentum for change in nursing education at the graduate level. These include the rapid expansion of knowledge underlying practice; increased complexity of patient care; national concerns about the quality of care and patient safety; shortages of nursing personnel which demands a higher level of preparation for leaders who can design and assess care; and increasing educational expectations for the preparation of other health professionals. The national Institute of Medicine's 2003 report on Health Professions Education recommended strategies for restructuring all clinical education in the health professions to be consistent with the principles of 21st century health systems. These recommendations stressed that health science students and all working professionals develop and maintain proficiency in five (5) core areas: delivering patient-centered care, working as part of interdisciplinary teams, practicing evidence-based medicine, focusing on quality improvement, and using information technology. These recommendations have served as a guide to curriculum planning for the DNP. The practice doctorate in clinical nursing provides the terminal academic preparation for clinical nursing practice.

Institutional Readiness

This transition will gradually replace specific existing master's-level programs of study with the appropriate DNP programs of study. Thus administrative and organizational structures will not be changed significantly in order to deliver the requirements of the degree. The oversight of the master's degree nursing specialty programs has been the purview of the Master's Program and Curriculum Committee and the associate dean for academic programs. This will now fall to the Master's-DNP Program and Curriculum Committee (realigned in September 2006) and the associate dean. Current master's level specialty directors will remain responsible for the delivery of their respective specialty programs.

Faculty

Given the recent development of the DNP Degree, there are currently few DNP-prepared nurses available to serve in faculty roles. Therefore, some of those who currently teach in master's level advanced practice programs will be involved in teaching DNP students, particularly in the initial phases and at the beginning level. This has been recognized as necessary by the AACN:

"Initially, during the transition, some master's-prepared faculty members may teach content and provide practice supervision, particularly in early phases of post-baccalaureate DNP curriculum. Once a larger pool of DNP graduates becomes available, the faculty mix can be expected to shift toward predominately doctorally-prepared faculty members." (AACN, 2006)

There will be components of the DNP which will demand doctorally-prepared faculty, and the College of Nursing has faculty with PhDs and other doctorates with expertise to teach the core courses of the proposed academic program. In consideration of the mandate that there be ample opportunity for interdisciplinary collaboration as part of professional preparation, other courses will be jointly taught with other health science disciplines, and arrangements will be made for joint appointments or articulation agreements.

Master's-prepared faculty teaching in APRN programs will have the option to complete the DNP, enhancing their standing within the University and increasing the number of faculty qualified to teach in the DNP program. The first cohort in the MS-DNP program will largely consist of MS-prepared faculty who wish to pursue the DNP; the second cohort will likely have a substantial representation from current faculty as well. Fifteen current faculty have expressed interest in pursuing the MS-DNP option, and planning is underway to assist them with some release time and tuition support in order to do so. These faculty are spread across all of the College specialty programs so the College administrative team believes it can find coverage of current faculty responsibility. Given that this degree program will replace current MS specialty programs, not an additional degree option, the College anticipates that current faculty will be sufficient to provide instruction in the various programs. However there will be a short term (1-3 years) need for additional adjunct faculty coverage while some College faculty are released part-time to pursue the degree. By 2010, the University of Utah anticipates that the College will have the appropriate mix of PhD and DNP-prepared faculty to sustain the proposed program. (See Appendix D for a list of faculty and their credentials).

Staff

There will need to be a realignment of work schedules and responsibilities of existing staff to accommodate the anticipated program changes. The College is planning to increase graduate advising staff this year; thus there will be adequate resources for advising DNP applicants and students.

Library and Information Resources

The College does not anticipate additional library and information needs, as library resources are adequate for masters' and doctoral programs.

Admission Requirements

All applicants to the DNP program in nursing must have:

1. Completed University of Utah application to Graduate School.
2. Completed College of Nursing application form.
3. Official transcripts from ALL previous institutions of higher education attended must be sent to the College of Nursing.
4. Minimum grade point average (GPA) of 3.0 on a 4.0 scale.
5. Statement of professional goals.
6. Three (3) professional references.
7. Current copy of resume/vita.
8. Verification of licensure as an RN or APRN if appropriate in at least one of the jurisdictions of the National Council State Boards of Nursing.
9. A personal interview may be required.
10. Applicants for whom English is a second language must score 50 or higher on the "Test of Spoken English."

Applicants to the BS to DNP must have evidence of completion of a Bachelor of Science Degree in Nursing from an accredited institution. If the GPA is below 3.2, the Graduate Record Exam is required (within the past five years). Some MS specialty areas may require an upper-division Physiology course within the past five years. Applicants to joint degree (MHA/DNP and MPH/DNP) programs will have to meet eligibility criteria and be accepted by both programs. Applicants to the Master's to DNP must have evidence of completion of a Master's Degree from an accredited institution and evidence of credentials within their specialty (if appropriate).

International Applicants: In addition to the requirements listed above, international applicants must:

- File an International Student Application for Admission obtained from the International Admissions Office, 250 Student Services Building, (801) 581-3091.
- Pass both the Test of Spoken English (TSE) and the Test of English as a Foreign Language (TOEFL) if English is a second language. TSE score must be 50 or higher. TOEFL score must be 500 (173 computer score) or higher.
- Provide evidence of certification by the Commission on Graduates of Foreign Nursing Schools.

Student Advisement

The College does not anticipate additional advising needs given that the proposed program is designed to replace an existing program. The College is planning to increase the FTE for graduate advising in 2006-2007 to accommodate the additional need for student advisement with the transition from the master's degree to the DNP.

Justification for Number of Credits

Over recent years, the increasing complexity of health care, the growth in scientific knowledge, and the use of increasingly sophisticated technology have required that master's degree programs preparing nurses for advanced practice roles to expand the number of didactic and clinical clock hours far beyond the requirements of master's education in virtually any other field. Many nurse-practitioner masters' programs around the country now exceed 60 credits and cannot be completed in less than three years; they often carry a credit load equivalent to practice doctoral degrees in the other health professions. Although the University of Utah programs in advanced nursing practice remain at under 60 credits and less than three years, College faculty have been forced to add content and clinical time to the program, increasing the intensity of the academic experience for students. Advanced practice nurses themselves identify content areas in which they feel additional training is needed, including practice management, health policy, use of information technology, risk management, evaluation of evidence, and advanced diagnosis and management. In planning to include these additional areas in programs, the College faculty recognized that the time that will be spent in current master's level nursing education is not congruent with the degree earned. Thus the College proposes to offer a degree commensurate with the intensity and duration of the learning experience and consistent with national mandates and trends in graduate nursing education. In addition, the credit hours are based on the courses required to meet the "Essentials of Doctoral Education for Advanced Practice Nursing" and national certification requirements for specialty areas (See Appendix A). The credit load is comparable to other DNP programs nationally. The AACN recommends 3 years of full-time, year round study including 1000 clinical residency hours for the BS to DNP program and at least one year of full-time year-round study for the master's to DNP program. The proposed DNP curriculum is consistent with this recommendation.

External Review and Accreditation

The Dean of the College of Nursing was a member of a national task force that developed the essentials for DNP. Additional faculty members of the College task force for the DNP degree attended national and regional meetings with academic nursing education programs through 2005-2006. Faculty were involved in the development and adoption of the essential requirements for the DNP that are being applied on a national level. There are eight essential areas of knowledge that are required for the DNP (AACN, August 21, 2006). These include:

Essential I: Scientific Underpinnings for Practice

The scientific underpinnings of this education reflect the complexity of practice at the doctoral level and the rich heritage that is the conceptual foundation of nursing. DNP graduates possess a wide array of knowledge gleaned from the sciences and have the ability to translate that knowledge quickly and effectively to benefit patients in the daily demands of practice environments. Preparation to address current

and future practice issues requires a strong scientific foundation for practice. The scientific foundation of nursing practice has expanded and includes a focus on both the natural and social sciences. These sciences that provide a foundation for nursing practice include human biology, genomics, the science of therapeutics, the psychosocial sciences, as well as the science of complex organizational structures. In addition, philosophical, ethical, and historical issues inherent in the development of science create a context for the application of the natural and social sciences. Nursing science also has created a significant body of knowledge to guide nursing practice and has expanded the scientific underpinnings of the discipline.

Essential II: Organizational and Systems Leadership for Quality Improvement and Systems Thinking

DNP graduates' practice includes not only direct care but also a focus on the needs of a panel of patients, a target population, a set of populations or a broad community. These graduates are distinguished by their abilities to conceptualize new care delivery models that are based in contemporary nursing science and that are feasible within current organizational, political, cultural, and economic perspectives.

Essential III: Clinical Scholarship and Analytical Methods for Evidence-Based Practice

DNP graduates engage in advanced nursing practice and provide leadership for evidence-based practice. This requires competence in knowledge application activities: the translation of research in practice, the evaluation of practice, improvement of the reliability of health care practice and outcomes, and participation in collaborative research (DePalma & McGuire, 2005). Therefore, DNP programs focus on the translation of new science, its application and evaluation. In addition, DNP graduates generate evidence through their practice to guide improvements in practice and outcomes of care.

Essential IV: Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care

DNP graduates are distinguished by their abilities to use information systems and technology to support and improve patient care and healthcare systems, and provide leadership within healthcare systems and/or academic settings. Knowledge and skills related to information systems/technology and patient care technology prepare the DNP graduate to apply new knowledge, manage individual and aggregate level information, and assess the efficacy of patient care technology appropriate to a specialized area of practice. DNP graduates must also be proficient in the use of information systems/technology resources to implement quality improvement initiatives and support practice and administrative decision-making.

Essential V: Health Care Policy for Advocacy in Health Care

DNP graduates are prepared to design, influence, and implement health care policies that frame health care financing, practice regulation, access, safety, quality, and efficacy (IOM, 2001). Moreover, the DNP graduate is able to design, implement and advocate for health care policy that addresses issues of social justice and equity in health care.

Essential VI: Interprofessional Collaboration for Improving Patient and Population Health Outcomes

DNP graduates have preparation in methods of effective team leadership and are prepared to play a central role in establishing interprofessional teams, participating in the work of the team, and assuming leadership of the team when appropriate.

Essential VII: Clinical Prevention and Population Health for Improving the Nation's

Health

The DNP graduate has a foundation in clinical prevention and population health. This foundation will enable DNP graduates to analyze epidemiological, biostatistical, occupational, and environmental data in the development, implementation, and evaluation of clinical prevention and population health.

Essential VIII: Advanced Nursing Practice

DNP programs provide preparation within distinct specialties that require expertise, advanced knowledge, and mastery in one area of nursing practice. A DNP graduate is prepared to practice in an area of specialization within the larger domain of nursing.

Indeed, this distinctive specialization is a hallmark of the DNP.

The anticipated data for the College's next accreditation by the Commission on Collegiate Nursing Education (CCNE) is 2011. As noted above, AACN has proposed and CCNE has determined that only practice doctoral degrees with the Doctor of Nursing Practice title will be eligible for CCNE accreditation by 2015. Thus by implementing the transition to this degree at this time, the College of Nursing anticipates being in an excellent position to be accredited for the DNP program at the next accreditation visit. The proposed program has been developed to be in accordance with the anticipated accreditation requirements.

Projected Enrollment

The College of Nursing would like to begin the program in 2007-08 with the master's to DNP program, thus allowing faculty to develop core courses and prepare current and potential faculty for the DNP Degree. This first cohort of MS-DNP will be limited to 30 students. The College will begin to transition the BS to MS programs to the DNP beginning in Fall 2008. It is anticipated that enrollment would remain similar to the current MS enrollment, approximately 60 new students in the first year. There will be approximately 90 new students per year once all designated programs have converted to the DNP.

SECTION III: Need

Program Need

As was discussed above, the College of Nursing is the only state-supported institution in Utah that prepares advanced practice registered nurses (APRNs) and nurse-midwives (CNMs). The College's graduates provide much needed services throughout the state. The College of Nursing has a stable annual admissions rate of 60- 80 nurses seeking advanced degrees, the majority of whom work towards licensure as APRNs and CNMs. Given the newness of the DNP on a national level, only a few DNP-prepared nurses are currently in the market place. However, nurses are increasingly aware that their future ability to practice in advanced roles will require the DNP Degree. A number of faculty at the University of Utah and other colleges and universities in the state have expressed interest in pursuing the DNP Degree.

Currently, nineteen programs in 17 different states are offering the DNP Degree. Given the national mandates for educational standards and accreditation, over 100 programs are in the planning phase of this degree conversion.

Labor Market Demand

Graduates of the proposed DNP program will fill a need for newly expanded and society-mandated advanced clinical nursing practice roles. Graduates also can help to meet the growing gap in the number of primary care, acute care and mental health care providers available to the citizens of Utah and the United States. In addition, the DNP can facilitate preparation of clinically specialized faculty to meet the current nursing faculty shortage.

Representatives from the College met with the Bureau Manager of the Division of Occupational and Professional Licensing, and Executive Director for the Utah State Board of Nursing to assess regulatory and licensure issues. The Division and Board are well aware of this national mandate for DNP preparation for clinical specialization in nursing and have stated that they support the College's plan for graduate nursing education.

Student Demand

Student demand is rising as increased publicity and discussion about the DNP raises awareness that future ability to practice will require expanded education and clinical experience inherent in the new degree program. The College of Nursing held five student forums during the 2005-2006 academic year. These were attended by over 120 persons (students plus clinical nursing staff from the Health Sciences Center). The College of Nursing Office of Student Affairs notes that there are constant inquiries about whether this program will be implemented soon, and a number of current MS students have expressed a desire to transition to a DNP program. At the first Graduate Student Open House of 2006, the information session on the DNP attracted approximately 30 percent of over 100 participants. In addition to surveying current students, the College of Nursing conducted a needs assessment among practicing APRNs/CNMs in the state. A survey mailed to nurses in Utah assessed the level of interest in pursuing this degree (see Appendix E for attached Interest Survey). Of 123 respondents, 47 percent wanted to receive information about the program.

Similar Programs

Currently, no other college or university in the Utah System of Higher Education (USHE) offers graduate nursing education. None is planning to offer the Doctor of Nursing Practice or any similar program at this time. Brigham Young University and Westminster College are exploring offering the DNP Degree in the future. Rocky Mountain University, a proprietary school located in Provo, has started offering the DNP.

Collaboration with and Impact on Other USHE Institutions

No other USHE institutions are planning to offer the DNP. The College of Nursing is currently in dialogue with Dixie State College and Weber State University about potential articulations or partnerships.

Benefits

This proposed program is consistent with the mission of the USHE to provide high quality academic, professional, and applied technology learning opportunities designed to advance the well-being of the state and its people. It is consistent with the mission of a doctoral/research university to discover, create, and transmit knowledge through education and training programs at the undergraduate, graduate, and professional levels, with an emphasis on teaching, research, and service. The proposed program will advanced practice nurses and nurse leaders with the appropriate terminal degree in their fields of clinical specialization.

The University of Utah is uniquely positioned to address the nursing shortage by meeting the acute need for DNP faculty who will prepare future nurses in their fields of advanced practice clinical specialization. The increased numbers of potential new nursing faculty graduated from the proposed program will help to alleviate the nursing faculty shortage in programs across the state.

Consistency with Institutional Mission

The University of Utah is a nationally ranked public institution with high levels of research activity and strong professional programs, including those in the health sciences. The College serves the public by improving health and quality of life through excellence in nursing education, research, and clinical care. The intent of the DNP Degree is to continue to enhance discovery and dissemination of knowledge in clinical practice and prepare excellent clinical practitioners.

The College of Nursing is the sole public educational program in the state that prepares nurses for advanced nursing practice and faculty positions. The proposed program fits with the mission of both the University and the College and was developed in response to various contemporary issues:

1. The nationally mandated changes in standards for advanced nursing education and expectation that the DNP degree will be the minimum requirement for advanced practice in nursing within the next decade.
2. The need to appropriately credit the intensity and duration of expanded education envisioned as necessary by the College faculty.
3. The anticipated demand by present and future students for an accredited and competitive DNP program in the state.
4. The growing nursing faculty shortage in the state and across the country.

SECTION IV: Program and Student Assessment

Program Assessment

Program assessment will be accomplished by tracking applications, admissions, retention, and graduation rates. In addition, individual specialty nursing programs must meet requirements of national certification and accrediting agencies for the professional specialty; accreditation standing will be another measure of the program. The proportion of graduates who pass national and/or state licensure exams will be another outcome measure that will be tracked. The College also conducts alumni surveys and exit interviews to determine student satisfaction.

Expected Standards of Performance

The AACN “Essentials for Doctoral Education in Advanced Nursing Practice” will be the expected standards of performance for graduates, in addition to specialty specific accreditation and certification standards as developed by specific specialty organizations. The proposed program has been developed to meet the essentials for academic and clinical performance. Each essential will be achieved through specific course requirements, clinical assignments, or the capstone project. (See Appendix A for a summary of the “Essentials”. The complete document is available at: <http://www.aacn.nche.edu/DNP/pdf/Essentials.pdf>).

SECTION V: Finance

Budget:

No additional state funds are being requested at this time. State and federal funds currently available to support the Master of Science (MS) Degree program in nursing will be reallocated to support the Doctor of Nursing Practice (DNP). All of the specialty courses currently offered will be included in the new curriculum; thus, this aspect is budget neutral.

Expenses: The College of Nursing does not budget at the programmatic level but at the College-wide or departmental level. This budget was developed by systematically calculating the increased FTE needed for new courses, increased credits, and increased course offerings. This projection was developed based on a 12 month salary of \$80,000 in 2007-08, a 3 percent annual increase, and 33 percent benefit rate.

Expenses	2007-08	2008-09	2009-10	2010-11	2011-12
Increased FTE	0.71	1.58	1.74	2.74	2.74
Salaries and Wages	56,800	130,192	147,677	239,525	246,709
Benefits	18,744	42,963	48,733	79,043	81,414.
Library	0	0	0	0	0
Equipment	0	0	0	0	0
Travel	0	0	0	0	0
TOTAL	\$75,544	\$173,155	\$196,410	\$318,568	\$328,123
Revenue	2007-08	2008-09	2009-10	2010-11	2011-12
Internal Reallocation	43,347	39,011	40,710	96,488	50,743
Tuition Differential	32,197	64,394	85,959	128,520	136,080
SCH Growth		69,750	69,750	93,600	141,300
TOTAL	\$75,544	\$173,155	\$196,410	\$318,568	\$328,123

Current Resources: Initially a combination of PhD and other doctorally-prepared faculty, adjunct faculty and master's-prepared clinical experts will be utilized to complete the educational preparation of these students. Faculty resources, clinical training space, supplies and equipment are in place to support the transition of this graduate nursing education program from the MS to DNP. Additional resources will be found by better

utilization of faculty on 12 month appointments, federal HRSA grants, filling vacant positions (already budgeted). Currently, 38 percent of the College's full-time faculty hold 12 month appointments.

Revenue: The College estimates that the new curriculum would add 9 credits annually distributed over the whole year (3 versus 2 semesters). With a conservative estimate of transitioning current numbers of newly admitted MS students (60 per year) to the DNP, this would yield an additional 540 student credit hours (SCH) per year. The Master's to DNP students will represent enrollment growth and an additional 810 SCHs per year. The University would see an increase in tuition revenue related to this increase in SCH productivity. Some of this would be returned to the College in growth/productivity revenue according to the formula of \$85 or \$95 per credit hour of growth. This formula was used to estimate additional SCH revenue per year.

In addition, revenue from the graduate student program differential (currently \$39.75 per credit) would increase annually. These funds will be earmarked to cover the increased FTE needed for the DNP program. In Year 4, the program costs will increase due to the additional clinical residency requirements. Over the life of the program, the College will internally reallocate funds from the graduate tuition differential pool to meet the increased costs.

Additional Support for Faculty Development: In the first two years, the College also anticipates the need to offer "doctoral packages" that will provide support for faculty pursuing the Master's to DNP. Support is needed for release time and coverage, tuition and fees. The College has been successful in finding a private donor to support doctoral packages in the PhD program and is currently seeking such support for the DNP. The College also plans to apply for an extension of the Nurse Faculty Loan Program grant. The College has a very effective and growing scholarship program and a financial aid advisor will be able to assist students in applying for a variety of sources of scholarships and traineeships.

Appendix A
The Essentials of Doctoral Education for Advanced Nursing Practice
American Association of Colleges of Nursing
Updated August 21, 2006

Essential I: Scientific Underpinnings for Practice

1. Integrate nursing science with knowledge from ethics, the biophysical, psychosocial, analytical, and organizational sciences as the basis for the highest level of nursing practice.
2. Use science-based theories and concepts to:
 - determine the nature and significance of health and health care delivery phenomena;
 - describe the actions and advanced strategies to enhance, alleviate, and ameliorate health and health care delivery phenomena as appropriate; and
 - evaluate outcomes.
3. Develop and evaluate new practice approaches based on nursing theories and theories from other disciplines.

Essential II: Organizational and Systems Leadership for Quality Improvement and Systems Thinking

1. Develop and evaluate care delivery approaches that meet current and future needs of patient populations based on scientific findings in nursing and other clinical sciences, as well as organizational, political, and economic sciences.
2. Ensure accountability for quality of health care and patient safety for populations with whom they work.
 - a. Use advanced communication skills/processes to lead quality improvement and patient safety initiatives in health care systems.
 - b. Employ principles of business, finance, economics, and health policy to develop and implement effective plans for practice-level and/or system-wide practice initiatives that will improve the quality of care delivery.
 - c. Develop and/or monitor budgets for practice initiatives.
 - d. Analyze the cost-effectiveness of practice initiatives accounting for risk and improvement of health care outcomes.
 - e. Demonstrate sensitivity to diverse organizational cultures and populations, including patients and providers.
3. Develop and/or evaluate effective strategies for managing the ethical dilemmas inherent in patient care, the health care organization, and research.

Essential III: Clinical Scholarship and Analytical Methods for Evidence-Based Practice

1. Use analytic methods to critically appraise existing literature and other evidence to determine and implement the best evidence for practice.
2. Design and implement processes to evaluate outcomes of practice, practice patterns, and systems of care within a practice setting, health care organization, or community against national benchmarks to determine variances in practice

- outcomes and population trends.
3. Design, direct, and evaluate quality improvement methodologies to promote safe, timely, effective, efficient, equitable, and patient-centered care.
 4. Apply relevant findings to develop practice guidelines and improve practice and the practice environment.
 5. Use information technology and research methods appropriately to:
 - collect appropriate and accurate data to generate evidence for nursing practice
 - inform and guide the design of databases that generate meaningful evidence for nursing practice
 - analyze data from practice
 - design evidence-based interventions
 - predict and analyze outcomes
 - examine patterns of behavior and outcomes
 - identify gaps in evidence for practice
 6. Function as a practice specialist/consultant in collaborative knowledge-generating research.
 7. Disseminate findings from evidence-based practice and research to improve healthcare outcomes

Essential IV: Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care

1. Design, select, use, and evaluate programs that evaluate and monitor outcomes of care, care systems, and quality improvement including consumer use of health care information systems.
2. Analyze and communicate critical elements necessary to the selection, use and evaluation of health care information systems and patient care technology.
3. Demonstrate the conceptual ability and technical skills to develop and execute an evaluation plan involving data extraction from practice information systems and databases.
4. Provide leadership in the evaluation and resolution of ethical and legal issues within healthcare systems relating to the use of information, information technology, communication networks, and patient care technology.
5. Evaluate consumer health information sources for accuracy, timeliness, and appropriateness.

Essential V: Health Care Policy for Advocacy in Health Care

1. Critically analyze health policy proposals, health policies, and related issues from the perspective of consumers, nursing, other health professions, and other stakeholders in policy and public forums.
2. Demonstrate leadership in the development and implementation of institutional, local, state, federal, and/or international health policy.
3. Influence policy makers through active participation on committees, boards, or task forces at the institutional, local, state, regional, national, and/or international levels to improve health care delivery and outcomes.
4. Educate others, including policy makers at all levels, regarding nursing, health

- policy, and patient care outcomes.
5. Advocate for the nursing profession within the policy and healthcare communities.
 6. Develop, evaluate, and provide leadership for health care policy that shapes health care financing, regulation, and delivery.
 7. Advocate for social justice, equity, and ethical policies within all healthcare arenas.

Essential VI: Interprofessional Collaboration for Improving Patient and Population Health Outcomes

1. Employ effective communication and collaborative skills in the development and implementation of practice models, peer review, practice guidelines, health policy, standards of care, and/or other scholarly products.
2. Lead interprofessional teams in the analysis of complex practice and organizational issues.
3. Employ consultative and leadership skills with intraprofessional and interprofessional teams to create change in health care and complex healthcare delivery systems.

Essential VII: Clinical Prevention and Population Health for Improving the Nation's Health

1. Analyze epidemiological, biostatistical, environmental and other appropriate scientific data related to individual, aggregate, and population health.
2. Synthesize concepts, including psychosocial dimensions and cultural diversity, related to clinical prevention and population health in developing, implementing, and evaluating interventions to address health promotion/disease prevention efforts, improve health status/access patterns, and/or address gaps in care of individuals, aggregates, or populations.
3. Evaluate care delivery models and/or strategies using concepts related to community, environmental and occupational health, and cultural and socioeconomic dimensions of health.

Essential VIII: Advanced Nursing Practice

1. Conduct a comprehensive and systematic assessment of health and illness parameters in complex situations, incorporating diverse and culturally sensitive approaches.
2. Design, implement, and evaluate therapeutic interventions based on nursing science and other sciences.
3. Develop and sustain therapeutic relationships and partnerships with patients (individual, family or group) and other professionals to facilitate optimal care and patient outcomes.
4. Demonstrate advanced levels of clinical judgment, systems thinking, and

accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.

5. Guide, mentor, and support other nurses to achieve excellence in nursing practice.
6. Educate and guide individuals and groups through complex health and situational transitions.
7. Use conceptual and analytical skills in evaluating the links among practice, organizational, population, fiscal, and policy issues.

Appendix B: Program Curriculum

New Courses to be Added in the Next Five Years:

Course Number	Title	Credit Hours
NURS6006	Principles of Pharmacotherapy	1
NURS6009	Introduction to Clinical Epidemiology and Population Science	1
NURS6400	Introduction to Information Technology	3
NURS6104	Intrapartum Complications	2
HS 5500	Mutual Respect and Cultural Competency	1
NURS7500	Evidence Based Practice 2	3
NURS7007	Advanced Pathophysiology 2	1-3
NURS7008	Advanced Neuroscience 2	2

Courses to be Revised in the Next 5 years

Course Number	Title	Credit Hours
NURS6001	Professional Role and Collaboration	2
NURS6007	Advanced Pathophysiology 1	2
NURS6020	Health Assessment and Promotion	4
NURS6235	Neonatal Assessment and Developmental Constructs	4
NURS6772	Quality Improvement and Clinical Data Analysis	3

List of All Program Courses

Advanced Practice Clinical Specialty Track

Course Number	Title	Credit Hours
NURS6000	Evidence Based Practice 1	3
NURS6001	Professional Role and Collaboration	2
NURS6002	Health Care Delivery	2
NURS6004	Intro to Information Technology	3
NURS6006	Principles of Pharmacotherapy	1
NURS6007	Advanced Pathophysiology 1	2
NURS6009	Introduction to Clinical Epidemiology and Population Science	1
NURS6020	Health Assessment and Promotion	4
	OR	
NURS6235	Neonatal Assessment and Developmental Constructs	4
NURS6240	Clinical Genetics	2
NURS6772	Quality Improvement and Clinical Data Analysis	3
NURS7500	Evidence-based Practice 2	3
NURS7773	Leadership and Health Care Policy	3
HS 5500	Mutual Respect and Cultural Competency	1
FP MD 6100	Introduction to Biostatistics	3
FP MD 6600	Social Context of Medicine and Public Health	3
NURS6975	Capstone Project	3-6
	*Clinical Specialty Courses (see programs of study)	Variable
	Subtotal	73-91

Organization/Community Track

Course Number	Title	Credit Hours
NURS6000	Evidence Based Practice 1	3
NURS6001	Professional Role and Collaboration	2
NURS6002	Health Care Delivery	2
NURS6003	Program Planning and Development	3
NURS6004	Intro to Information Technology	3
NURS6005	Program Management and Evaluation	3
NURS6009	Introduction to Clinical Epidemiology and Population Science	1

NURS6240	Clinical Genetics	2
NURS6772	Quality Improvement and Clinical Data Analysis	3
NURS7500	Evidence-based Practice 2	3
NURS7773	Leadership and Health Care Policy	3
HS 5500	Mutual Respect and Cultural Competency	1
FP MD 6100	Introduction to Biostatistics	3
FP MD 6600	Social Context of Medicine and Public Health	3
NURS6975	Capstone Project	3-6
	*Clinical Specialty Courses (See programs of study)	Variable
	Subtotal	80-87

Sample Program of Study for Each Specialty

The following are programs of study for each specialty. These may change slightly as the proposal is reviewed by various groups and details of each course are reviewed.

Specialty 1 Primary Care: Family Nurse Practitioner (88 to 91 credits), Pediatric Nurse Practitioner (73 to 76 credits), Adult-Geriatric Nurse Practitioner (81 to 84 credits)

CORE COURSES

NURS6000 Evidence Based Practice 1 (3)
NURS6001 Professional Role and Collaboration (2)
NURS6002 Health Care Delivery (2)
NURS6004 Intro to Information Technology (3)
NURS6006 Principles of Pharmacotherapy (1)
NURS6007 Advanced Pathophysiology 1 (2)
NURS6009 Introduction to Clinical Epidemiology and Population Science (1)
NURS 6772 Quality Improvement and Clinical Data Analysis (3)
NURS7500 Evidence-based Practice 2 (3)
NURS7773 Leadership and Health Care Policy (3)
NURS6020 Health Assessment and Promotion (4)
NURS 6240 Clinical Genetics (2)
NURS6975 Capstone Project (3-6)
HS5500 Mutual Respect and Cultural Competency (1)
FP MD 6100 Introduction to Biostatistics (3)
FP MD 6600 Social Context of Medicine and Public Health (3)

SPECIALTY COURSES

\$ +NURS6030 Diagnostic Reasoning (2)
\$*+NURS6050 Pharmacology (3)
\$*+NURS7007 Advanced Pathophysiology 2 (2-3)
\$*+NURS6008-Family Development (2)
\$*+NURS6100 Basic Management of Childbearing and Gynecologic Problems (1)
\$*NURS6040- Child Assessment and Diagnostic Reasoning (3)
\$*NURS6041 Common Pediatric Problems (3)
\$*NURS6042 Complex Pediatric Problems (2)
\$NURS6580-Issues in Rural and Underserved Primary Care (2)
\$+NURS6601 Primary Care Adult (3)
\$+NURS6603 Primary Care II Adult (3)
\$+ NURS6563 Unusual Zebra Diagnosis (2)
\$+NURS6600 Elder Health Promotion and Assessment (2)
+Geron 6601 Introduction to Gerontology (3)
\$*+NURS6897 Clinical Residency 1 (2)
\$*+NURS6898 Clinical Residency 2 (2)
\$*+NURS6899 Clinical Residency 3 (12)
Elective

\$=FNP; * = PNP; +=Adult/Geriatric NP

Specialty 2 Psychiatric/Mental Health Nursing Practitioner (81 to 84 credits)

CORE COURSES

NURS6000 Evidence Based Practice 1 (3)
NURS6001 Professional Role and Collaboration (2)
NURS6002 Health Care Delivery (2)
NURS6004 Intro to Information Technology (3)
NURS6006 Principles of Pharmacotherapy (1)
NURS6007 Advanced Pathophysiology 1(2)
NURS6009 Introduction to Clinical Epidemiology and Population Science (1)
NURS 6772 Quality Improvement and Clinical Data Analysis (3)
NURS7500 Evidence-based Practice 2 (3)
NURS7773 Leadership and Health Care Policy (3)
NURS6020 Health Assessment and Promotion (4)
NURS 6240 Clinical Genetics (2)
NURS6975 Capstone Project (3-6)
HS5500 Mutual Respect and Cultural Competency (1)
FP MD 6100 Introduction to Biostatistics (3)
FP MD 6600 Social Context of Medicine and Public Health (3)

SPECIALTY COURSES

NURS6008 Family Development in Health and Illness (2)
NURS6051 Psychopharmacology (2)
NURS6365 Advanced Neuroscience I (2)
NURS7008 Advanced Neuroscience II (2)
NURS6300 Foundations of Psychiatric Nursing Practice (3)
NURS6310 Mood & Anxiety Disorders (3)
NURS6316 Child & Adolescent Assessment and Treatment (2)
NURS6330 Severe Mental Illness (2)
NURS6340 Group and Family Therapy (2)
NURS6360 Personality and Substance Disorder (3)
NURS6320 Clinical Residency 1 (2)
NURS6321 Clinical Residency 2 (2)
NURS6460 Clinical Residency 3 (12)
Electives (2-3)

Specialty 3 Acute Care Nurse Practitioner (78 to 81 credits)
Acute Care /Clinical Nurse Specialist (82 to 84 credits)

CORE COURSES

NURS6000 Evidence Based Practice 1 (3)
NURS6001 Professional Role and Collaboration (2)
NURS6002 Health Care Delivery (2)
NURS6004 Intro to Information Technology (3)
NURS6006 Principles of Pharmacotherapy (1)
NURS6007 Advanced Pathophysiology 1 (2)
NURS6009 Introduction to Clinical Epidemiology and Population Science (1)
NURS 6772 Quality Improvement and Clinical Data Analysis (3)
NURS7500 Evidence-based Practice 2 (3)
NURS7773 Leadership and Health Care Policy (3)
NURS6020 Health Assessment and Promotion (4)
NURS6240 Clinical Genetics (2)
NURS6975 Capstone Project (3-6)
HS5500 Mutual Respect and Cultural Competency (1)
FP MD 6100 Introduction to Biostatistics (3)
FP MD 6600 Social Context of Medicine and Public Health (3)

SPECIALTY COURSES

+*NURS6462 Acute Care Pathophysiology (2)
+*NURS6050 Pharmacology (3)
+ NURS6030 Diagnostic reasoning (2)
+*NURS6564 End-of-Life, Palliative Care (2)
+ NURS6601 Episodic problems in adults and elders (3)
+*NURS6466 Adult Acute Care (3)
+*NURS6468 Adult Critical Care (3)
* NURS6003 Program Planning and Development (3)
* NURS6005 Program Management and Evaluation (3)
* NURS6010 Teaching/Learning in Advanced Practice (3)
*+NURS7007 Advanced Pathophysiology 2 (2-3)
+*NURS6467 Adult Acute Care Clinical Residency (2)
+*NURS6469 Adult Critical Care Clinical Residency (2)
+*NURS6460 Clinical Residency (12)
Elective (2-3)

+ = Acute Care NP * = Acute Care CNS

Specialty 4 Neonatal Nurse Practitioner (78-81 credits)

CORE COURSES

NURS6000 Evidence Based Practice 1 (3)
NURS6001 Professional Role and Collaboration (2)
NURS6002 Health Care Delivery (2)
NURS6004 Intro to Information Technology (3)
NURS6006 Principles of Pharmacotherapy (1)
NURS6007 Advanced Pathophysiology 1 (2)
NURS6009 Introduction to Clinical Epidemiology and Population Science (1)
NURS 6772 Quality Improvement and Clinical Data Analysis (3)
NURS7500 Evidence-based Practice 2 (3)
NURS7773 Leadership and Health Care Policy (3)
NURS 6235 Neonatal Assessment and Developmental Constructs (4)
NURS 6240 Clinical Genetics (2)
NURS6975 Capstone Project (3-6)
HS5500 Mutual Respect and Cultural Competency (1)
FP MD 6100 Introduction to Biostatistics (3)
FP MD 6600 Social Context of Medicine and Public Health (3)

SPECIALTY COURSES

NURS6250 Human Embryology (2)
NURS6275 Neonatal Physiology/Pathophysiology I (4)
NURS6053 Pharmacology NNP (3)
NURS6285 Neonatal Physiology/Pathophysiology II (4)
NURS6221 Neonatal Diagnostic Reasoning Seminar I (1)
NURS6222 Neonatal Diagnostic Reasoning Seminar 2 (1)
HGEN 6600 Developmental Pathology and Genetics (3)
HGEN 6300 Perinatal Genetics (3)
NURS6290 Clinical Residency 1(2-3)
NURS6291 Clinical Residency 2 (2-3)
NURS6292 Clinical Residency 3 (10-12)
Elective 2-3

Note: Total Residency Credits = 16

Specialty 5 Nurse Midwifery/Women's Health Nurse Practitioner (75 to 78 credits)

CORE COURSES

NURS6000 Evidence Based Practice 1 (3)
NURS6001 Professional Role and Collaboration (2)
NURS6002 Health Care Delivery (2)
NURS6004 Intro to Information Technology (3)
NURS6006 Principles of Pharmacotherapy (1)
NURS6007 Advanced Pathophysiology 1 (2)
NURS6009 Introduction to Clinical Epidemiology and Population Science (1)
NURS6772 Quality Improvement and Clinical Data Analysis (3)
NURS7500 Evidence-based Practice 2 (3)
NURS7773 Leadership and Health Care Policy (3)
NURS6020 Health Assessment and Promotion (4)
NURS 6240 Clinical Genetics (2)
NURS6975 Capstone Project (3-6)
HS5500 Mutual Respect and Cultural Competency (1)
FP MD 6100 Introduction to Biostatistics (3)
FP MD 6600 Social Context of Medicine and Public Health (3)

SPECIALTY COURSES

NURS6052 NMW/WHNP Pharmacology (2)
NURS6101 Antepartum Management (2)
NURS6102 Intrapartum Management (2)
NURS6105 Postpartum / Newborn Management (2)
NURS6106 Childbearing Complications (2)
NURS6104 Intrapartum Complications (2)
NURS6115 Gynecological Management (3)
NURS6116 Well Woman Health Management (2)
NURS6601 Primary Care Adult I(3)
NURS6603 Primary Care II Adult (3)
NURS6120/NURS6103 NMW and WHNP Residency (2)
NURS6107/NURS6396 NMW and WHNP Residency (3)
NURS 6108 NMW Residency (4)
NURS 6397 WHNP Residency (2)
NURS 6398 WHNP Residency (4-5)
NURS 6110 NMW Residency (6-7)

* A total of 22 residency credits are required for dual certification.

Specialty 6 MHA/DNP Nursing Leadership and Health Care Administration (84 to 87 credits)

CORE COURSES

NURS6000 Evidence Based Practice 1 (3)
NURS6001 Professional Role and Collaboration (2)
NURS6002 Health Care Delivery (2)
NURS6004 Intro to Information Technology (3)
NURS6009 Introduction to Clinical Epidemiology and Population Science (1)
NURS6003 Program Planning and Development (3)
NURS6005 Program Management and Evaluation (3)
NURS6240 Clinical Genetics (2)
NURS 6772 Quality Improvement and Clinical Data Analysis (3)
NURS7500 Evidence-based Practice 2 (3)
NURS7773 Leadership and Health Care Policy (3)
NURS6975 Capstone Project (3-6)
HS5500 Mutual Respect and Cultural Competency (1)
FP MD 6100 Introduction to Biostatistics (3)
FP MD 6600 Social Context of Medicine and Public Health (3)

SPECIALTY COURSES

ACCTG6000 Financial Accounting (3)
ACCTG6001 Managerial Accounting (1.5)
FINAN6020 Financial Management (3)
MNGT6051 Managing and Leading in Organizations (3)
MHA6800 Current Issues in Health Care Administration (3)
ECON6190 Health Economics (3)
HEDU5100 Health Care in the US (3)
HEDU6790 Health Services Administration (3)
MNGT5650 Human Behavior in Organizations (3)
FPMD 6401 Health Policy and Managed Care (2)
MNGT 6540 Ethics of Management (1.5)
POLSCI 6230 Administrative Law (3)
NURS6777 Clinical Residency 1 (4)
NURS6778 Clinical Residency 2 (8)

Elective 2-3

Specialty 7 MPH/DNP Community and Population Health (80-83 credits)

CORE COURSES

NURS6000 Evidence Based Practice 1 (3)
NURS6001 Professional Role and Collaboration (2)
NURS6002 Health Care Delivery (2)
NURS6004 Intro to Information Technology (3)
NURS6009 Introduction to Clinical Epidemiology and Population Science (1)
NURS6003 Program Planning and Development (3)
NURS6005 Program Management and Evaluation (3)
NURS6240 Clinical Genetics (2)
NURS 6772 Quality Improvement and Clinical Data Analysis (3)
NURS7500 Evidence-based Practice 2 (3)
NURS7773 Leadership and Health Care Policy (3)
FP-MD6975/NURS6975 Capstone Project (3-6)
HS5500 Mutual Respect and Cultural Competency (1)
FP MD 6100 Introduction to Biostatistics (3)
FP MD 6600 Social Context of Medicine and Public Health (3)

SPECIALTY COURSES

FPMD6400 Public Health Administration (3)
FPMD 6401 Health Policy and Managed Care (2)
NURS6500 Health Promotion (3)
NURS6550 Issues and Roles in Community Health Nursing (2)
FPMD6500 Intro to Public Health (3)
FPMD6700 Environmental Health Problems (2)
FPMD 6340 Infectious Disease Epidemiology (3)
NURS6561 International Health Care (2)
FPMD 6501 Public Health Seminar (1)
FPMD 6960 PH practicum (6)
NURS6591 Clinical Residency 1 (4)
NURS6592 Clinical Residency 2 (4)

Brief Course Descriptions

(## = new course)

(* are also required in the MS program thus providing efficiency in use of resources)

Essential Core for BS to DNP (27 credits)

Evidence-based Practice (7)

*NURS6000 Evidence Based Practice 1 (3)

Opportunities for acquisition of knowledge and development of skills to engage in scholarly inquiry, utilize information resources, evaluate research, identify problems, and measure outcomes in the practice setting, and use research findings as a basis for clinical decision making.

NURS6009 Introduction to Clinical Epidemiology and Population Science (1) ONLINE

An introductory epidemiology course which provides an overview of epidemiologic principles and the practical application to health and health care. Students will be introduced to the concepts of rates and risk as they pertain to clinical practice. An overview of principles of screening, prevention, and disease control will be covered.

NURS7500 Evidence-based Practice 2 (3)

This course is designed to develop the ability of the advanced nurse to understand the principles of evidence-based practice in clinical care. Students will further develop skills to understand concepts of rates, risk, bias, clinical and statistical significance, and research evaluation as they pertain to clinical practice. Applications to risk assessment, screening, diagnosis, treatment choices, and prognosis in the provision of health care will be covered. Tools for developing an evidence base will be described.

Interdisciplinary Collaboration, Leadership and Health Systems (7)

##*NURS6001 Professional Role and Collaboration (2)

This course will provide a structured learning opportunity to explore, articulate and develop knowledge of self in relationship to learning style, personality, values, philosophy, and presentation of self. The course will introduce the theoretical, legal, social, and political context for advanced nursing roles. Specific role components will be explored such as consultant, practitioner, informatics specialist, clinical nurse specialist, educator, evaluator, change agent, leader, nurse executive, counselor, coach and mentor. Key theoretical and practical skills in effectively functioning in an intra-disciplinary and inter-disciplinary environment will be developed.

*NURS6002 Health Care Delivery (2)

Knowledge of today's complex health care systems gained, including health delivery models, financing, organization of health care systems, legislation impacting health care, and the role of nursing organizations in the health care arena. Role of advanced nursing practice in contemporary health care systems and theoretical foundations, including selected required management skills are analyzed.

NURS7773 Leadership and Health Care Policy (3) N7773

Exploration of leadership theory and skills needed to influence health policy and health care. Opportunities to develop expertise and skill in health policy analysis, formation, and influence are provided. The course emphasizes leadership qualities and developing oneself as a leader in health policy, health care delivery and the academic setting. Leadership theories, concepts, and leadership-based research are incorporated.

Using information Technology (3)

##*NURS6004 Intro to Information Technology (3)

Introductory graduate course in information management focusing on the theoretical basis of information and technology with an emphasis on management and processing of clinical data, information, and knowledge. The emphasis of this course is on the use of information and technology in health care and nursing practice. Structured data and processes are addressed. Information technologies use in nursing practice are explored. Issues that impact clinical practice and administrative decisions are explored.

Quality Improvement: Using and Analyzing Data to Improve Outcomes (6)

FP MD 6100 Introduction to Biostatistics (3)

Basic course in the use of statistical methods in the analysis of outcome studies and quality improvement.

NURS6772 Quality Improvement and Clinical Data Analysis (3)

Focuses on theory, methods, and tools of quality improvement. Patient care leaders are expected to support and facilitate quality improvement, reduction of waste, and lowering of costs. Students complete one defined data-based process improvement as part of course work.

Patient Centered Care (4)

FP MD 6600 Social Context of Medicine and Public Health (3)

The course will consider disease and illness within socio-cultural contexts. Emphasis will be placed on the ethical, behavioral, social, cultural, political and economic factors that influence the prevention/treatment of medical and public health problems.

*HS 5500 Mutual Respect and Cultural Competency (1)

This course addresses fundamental issues of creating accountability for understanding cultural and behavioral aspects of working in healthcare and improving communication among healthcare providers. It is designed with the ultimate goal of having an impact on disparity of care and caring within health care systems.

ADVANCED CLINICAL SPECIALTY TRACK

Basic and Applied Sciences for Advanced Practice (9)

NURS6020 Health Assessment and Promotion (3+1)

Advanced health assessment emphasizing the processes and technique of general screening and evaluating health status of asymptomatic adult clients, including risk assessment, risk reduction, and wellness promotion. Communication techniques, health maintenance protocol, and effect of support systems, personal health beliefs, and lifestyle as determinants of health status considered.

OR

NURS6235 Neonatal Assessment and Developmental Constructs (3+1)

This course provides the student with critical assessment skills to thoroughly evaluate the high-risk neonate through physical examination, gestational age, and neuro-behavioral assessment. In addition, students learn core concepts necessary to deliver developmentally supportive and culturally and family-centered advanced practice nursing care to infants and their families.

NURS6006 Principles of Pharmacotherapy (1)

Basic principles of pharmacology including pharmacokinetics and pharmacodynamics (including but not limited to drug metabolism, dose response relationships, and side effect profiles) will be presented.

NURS6240 Clinical Genetics (2)

Provides the student with knowledge of principles and application of human genetics as they apply to the health care professional.

NURS6007 Advanced Pathophysiology 1 (2)

Content emphasizes pathophysiological changes at cell-molecular receptor and systemic levels. Focuses on alterations in cell function and systemic manifestations by using selected contemporary, prevalent disease states. Key emphasis on specific pathophysiology as integrated neural, hormonal, genetic, immune, and inflammatory response. Etiologic mechanisms associated with cell deregulation and specific and nonspecific responses that combine to restore normal cell-tissue-organ function. Students enrolled for 3 credit hours receive additional instruction and work related to a particular patient population.

Organization/Community Track

Organizational and Community Core (6)

NURS6003 Program Planning and Development (3)

Focuses on assessment, planning, program/project development, and evaluation appropriate for groups, communities, and organizations. Strategic planning, decision making, and marketing analysis and strategies incorporated. Required for community health nursing majors.

NURS6005 Program Management and Evaluation (3)

Management styles and theory; human resource selection, training, and evaluation; and program and project management, administration, and evaluation explored. Financial management and legal and ethical concerns also explored and integrated.

NURS6240 Clinical Genetics (2)

Provides the student with knowledge of principles and application of human genetics as they apply to the health care professional.

NURS 6975 DNP Capstone (1 to 6)

Completion of a specific project that demonstrates synthesis of the student's work and lays the groundwork for future scholarship. The final DNP project produces a tangible and deliverable academic product that is derived from the practice immersion experience and is reviewed and evaluated by a 3 person Supervisory Committee. The final DNP product documents outcomes of the student's educational experiences, provides a measurable medium for evaluating the immersion experience, and summarizes the student's growth in knowledge and expertise. Whatever form the final DNP product takes, it will serve as a foundation for future

scholarly practice. Required seminar that includes cross-specialty, case-based presentations that become part of student portfolio.

All of the Specialty Courses will carry over from our previous MS curricula or the MHA or MPH curricula. The course descriptions can be found in the General Catalog at <http://www.acs.utah.edu/GenCatalog/1068/crsdesc/nurs.html>

Appendix C

Program Schedules: Program schedules include examples for the Master's to DNP and one for the BS to DNP.

Example of a Master's to DNP Plan of Study: 4 semesters of full-time study

TOTAL 30-36 credits	Fall 9 credits	Spring 8-9 credits	Summer 8-9 credits
	FP MD 6100 Intro to Biostatistics (3) N6004 Intro to Information Technology (3) N6240 Clinical Genetics (2) N6009 Intro to Clinical Epidemiology and Population Science (1) ONLINE	FP MD 6600 Social Context of Medicine and Public Health (3) N7500 Evidence Based Practice-2 (3) Specialty Requirement/Elective (2-3)	N6772 Quality Improvement and Clinical Data Analysis (3) N6975 Capstone (includes seminar) 3 Specialty Requirement/Elective (2-3)
	Fall 8-9 credits		
	N7773 Leadership and Health Care Policy (3) N6975 Capstone (includes seminar) (3) Specialty Requirement/Elective (2-3)		

Example of a BS to DNP Plan of Study: 9 semesters of full-time study

BS to DNP Program of Study: Family Nurse Practitioner

TOTAL 91 credits	Fall 9 credits	Spring 9 credits	Summer 9 credits
YEAR ONE 27 credits	N6020 Health Assessment and Promotion (4) N6030 Diagnostic Reasoning (2) N6004 Intro to Information Technology (3)	N6000 Evidence Based Practice 1 (3) FP MD 6600 Social Context of Medicine and Public Health (3) N6007 Advanced Pathophysiology 1 (2) N6006 Principles of Pharmacotherapy (1) ONLINE	N6002 Health Care Delivery (2) N6600 Elder Health Promotion and Assessment (2) N6050 Pharmacology (3) N6001 Professional Role and Collaboration (2)

	Fall 10credits	Spring 10 credits	Summer 11 credits
YEAR TWO 31 credits	FPMD6100 Introduction to Biostatistics(3) N6100 Childbearing/Gyn (1) N6040- Child Assessment and Diagnostic Reasoning (3) N7007 Advanced Pathophysiology 2 (3)	N6041 Common Pediatric Problems (3) N6601 Primary Care Adult (3) N6896 Clinical Residency 1 (2) N6009 Intro to Clinical Epidemiology and Population Science (1) ONLINE HS 5500 Mutual Respect and Cultural Competency (1)	N6240 Clinical Genetics (2) N6042 Complex Pediatric Problems (2) N6008 Family Development (2) N7500 Evidence-based Practice 2 (3) N6580-Issues in Rural and Underserved (2)
	Fall 10 credits	Spring 11 credits	12 credits
YEAR THREE 33 credits	N6772 Quality Improvement and Clinical Data Analysis (3) N6603 Primary Care II Adult (3) N6563 Unusual Zebra Diagnosis (2) N6897 Clinical Residency 2 (2)	N7773 Leadership and Health Care Policy (3) N6898Residency (6) N6975 Capstone (2)	Elective (2) N6898 Residency (6) N6975 Capstone (4)

Appendix D

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

Surname	First name	Credentials
Barnett	Gerrie	PhD, RNC
Beck	Susan	PhD, APRN
Bergstrom	Linda	PhD, CNM
Berry	Patricia	PhD, APRN, BC, CHPN
Brooke	Penny	J.D, MS, RN
Christian	Becky	PhD, RN
Clayton	Margaret	PhD, RN, FNP-CS
Cloyes	Kristin	PhD, MN, RN
Cole	Beth	PhD, APRN
Deneris	Angela	PhD, RN, CNM
Doig	Alexa	PhD, RN
Duffy	Mary	PhD, RN
Dyer	Jane	RN, MS, CNM, FNP, MBA
Ellington	Lee	PhD
Flattes	Valerie	APRN, MS
Gerard	Claudia	CNM
Gassert	Carole	PhD, RN, FAAN, FACMI
Groot	Jodi	PhD, APRN
Haak	Sandra	PhD, RN
Haeffele	Joanne	MS, APRN, C-FNP
Hardin	Pamela	PhD, RN
Higgins	Julie	MSN, APRN, FNP, C
Hutton	Ann	PhD, APRN
Keefe	Maureen	PhD, RN, FAAN
Kelly	Diane	DrPH, MBA, RN
Maharaj	Geeta	APRN MSN, C-PNP
Mansen	Thomas	PhD, RN
Maruri	Ann	MSN, APRN
Moezzi	Shahnaz	PhD, RN
Mooney	Kathleen	PhD, RN
Morgan	Katherine	MS, WHNP, ANP
Murphy	Patricia	DrPH, FACNM
Ortiz	Felina	MS, CNM
Pearce	Patricia	PhD, MPH, CS-FNP
Penney	Debra	MS, RN, MPH
Pepper	Ginette	PhD, RN, FAAN
Poynton	Mollie	PhD, APRN, BC
Reynolds	Mary Kaye	MS, CNM
Richardson	Stephanie	PhD, RN
Roberts	Leissa	MS, CNM

Siciliano	Paula	MSN, APRN, GNP
Smith	Jackie	PhD
Smith	Sandra	PhD, APRN
Staggers	Nancy	PhD, RN, FAAN
Sward	Katherine	MS, RN
Thomas	Celeste	MS RN CNM
Thurston	Diana	PhD, APRN
Tufts	Gillian	MS APRN
Winters	Blaine	MS, APRN
Zsohar	Helen	PhD, RN

APPENDIX E
Survey of Interest in the DNP degree
among APRN's and CNMs in Utah

The Survey below was sent out in March 2006 along with a University of Utah Faculty opportunity letter to all of the licensed Advanced Practice Nurses and Certified Nurse Midwives in the state of Utah. This information reflects interest in the post-MS Doctorate of Nursing Practice.

1036 surveys were mailed and 24 were returned unopened.

There were 261 respondents (26% response rate)

123 or 47% of the respondents would like more information about the program.

If the clinical doctorate were offered:	Percentage Overall	Number of Responses
Would return to school for the DNP	11%	30
Would not return to school for DNP	44%	115
It would depend	45%	117
Didn't respond	1%	4

157 participants (60%) replied to the following question: If you would consider returning to school to obtain a DNP, please circle any of the following that would apply	Percentage of Those Replying	Number of Responses
Think that doctoral education is more commensurate with the level of responsibility that characterizes advanced practice nursing	61%	96
Think that doctoral education would increase the APRN status	68%	106
Think the increased opportunity for clinical experience in the program would be important	69%	109
Gave an alternative answer; the most prevalent being it would help their current practice	6%	10

Appendix E continued

186 participants (71.2%) replied to the following question: <i>How do you believe you would finance your DNP education if you decided to return to school?</i>	Percentage of Those Replying	Number of Responses
Would take out loans	24%	45
Would rely on scholarships	29%	53
Would be reimbursed by their employer	30%	56
Would have enough money to pay themselves	16%	29
Could only go part time because they would have to work	41%	77
Thought they couldn't finance it	18%	33

April 9, 2007

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Southern Utah University – Master of Public Administration Effective Fall, 2007

Issue

Southern Utah University requests approval to offer a Master of Public Administration (MPA) Degree effective Fall, 2007. The Degree request was approved by the Board of Trustees September, 2006.

Background

This proposed degree is designed to provide students with the skills to manage effectively, most particularly in the public sector. The conceptual and analytical skills offered in this curriculum are seen as critical to the effective management of public agencies and programs. The proposed degree also includes applied work in several related disciplines and activities including supervised field work and applied research. As a result of this program, students should be prepared to make complex choices and implement programs and policies within difficult financial, legal, political, and organizational constraints.

The Master of Public Administration is considered a terminal degree and is generally sought by professionals entering or pursuing a career in the public or nonprofit sectors. A major research project and an internship are required as integral to the degree. The internship may be waived if the student has been employed in the public sector for more than 12 months.

This degree is designed to be compatible with the accrediting standards of the National Association of Schools of Public Affairs and Administration (NASPAA). These standards are nationally recognized and have been adopted by both Brigham Young University and the University of Utah.

Policy Issues

All USHE institutions supported the initiation of this degree. Two caveats accompanied the adoption of the proposal, however. The first is to make certain the proposed new faculty position is in place before the degree is offered. The second is to take all precautions to make certain the student numbers materialize.

Commissioner's Recommendation

The Commissioner recommends the Regents approve Southern Utah University's request to offer a Master of Public Administration Degree and recommends a report that focuses on enrollment at the conclusion of three years.

Richard E. Kendell

REK/LS
Attachment

Academic, Applied Technology and Student Success Committee
Action Item

Request to Offer a Master of Public Administration
Southern Utah University

Prepared for
Richard E. Kendell
By
Lucille Stoddard

April 11, 2007

SECTION I: The Request

Southern Utah University requests approval to offer a Master in Public Administration (MPA) degree (CIP Code: 44.0401) effective fall, 2007. This program has been approved by the institutional Board of Trustees on September 22, 2006.

SECTION II: Program Description

Complete Program Description:

The MPA will be administered in SUU's College of Humanities and Social Sciences. The program is designed to provide theoretical and practical preparation for careers in public and non-profit administration with two areas of emphasis: generalist and justice administration.

A professional degree program, the MPA includes applied work in several related disciplines: Public Administration, Communication, Management, and others. The conceptual and analytical skills developed through the MPA curriculum are critical to the effective management of public agencies and programs. Contemporary public officials are required to make complex choices and implement programs and policies within difficult financial, legal, political, and organizational constraints. More than ever, it is important that administrators be able to work with a variety of people, both within and outside the public sector. Professional education in public administration thus encompasses fiscal control, quantitative analysis, organization management, decision analysis, and a working understanding of government institutions and legal procedures.

In addition to the academic coursework, students may gain important experience in supervised field work and applied research, while a choice of emphases within the curriculum makes it possible to pursue intensive training in a specific subfield of public administration. MPA graduates will be uniquely prepared to understand the responsibility and accept the challenge of managing in the public sector.

The MPA is considered a terminal degree frequently sought by professionals entering or pursuing a career in the public or nonprofit sectors. SUU will require students to complete 36 graduate credit hours while maintaining a minimum 3.2 GPA to earn the degree. Students can complete the degree by enrolling full-time for two years. Graduate hours are divided between required core courses (18 hours) and emphasis courses (15 hours). Students must complete a major research project (MRP) and an internship. The MRP can be completed during the capstone or other courses and the internship may be waived if the student has been employed in public sector for more than 12 months. Initially courses will be offered on the SUU campus only. Beginning in the second year at least one course per semester will be offered online. The Department of Political Science and Criminal Justice anticipates that within five years most, if not all, of the MPA courses will be offered on campus and online.

Accreditation

The MPA program is expected to be accredited by the National Association of Schools of Public Affairs and Administration (NASPAA). The standards set forth by NASPAA have been adopted and implemented by

institutions throughout the US including the University of Utah and Brigham Young University. The NASPAA standards were used as a roadmap when creating SUU's program. SUU's MPA program can apply to NASPAA for accreditation after four years of course delivery.

The MPA curriculum conforms to NASPAA guidelines and standards. The curriculum is designed to prepare students for professional leadership in public service. In combination the core and elective courses will result in professionals capable of intelligent, creative problem solving and action in the public sector. The core curriculum is also expected to enhance the student's values, knowledge and skills to act ethically and effectively while the elective curriculum prepares the student in a specialized area. The entire curriculum may be found in Table 1.

Core Curriculum

The core curriculum consists of 18 hours that develop a knowledgeable and skilled public manager. Core course topics include:

- human resource management
- budgeting and financial processes
- information management, technology applications and policies
- decision making and problem solving
- application of quantitative and qualitative techniques of analysis
- policy and program formulation, implementation, and evaluation
- political and legal institutions and processes
- economic and social institutions and processes
- organization and management concepts and behaviors

It is important to note that these *topics* conform to the NASPAA standards and guidelines. NASPAA does not prescribe specific courses nor do they require equal time be spent on each area. The core courses proposed by SUU include all the above topics. For a complete list of course descriptions see Appendix 1 – Description of Curriculum.

Emphasis Courses

In addition to the 18 hours of core courses, students must enroll in 15 hours of emphasis courses. The emphasis courses, or 'track' curricula, allow students to specialize in various subfields. SUU proposes to offer two tracks – Generalist and Justice Administration. Along with the classes offered through PolscJ students will have a selection of classes that currently exist in the Masters of Education, Masters of Professional Communication, Masters in Business Administration and Masters in Fine Arts programs. This breadth of class selection allows SUU to better use faculty and courses already in place

The Generalist track is designed to broaden and strengthen advanced management skills in areas such as communication or state and local government. Generalist track students can enroll in graduate courses offered within PolscJ as well as other approved graduate courses offered throughout SUU. Generalist courses should be carefully selected so that they are closely related to the student's professional interests. The Generalist track may be developed in two ways. First, students may select all elective courses from an established list of approved Generalist courses. Alternatively, students may select a minimum of two

courses from the approved list and propose as many as three graduate courses from outside the approved list. The MPA Program Director must approve alternative courses prior to the student's enrollment in the class.

The Justice Administration (JA) track also requires 15 credit hours and is designed for students who want advanced skills specific to criminal justice administration. Graduate JA track courses will be offered primarily by the Department of Political Science and Criminal Justice. However, students may propose as many as two substitute courses. These courses must be approved by the Director prior to enrollment.

One of the Justice Administration track courses may be applied toward the Generalist track. One from the Generalist track may apply to the Justice Administration Track.

Major Research Project Requirement

TABLE 1: CORE AND EMPHASIS COURSES

DEGREE PROGRAM	CORE COURSES		
MPA	PADM 6000	Administrative Theory	3
	PADM 6100	Public Human Resource Mgmt	3
	PADM 6200	Public Budgeting and Finance	3
	PADM 6300	Administrative Law	3
	PADM 6400	Research Methods for Public Administration	3
	PADM 6500	Capstone in Public Administration	3
	PADM 6550	Internship	3
	PADM 6900	Thesis (option)	3 - 6

GENERALIST TRACK COURSE LIST

MPA	PADM 6600	Practice of Public Management	3
	PADM 6610	Public Policy Analysis	3
	PADM 6620	Public Adm & Ethics	3
	PADM 6630	State and Local Govt Adm	3
	PADM 6640	Constitutional Law	3
M.Ed	EDUC 6740	School Law	3
M.A. Communication	COMM 6110	Seminar in Interpersonal Communication	3
	COMM 6120	Seminar in Organizational Communication	3
	COMM 6300	Media Ethics and Moral Reasoning	3
M.F.A.	AA 6010	Principles of Arts Administration	3
	AA 7100	Board Relations	3
M.B.A.	MGMT 6100	Advanced Organizational Issues	3
	MGMT 6300	Human Resource Management & Law	3
	MGMT 6400	Strategic Analysis	3

JUSTICE ADMINISTRATION TRACK COURSE LIST

PADM 6700	Organization & Adm at the CJ Agency	3
PADM 6710	Community Policing Administration	3
PADM 6720	Criminal Justice Policy	3
PADM 6730	Criminal Justice Planning & Evaluation	3
PADM 6740	Juvenile Justice: Issues in Policy & Practice	3

All students are expected to complete a major research project (MRP). Students must successfully complete PADM 6400, Research Methods for Public Administration before beginning their MRP. Students are encouraged to write the MRP in conjunction with another graduate level class. Students must discuss their intent to write the MRP with the course instructor within the first two classes of the semester in which it will be completed. A proposal must be presented and approved. The final paper must be signed by the instructor of record and submitted to the MPA office

Students must meet the following minimum criteria for completing the MRP:

- Receive a B or better to satisfy the MRP requirement.
- Produce a paper approximately 20 – 25 pages in length that includes previously published research relevant to the topic.
- Select a topic that addresses the application of research to public or nonprofit administrative, organizational, or policy contexts.
- Include the student's assessment or analysis of the research and contending issues; adopt and defend a position with those issues.
- Use and report a bibliography that offers research or literature that demonstrates scholarly coverage of the topic.

Thesis Option

Students who intend to pursue doctoral level degrees may select a thesis option to replace the major research paper. The thesis option requires a minimum of six additional credit hours and results in a research project equal to a master's level thesis. The thesis must be supervised by a committee of two full-time faculty members within the Department and one member from outside the Department who has academic and practitioner credentials. The outside member must be approved by the MPA Director. Students must complete an oral defense of the paper.

Once formed, the committee will provide guidance on the entire research process. The committee will approve the research design, provide feedback on the draft results and approve the final research report. The research topic should be directly related to the student's place of employment, career, or education goals, and must meet research standards established by the MPA Program and the committee. All committee members must approve the final research paper. An oral presentation or defense is optional.

Internship

Students who have not been employed for at least twelve (12) months in the public sector are required to complete 3 credit hours of internship as part of the track coursework. The internship must be full-time for one semester with a public sector, nonprofit or other organization that is approved by the MPA Program Director. Although it would be desirable, the student does not have to be paid for such an internship. The MPA Program Director will lead the placement effort but is not obligated to place the student. Students are expected to independently seek out internship opportunities. The student, employer and MPA Director must reach agreement on the student's responsibilities and performance expectations during the internship. Students must receive a satisfactory performance evaluation from the employer to receive a passing grade.

Students may request a waiver of the internship requirement. Students must demonstrate successful

employment for a minimum of 12 months with a public or nonprofit organization. A written request must be submitted and approved by the MPA Director and a written approval granted to the student.

No comprehensive exam is required.

The MPA program is expected to be accredited by the National Association of Schools of Public Affairs and Administration (NASPAA). The standards set forth by NASPAA have been adopted and implemented by institutions throughout the US including the University of Utah and Brigham Young University. The NASPAA standards were used as a roadmap when creating SUU's program. SUU's MPA program can apply to NASPAA for accreditation after four years of course delivery.

Purpose of the Degree:

The purpose of the MPA program is to offer graduates the knowledge of values, roles, skills, and practices that will help them become competent professionals capable of ethical, intelligent, and creative leadership in the public service. The MPA program's goals and outcomes for graduates reflect NASPAA's Code of Good Practice: (www.naspaa.org/codeofgoodpractice).

- Stress the study of how values from political (constitutional and legal), philosophic, and religious traditions, guide the actions of successful public administrators.
- Offer an interdisciplinary curriculum featuring the integration of knowledge from sociology, political science, economics, psychology, communication, history, philosophy, and statistics.
- Nurture a sense of service to community
 - By featuring the study of successful public administrators as roles models.
 - by exploring the traditions and approaches in public administration theory
- Emphasize the importance of practical experience
 - by discussing case studies of public administration in practice.
 - by using simulations and other exercises to use knowledge in the safe environment of the classroom.
 - by stressing the need for work experience in the application of public administration knowledge
 - by requiring an internship for students lacking such experience.

Institutional Readiness:

Southern Utah University is well prepared to add the MPA degree to its graduate programs. The University possesses the faculty, staff, library, and other resources to support the program. These resources are described in this document.

Faculty:

SUU has identified five full-time faculty members within the Department of Political Science and Criminal Justice who will have primary responsibility for the MPA program. Four of the five are currently employed

by SUU. The fifth one will join as a full-time faculty member beginning fall 2007. The faculty is listed below in alphabetical order.

Core MPA Faculty

Assistant Professor (tenure track) **Carl Franklin** holds a Baccalaureate degree in Political Science with an emphasis in Law Enforcement Administration and a Jurist Doctor degree from the University of Oklahoma. He has published six books, more than twenty research articles, and more than thirty professional articles. He is a member of the Academy of Criminal Justice Sciences, the American Academy of Forensic Sciences, the American Society of Criminology, and the International Association of Law Enforcement Trainers. He served as a police officer for more than twelve years, a clerk to the Oklahoma Supreme Court, a prosecutor, and later a private attorney as a named partner in a firm of 15 attorneys. Professor Franklin currently serves as the Chair of SUU's MPA Committee. After approval of the MPA program he will serve on the MPA governance board and will regularly teach MPA core and elective courses. His vitae may be found in Appendix 2 – Faculty Vitae.

Assistant Professor (tenure track) **John Howell** holds a PhD in Political Science from Louisiana State University and an MPA degree from the University of Texas, Austin, TX. He has over 10 years of teaching experience at various institutions in Louisiana. He is well suited to teach in SUU's MPA program because he has already taught graduate courses in public administration, public policy, and research methods. Dr. Howell also has an impressive scholarly record that includes numerous presentations at the Southwest Political Science Association conferences. He has published in the Western Journal of Black Studies and the Southern University Law Digest. And, Dr. Howell has served as a reviewer for Longman Publishers and contributing editor for Understanding American Government. His vitae may be found in Appendix 2 – Faculty Vitae.

Associate Professor (tenure track) **Wayne Johnston** holds a Ph.D. of Public Administration and a Master of Science in Justice Studies from Arizona State University. He has over 30 years of practical and academic experience that he brings to the classroom environment. Dr. Johnston has taught numerous graduate and undergraduate courses in criminal justice administration and public policy through on-campus and online courses. He joins the SUU faculty beginning fall 2007 and offers a broad range of scholarly work and hands-on experience to SUU students.

Assistant Professor (tenure track) **Pat Keehley** holds a Ph.D. of Public Administration from the University of Georgia and an MPA from the University of South Florida. She previously served as Director of Public Administration Education for the University of Utah which included both the traditional and executive MPA programs and an undergraduate certificate program. She has over 23 years of experience working for all levels of government and has served on the Summit County School Board in Breckenridge, Colorado, and Cedar City Planning Commission, Utah. She is lead author of her book "Benchmarking for Best Practices in the Public Sector," and anticipates a second edition will be published in spring 2008. She currently serves on the MPA Committee and is the designated Director of the MPA program after approval. Her vitae may be found in Appendix 2 – Faculty Vitae.

Assistant Professor (tenure track) **Dan Pontzer** joined the faculty in fall 2006. He has completed his dissertation and expects to defend it no later than April 2007 and will receive a Ph.D. from Indiana University of Pennsylvania. Several department faculty have reviewed the dissertation and anticipate a

successful defense. Mr. Pontzer has previously taught criminal justice undergraduate courses and is scheduled to teach graduate classes in the Masters of Science in Forensic Sciences fall 2007. His vitae may be found in Appendix 2 – Faculty Vitae.

In addition to the five core faculty described above, the MPA faculty will include two other members of SUU's full-time faculty. First, **Dean Rodney D. Decker**, College of Humanities and Social Science holds a Ph.D. in Political Science and has taught undergraduate and graduate public administration classes. He is likely to teach Generalist Track courses such as PADM 6630: State and Local Government or PADM 6620: Public Administration and Ethics. Second, Southern Utah University recently hired **Dr. Michael Benson** as President. He was granted tenure as Professor in the Department of Political Science and Criminal Justice and has expressed a strong interest in teaching one class per semester. The Dean and President Benson will add breadth and depth to faculty who teach in the MPA program and bring important administrative attention to the MPA students and activities. Vita for Professors Decker and Benson can be found in Appendix 2 – Faculty Vitae.

Schedule

As part of faculty preparedness we developed a draft course delivery schedule for the first two academic years. This schedule demonstrates that all of the core and Generalist and Justice Administration emphasis courses can be offered at least one time during the two years, thus enabling full time students to earn the degree within two calendar years. The delivery schedule assumes each of the core faculty teach at least one MPA class each semester. The draft schedule can be found in Appendix 3 – Schedule of Classes and Faculty.

MPA Governance

All five SUU faculty members within the Department of Political Science and Criminal Justice will serve on the MPA Governing Board. One of the five will serve as MPA Program Director and Chair of the Governing Board. An additional SUU full-time faculty member from outside the Department who teaches in the MPA or related graduate programs will also serve on the Board. Hence, the Board will meet the NASPAA requirement of a core nucleus of five full-time SUU faculty. NASPAA standards do not require faculty to be dedicated full time to the MPA degree, and as such the five faculty members will share time between undergraduate and graduate duties. The faculty will actively teach MPA courses and conduct research in related fields.

In addition to the faculty nucleus the Governing Board will include at least three members of the community outside SUU and a student representative. The faculty nucleus will establish criteria for other Board members and ensure they regularly participate in meetings. The additional Board members and student representative will provide important practitioner involvement as well as comments and feedback on the MPA program policies and procedures that are required by NASPAA.

Staff:

Adequate staff exist within the College of Humanities and Social Sciences to operate the proposed program. Additional support will be provided by student assistants, and student hourly workers.

Library and Information Resources:

The resources available through the Gerald R. Sherratt Library and the Michael O. Leavitt Center for Politics and Public Service seem adequate to meet the needs of the new MPA program.

The Gerald R. Sherratt Library, a 10.4 million, 82,418 square foot, state-of-the-art facility was opened in 1995. Linked to other libraries throughout the United States and world, the library provides materials and services to support the university curriculum in bringing students, faculty, libraries, and technology together. The online catalog and computer bibliographic indexes provide instant access to the library's collections and to additional resources worldwide.

The Library's Information Commons houses over 100 computer workstations where students may seek reference assistance, access the library's collections online, or consult electronic databases using the library's integrated system. An optical fiber network operates within the building and connects the campus to approximately 11,000 periodicals, many of them full-text, which complement the in-house periodical collection of 1,000 titles. The library offers interlibrary loan service using a network of more than 3,000 participating libraries throughout the nation. This service provides patrons with journal articles not available at SUU.

Housed on the top two floors of the library are the book collections of 245,000 volumes. The Main Collection, on the second level, supports the curriculum in a variety of academic fields. Federal and state government documents are available for all citizens in the Main Collection and online. The library's media/curriculum collection includes videotapes, recordings, pictures, CDs, books on tape, charts, maps, models, and current school curriculum materials.

The Michael O. Leavitt Center for Politics & Public Service, located in the Sharwan Smith Center at Southern Utah University, provides an important service on campus as an interdisciplinary hub for leadership opportunities, citizenship education, public and humanitarian service, and public policy research.

The Leavitt Center is a non-partisan, interdisciplinary organization dedicated to preparing students to serve as responsible and educated leaders in a democratic society. The Michael O. Leavitt Collection, in the special collections in the Garden Level of the Gerald R. Sherratt Library opened in March of 2006 as part of SUU's Founders' Day Celebration.

The Leavitt Collection contains artifacts and documents from Michael O. Leavitt's service as governor of Utah. Secretary Leavitt's service as governor, spanning the close of the last century and the beginning of the new millennium, offers unique insight into Utah's modern history and stresses the importance of the governor's office generally.

As "a non-partisan, interdisciplinary organization dedicated to preparing students to serve as responsible and educated leaders in a democratic society," the Public Policy Issues Database works to provide detailed background and up-to-date information on pressing public issues and the organizations that shape the policy to deal with them.

Organized into campus, city, state, national and international organizations and issues, the database is a concerted effort to help students fully explore public policy issues.

The Michael O. Leavitt Online Archive, a future part of the Leavitt Collection, will make the materials and information of this momentous time in history available worldwide.

Admission Requirements

The program's admission requirements will be consistent with standards established by NASPAA's Code of Good Practice. Admission shall be limited to applicants showing good potential for success in professional graduate study and public service. Admission standards include several of the following factors about each applicant: (a) performance on the aptitude part of the Graduate Record Exam or the Graduate Management Admissions Test, or equivalent tests; (b) undergraduate grade point average and trend of grades; (c) rank in graduating class; and (d) biographical and career interest data and essays; and (e) evaluation of the quality of professional experience. These admissions standards recognize the need for different measures to establish the criteria of excellence between pre-service and in-service students. Final judgment on admission will be based on a combination of several of the above indicators rather than on a single criterion in order to increase the quality of professional personnel entering the public service. Specific admissions requirements include:

- A 4-year undergraduate degree from an accredited university or college.
- Three letters of reference that address the applicant's potential for success in the proposed graduate degree program.
- A minimum undergraduate GPA of 3.2.,
- An acceptable score on either the GRE, GSAT, or LSAT will be required.
- International applicants from non-English-speaking countries must demonstrate competency in the English language. A minimum score of (550: Paper based test, 213: Computer based test, or 79: Internet based test) on the Test of English as a Foreign Language (TOEFL) taken within past two years satisfies this requirement.
- An Interview and a written statement addressing personal goals and qualifications related to the program.

Student Advisement

All graduate faculty members will be responsible for advising graduate students. MPA students will be assigned a faculty advisor/mentor upon admission. Students will meet with their faculty advisor at least once each semester to discuss the student's academic plan, practicum experience, and career goals.

Justification for the Number of Credits

The NASPAA requires MPA programs to include specific content in their curricula. Consequently, accredited MPA programs are often very similar with respect to core courses offered and credit hours

required for graduation. The proposed 36 credit hour program is similar to other accredited MPA programs. Graduate hours are divided between required core courses (18 hours) and emphasis courses (15 hours). Students must complete a major research project (MRP) and an internship.

External Review and Accreditation:

No in-state or out-of-state external consultants were involved in development of the proposed program.

The MPA program will seek accreditation by the National Association of Schools of Public Affairs and Administration (NASPAA). NASPAA standards were followed in initial program planning and form the basis for the program's curriculum.

Projected Enrollment:

Based primarily on surveys conducted by the Department of Political Science and Criminal Justice, a projected enrollment of 25 FTE students is anticipated for the first year of operation of the new program. The total number of students is expected to grow to 35 by the fourth year of operation. Projected enrollment for the first five years is detailed in the table below.

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
FTE Students	25	28	32	35	35

Expansion of Existing Program

This is a new program. It is not an extension or expansion of an existing program.

SECTION III: Need

Program Need:

During our pre-program research we visited with Dean Steve Ott and Program Director, Rick Green at the University of Utah. Based on their experience and knowledge of the field they suggested a current, strong need for an MPA program in southern Utah; and they suggested SUU is best situated to serve that need.

Additionally, SUU is surrounded by hectares of publicly held lands and dozens of federal, state and local entities. Each entity has an ongoing need for professional and well-educated administrators. SUU's geographic location and current academic culture, combined with the MPA program, will help create a strong partnership among the various institutions. The ensuring partnerships will allow SUU to draw from the pool of senior administrators to help educate and develop the next generation of government leaders.

Market Demand

The Masters of Public Administration degree is a highly marketable degree evidenced by three points. First, MPA committee members surveyed government professionals and elected officials in the region to determine 1) their personal views of the degree and 2) whether they would hire someone with the MPA degree. The survey revealed a very strong support system from the community and industries likely to employ MPA graduates. We have attached several letters and comments which are representative of this support as Appendix 4. Without exception these highly placed professionals have encouraged SUU to offer an MPA degree. For example, one of our strongest community leaders and former President of SUU, Mayor Gerald Sherratt has said that the MPA degree program "is greatly needed by the cities and towns of southern Utah." He suggests over 20 percent of the local workforce in southern Utah is associated with governments. The area is growing quickly and therefore the demand for advanced education and training will only increase.

The Cedar City Chief of Police shares the Mayor's opinion. Chief Allison holds an MPA degree from BYU. He says, "In order to effectively administer the police organization and give the quality of service our citizens deserve and expect I believe that it is imperative that the administrator have an advanced degree in public administration.

A Masters of Public Administration program is urgently needed in Southern Utah to prepare the next generation of law enforcement administrators."

Second, the degree is currently accredited and offered by over 125 institutions throughout the US and the list is growing. As deficits grow and the demand for public services increases the pressure on public managers also increases. The MPA degree educates public managers in both traditional and innovative methods for operating our government organizations. The nationwide trends will increase the demand for MPA educated public servants.

Third, the MPA degree is a formal requirement for many advanced positions in government management. For example, the US Government Accountability Office requires an MPA degree for advanced entry-level Program Evaluators. The degree is an informal requirement for career advancement because it gives the candidate a competitive edge over those that do not have an MPA. The degree is also a prerequisite for those who want to be competitive in the area of municipal administration. For example, Cedar City recently announced and recruited for a City Manager. Although the degree was not a requirement, of the 54 applications received, approximately 82% (44) held MPA degrees.

An increasing number of accredited MPA programs throughout the US are offered online. Although a full market analysis of online MPA programs has not been undertaken we offer several points that suggest SUU MPA courses should be available online. First, SUU has successfully implemented other graduate programs online. For example, online enrollments in SUU's M.Ed program currently exceed 1800. Second, the MPA is not available online at the U of U. Therefore, SUU's MPA courses will be the first available to areas throughout the state.

Recent research indicates a strong job market in local government, followed by the state and federal governments. For those students not already employed in the public or nonprofit sectors the local government job market appears promising. Along with other municipal and county governments nationwide, our local governments in southern Utah are expanding to meet the demands of new residents and businesses. Those governments will therefore need more knowledgeable, skilled employees and will find our MPA graduates competitive candidates for career positions. Additionally, our MPA graduates will be attractive to public or nonprofit organizations throughout the Nevada, Arizona, and New Mexico regions.

Student Demand

The student demand for an MPA degree can be illustrated three ways. First, as part of our original proposal for a Master of Public Policy Administration degree we conducted a student survey that showed a very high level of interest in a graduate degree of this type. This is important because both the Public Policy and Public Administration degrees are useful for candidates entering public sector management. Although the exact degree requirements have slightly changed we believe the two degrees are similar enough that the survey results still apply.

An overwhelming majority of students in the survey expressed interest in the program. More than eighty percent (82%, N=168) of students surveyed expressed a “very strong” interest in the program. Of the total surveyed the number remains impressive as we consider those who are interested from outside the state (76%, N=53) and in-state students (83%, N=115).

As noted above, the appeal to students was not limited to only those studying in undergraduate fields related to public policy. Among majors outside the related field we found that almost half (47%, N=95) said they would be interested in an advanced degree of this type. Likewise, an equal percentage of in-state and out-of-state students were interested in the program (46% of in-state non-majors and 48% of out-of-state non-majors).

While the numbers of students expressing very strong interest in the program is impressive the more impressive numbers come from those who are committed to an SUU program. Eighty-two percent (82%) of students identified SUU’s degree as the priority if they considered a graduate program. More importantly, thirty-nine percent (39%) of those surveyed said that they would only consider SUU for their graduate degree, even if similar programs in the state already existed.

Of those who expressed an interest it is noteworthy that an astonishing ninety-three percent (93%, N=89) indicated that SUU’s degree would be the only choice they would make for graduate education. A similar number is seen among SUU’s criminal justice students where ninety-three percent (93%, N=115) would consider only SUU’s degree. This trend is also seen among political science (57%, N=11), sociology (69%, N=24), and other disciplines (57%, N=37).

Additional market research has shown similar trends among students from other disciplines and among all levels of students. Common comments received along with the survey instruments include the following:

“SUU would be my only choice for a master’s program. My current employment would not allow for other areas.”

"This program would add greatly to the appeal of SUU for those seeking graduate programs."

"I want this here!"

"I will not go somewhere else to study for a master's."

"Make it happen, now!"

"I would love SUU to have this type of Master's program. I know the school, professors, and town. I would love to stay here."

Most importantly, as part of updating this proposal we surveyed students using a pre-registration form to gauge continued student interest in enrolling in the MPA program. Of the 14 who indicated they would like to apply for SUU's MPA program, approximately ½ are current students and ½ are not currently attending SUU. All but one indicated a desire to start as early as fall 2006, but would consider a fall 2007 start date if the program were not available until then.

SUU anticipates a strong market for online MPA courses. An increasing number of NASPAA accredited institutions across the country are now offering the MPA degree or a graduate certificate in MPA through online courses. The Department plans to begin offering online MPA courses in the second year in order to tap a market that is currently unmet in Utah or surrounding areas. The closest online MPA program is located in Denver, CO.

Similar Programs:

MPA Programs Within USHE

Only one institution in the Utah System of Higher Education (USHE) currently offers an MPA degree – University of Utah (U of U). SUU's program will closely parallel the U of U program in core and elective curricula and in admission requirements. More importantly, SUU will design and implement the MPA program according to NASPAA standards which already have been adopted by the University of Utah and many other institutions throughout the US. Hence, through the SUU program USHE will broaden graduate opportunities in the southern half of Utah while ensuring the new program will be comparable to the high quality, well established, MPA programs in existence.

Throughout the US the typical student seeking the MPA degree is already employed full-time in the public sector. SUU anticipates most of its students will also be in-service or already employed. It is virtually impossible for these students to leave their employment to enroll in institutions that are located outside the southern Utah area. While excellent programs do exist to service the northern half of the state, students in southern Utah find it harder to secure masters level education without giving up their jobs and moving away from the region.

Collaboration with and Impact on Other USHE Institutions:

SUU faculty consulted extensively with the University of Utah about the possibility of offering an MPA at SUU. The SUU MPA committee was advised that very few U of U MPA students are from southern Utah; our program would not draw students away from U of U. Moreover, in our discussions the U of U administrators indicated a strong belief that offering an MPA degree through SUU would be appropriate and timely. They recognize that the demand exists in southern Utah and they are unable to meet that demand due to their location. Finally, the U of U advisors recognize the recent and anticipated growth in southern Utah and believe it will lead to a broad and adequate student base and wide community support.

SUU and Dixie State College

The Department of Political Science and Criminal Justice at SUU is partnering with Dixie State College in St. George to offer a wider variety of undergraduate criminal justice classes. Beginning fall 2007 SUU faculty will travel to St. George to deliver classes on the Dixie campus. This partnership is expected to expand the number of students majoring in Criminal Justice, thereby increasing the number of students who may be interested in the MPA program. If a strong student interest develops and the administrative aspects can be agreed upon, SUU is very amenable to offering MPA classes on the Dixie campus.

Online Options for MPA Students

SUU administrators have a strong commitment to offering the MPA courses online. No public institution in Utah, Nevada, Arizona, or New Mexico currently offers online MPA courses. Given the geographic dispersion of the population in the four state area we believe online courses offered through SUU will greatly enhance the opportunity for students to earn an MPA degree. The online option will be available to students beginning the second year of the MPA's inception.

Benefits:

SUU and the southern Utah community will benefit from the MPA program in three ways. First, through the MPA SUU will develop knowledge and skills in public servants currently employed in the area. In their professional positions our students will be better prepared to plan for the future and make decisions on a day-to-day basis. This strategic and tactical capability will be returned to SUU through thoughtful, well-managed growth in southern Utah. SUU will benefit from a successful surrounding community.

Second, SUU is the fastest growing institution in the state. The number of SUU students expecting to pursue an education beyond the baccalaureate degree is increasing. Yet, not all of these students are free to relocate to other campuses in pursuit of a graduate degree. The MPA degree will help SUU meet the demand for graduate programs.

Graduate level study promotes research and contribution to the professional and academic fields. Also, graduate teaching keeps faculty on the cutting edge of their discipline. Ultimately, the MPA program will result in stronger teaching at the undergraduate level.

Consistency with Institutional Mission:

According to the Regents' Policy R312 adopted May of 2003, Southern Utah University is a Type II institution within the Utah system. Type II institutions offer a wide range of associate and baccalaureate programs and are committed to graduate education through master's level programs.

The primary mission of Southern Utah University is to serve as a comprehensive regional university fostering a lifelong love of learning and academic excellence. The mission is also to instill ethics and values, and to honor thought in all its finest forms. Another component of SUU's mission is to provide selected graduate professional degrees. The MPA is considered a terminal degree for professional public servants. Through the MPA, SUU will provide graduates and practitioners the opportunity to continue their education without the expectation of pursuing a doctoral program.

Southern Utah University is a regional institution that serves not only southern Utah but also Arizona, Nevada, and southern California. This degree program will help the university to meet the goals and mission in serving this region.

SECTION IV: Program and Student Assessment

Program Assessment:

The MPA program at Southern Utah University seeks to contribute to the improvement of public service through the pursuit of several major goals:

- To provide an academic experience emphasizing critical analysis concerning the theoretical context of public administration in democratic government.
- To contribute to the development of the highest ethical and professional standards in public administration.
- To graduate well prepared professional public administrators, providing leadership for the next generation of public servants in South Texas.
- To increase access to professional administrative skills and public sector leadership positions for underrepresented groups.

This assessment plan for the Master of Public Affairs program is based on measurement of the student learning outcomes dictated by the program goals and objectives. It is designed to assess student competence in specific areas.

The plan is three tiered. First, each course is assessed using course imbedded assessments designed to determine the mastery of individual course material. Second, graduates are required to complete a Major Research Project (MRP) which will be reviewed by a panel prior to graduation to determine growth in the

program and evidence of competence in program content. Finally, students who have not been employed for at least twelve months in the public sector are required to complete a 3 credit hour internship as part of the track coursework. Students must receive a satisfactory performance evaluation from his/her program supervisor and employer to receive a passing grade.

Description of the Plan

Multiple measures are incorporated in each course to ensure that the assessment of program graduates correctly measures their competence relative to the various standards. These measures include case study analysis reports, research projects, reports, field experiences (where practical), and examinations.

In some instances, there will be outside evaluation for students in a practicum or internship experience under the supervision of a practicing administrator.

The Master in Public Administration program will be evaluated qualitatively. Each student will evaluate each course every term. The results will be returned to the instructor and to the Director, to become part of the formative information for course revision. Teaching is a high priority at SUU. Instructors are expected to model best practices. In addition, each alumnus will be surveyed the first two years after graduation to determine if the program met his/her expectations and employment needs.

Characteristics of the Assessment Plan

The components of this Assessment Plan fit the “Characteristics of a Program to Assess Student Academic Achievement” set forth by the Commission on Institutions of Higher Education (1991).

- **Flows from the institution’s mission.**
In particular, this program specifically relates to the commitment to serve the various SUU constituencies with an emphasis on professionalism in its degree programs.
- **Has a conceptual framework.**
The framework of this Plan is focused on the standards and competencies specified by the program. The goals and objectives are the implementation of the framework.
- **Has faculty ownership/responsibility.**
This Assessment Plan has been developed through collaboration among the departmental faculty the Director of the MPA program. It will be periodically reviewed by program faculty.
- **Has institution-wide support.**
This Assessment Plan is consistent with SUU’s approved Institutional Assessment Plan and will be reviewed by the Assessment Committee. Faculty and administration input will be an ongoing part of the assessment process.
- **Uses multiple measures.**
A variety of measures, both quantitative and qualitative, will be used to assess the overall program.
- **Provides feedback to students, faculty, and the larger institution.**
Feedback is a natural part of each course’s content. Feedback for students is provided by grades,

annotations and verbal comments. The faculty will be provided feedback through regular student evaluations, and graduate surveys. The institution will receive information from student evaluations and graduate surveys.

- **Is cost effective.**
Course-embedded activities and instruments represent the heart of the plan. Minimal cost will be incurred to distribute student evaluations and graduate surveys.
- **Does not restrict or inhibit goals of access, equity, and diversity established by the institution.**
The Mission Statement and the goals of the program clearly state the desire to be inclusive and available to working practitioners.
- **Leads to improvement.**
The purpose of this Assessment Plan is to systematically identify areas of strength and areas that need improvement. The assessment tools will be evaluated at least annually and the formative evaluation will be used to improve the program.
- **Includes a process for evaluating the assessment program.**
Assessment tools will be evaluated to determine if they are providing the information needed. Student and faculty feedback will help determine the effectiveness of the evaluation plan, as well as the effectiveness of the program. Changes will be made as evaluation indicates. The review of instruments will be conducted at least annually to allow necessary refinement of the program.

Assessment Instruments

- **Performance in Courses.**
Students will be assessed on their achievement in case study analysis reports, research projects, oral reports, field experiences, and comprehensive examinations. The criteria for grading are based on the GOALS and OBJECTIVES of the program.
- **Outside Evaluators.**
Some students in the MPA program are required to have an internship or practicum experience under the supervision of an administrator. The supervising administrator will complete an evaluation of student performance.
- **Major Research Project (MRP)**
All students are expected to complete a major research project (MRP). Students must successfully complete PADM 6400, Research Methods for Public Administration before beginning their MRP. Students are encouraged to write the MRP in conjunction with another graduate level class. Students must discuss their intent to write the MRP with the course instructor within the first two classes of the semester in which it will be completed. A proposal must be presented and approved. The final paper must be signed by the instructor of record and submitted to the MPA office

Student Course Evaluations.

Each student evaluates each course every term. The anonymous results are returned to the instructor and to the Director, to become part of the formative information for course revision.

Alumni Surveys.

In the first two years after graduation, each alumnus will be surveyed to determine if the program met his/her expectations and employment needs.

Expected Standards of Performance:

The overall intent of the MPA program is to guide the student through a course of study, which is related to program goals and objectives, while developing leadership skills based upon experience, knowledge and research.

The graduate is expected to follow a rigorous course of study, exemplify quality academic work and develop a Major Research Project worthy of a professional. SUU is interested in the pragmatic business of running a school, business or agency but equally interested in producing students who have superior academic preparation and who will continue in graduate work as well as research.

The curricular content of the program is designed to provide graduates with a basic understanding of and ability to deal with:

- Role of public work systems in economic and social development, including the relationship with local, regional, and national planning.
- Political, economic, financial, social, and administrative factors contributing to public works capital development, including technical planning and assessment.
- Project planning, design, evaluation, and management, including contracting for project development and implementation.
- Policy and program planning and implementation in selected fields, e.g., water, resources, transportation, solid waste and other public works activities, including both historical and contemporary perspectives.
- Public works organizational alternatives and management systems, strategies, leadership and participatory approaches.
- Special requirements in human resource mobilization, personnel management, labor relations, collective bargaining, training, and development in the public works sector.
- Public works budgeting, finance, bonding, user fees, special assessment, and reporting.
- Public works productivity, techniques including technology transfer, management methods, and motivation of personnel.
- Contracting for planning studies, design, construction, operation, and services from the private sector or other governments.

- Public works applications of management science, including benefit-cost, cost-effectiveness, allocation models, decision- theory, queuing theory, simulation, etc.
- Environmental assessment, urban growth, policy, land use planning, facility location, and physical resources utilization.
- Legal processes and issues in public works.

Specific learning outcomes for the program include:

1. Graduates of the program will demonstrate competence in the knowledge and skills necessary for successful career development, personal growth, and service to society.
2. Graduates of the program will demonstrate an understanding of the interdependence of theory and practice by involving both academicians and practitioners in the program.
3. Graduates of the program will demonstrate an awareness of the complex nature and ambiguity of most contemporary public problems and the pluralism underlying their solution.
4. Graduates of the program will demonstrate an understanding of the interrelationship of the social, political, and economic areas of public affairs to encourage the development of broader perspectives in defining and addressing managerial problems.
5. Graduates of the program will demonstrate an understanding that participation in public affairs is a citizen's responsibility.
6. Graduates of the program will demonstrate an understanding of the ethical obligations of public servants in performing their duties.

Graduates of the program will demonstrate the qualifications needed to continue graduate education and integrate knowledge of their profession.

SECTION V: Finance

Budget:

The proposed budget has been developed in accord with the Budget Model used at SUU. The model calculates allocations for specific budget objects based on student semester credit hour generation (SCH). The budget is based on the enrollment of 6 credits per semester for 25 students the first year and 35 students through year four and year five.

A projected budget for the first five years of operation of the MPA program appears in the table included below.

<p>TABLE 2: TOTAL COSTS FOR THE MPA PROGRAM FOR THE FIRST FIVE YEARS*</p>
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	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
FTE Students	25	28	32	35	35
FTE Faculty	1	1	1	1	1
FTE Faculty Coordinator	0.25	0.25	0.25	0.25	0.25
Revenues					
Tuition*	\$27,300	\$32,396	\$39,232	\$43,015	\$48,160
Internal Reallocation**	\$79,875	\$82,271	\$84,739	\$87,281	\$89,899
Subtotal	\$107,175	\$114,667	\$123,971	\$130,296	\$138,059
Expenditures					
Faculty Salary	\$79,875	\$82,271	\$84,739	\$87,281	\$89,899
Adjunct Faculty	0	0	\$4,200	\$4,200	\$4,200
Student hourly wage	\$400	\$400	\$400	\$400	\$400
Assistantships	\$10,920	\$11,570	\$12,260	\$12,990	\$13,760
Current Expense	\$500	\$500	\$500	\$500	\$500
Capital	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
Travel	\$500	\$500	\$500	\$500	\$500
NASPAA Membership	\$500	\$500	\$500	\$500	\$500
Subtotal	\$93,595	\$96,741	\$104,099	\$107,371	\$110,759
Difference	\$13,480	\$17,926	\$19,872	\$22,925	\$27,300

*Based on 50% of 2006-2007 SUU graduate resident tuition and fees (\$1,092 for 6 credit hour average) with 6% annual second tier tuition increases.

**Based on addition of reallocation of 1.25 FTE faculty positions at \$45,000 base and 42% benefit package with 3% COLA annually.

Funding Sources:

Funding for 1.0 new FTE faculty position dedicated to the new MPA program in the Department of Political Science and Criminal Justice will be through internal reallocation. The faculty coordinator for the program will receive a .25 FTE release for his/her administrative role. SUU has identified five full-time faculty members within the Department of Political Science and Criminal Justice who will have primary responsibility for the MPA program. Four of the five are currently employed by SUU. The fifth faculty member has been hired and will join the department as a full-time faculty member beginning fall 2007.

Reallocation:

Reallocation of personnel dollars to appoint a 1.0 FTE faculty member and a 0.25 FTE coordinator to the program will come from a vacant faculty position in the Department of Political Science and Criminal Justice.

Impact on Existing Budgets:

There is no negative impact on SUU budgets from adding this graduate program. The MPA

program is not expected to require additional fiscal resources during the first two years. (See Table 2: Total Costs for the MPA Program For the First Five Years.) Internal reallocations and tuition revenues are projected to balance the expenses and yield combined net revenue of \$31,406 for years 1 and 2.

APPENDIX 1 – COURSE DESCRIPTIONS

PADM 6000 Administrative Theory – This is a foundation course that focuses on the study of bureaucracy, administration, scientific management, human relations, and the politics of administration. It provides a framework for the field and should be taken early in the academic program.

PADM 6100 Public Human Resource Management – This course presents a broad range of topics to develop skills in supervision and management. Topics include merit systems, job classification, recruitment, training, promotion, collective bargaining, pay administration and other aspects of personnel administration and law.

PADM 6200 Public Budgeting and Finance – The process of appropriating and allocating revenues is a critical and frequently misunderstood function in government. The methods and politics of financing government will be the focus of this course, along with program budgeting, revenue and tax policy, and controlling expenditures.

PADM 6300 Administrative Law – Analyzes the authority of administrative agencies in the United States through the process of legislative delegation. Emphasis is given to the study of the formal relationship between the legislature, government executives, and regulatory agencies, as well as the judicial review of administrative agencies.

PADM 6400 Research Methods for Public Administrators – Students enrolled in this course will be exposed to a variety of research methods. Topics include qualitative and quantitative design, forming research questions, survey research, and the fundamentals of parametric and nonparametric statistics.

PADM 6600 Practice of Public Management – Theories about leadership and management styles form a major portion of this course, along with the application of the theories in the real world. Student will be given the opportunity to evaluate their personal styles as well as develop a plan for improving their leadership and management skills

PADM 6610 Public Policy Analysis – This course offers students a variety of tools that are frequently used to analyze public policy. These tools include cost benefit analysis, program evaluation, productivity analysis, and several economic models. In some instances the course will be devoted to a specific policy area such as tax policy, health care policy, economic development, or environmental policy.

PADM 6620 Public Administration and Ethics – Explores the role of ethics in the public service with an emphasis on codes of ethics and other policies designed to guarantee that public officials and employees faithfully discharge their duties and fulfill their fiduciary obligations to the public.

PADM 6630 State and Local Government Administration – The structure and operation of state and local governments is the focus of this class. Revenue, spending, political influences, and the impact of federal requirements will be discussed in the context of the state and local government organizations.

PADM 6640 Constitutional Law - This Class examines the role of public administrators in fashioning and

implementing constitutional cases. Emphasis is given to the federal constitutional principles that guide and may constrain public administrators. Develops advanced analytical skills and capacity to understand and make legal arguments within the constitutional framework.

PADM 6700 Organization and Administration of the Criminal Justice Agency – The case study method and current readings provide a mixture of practical and educational experiences intended to foster and disseminate new ideas for management strategies, especially as they are impacted by leadership styles, human resources, and the criminal justice environment. Emphasis is given to effective performance and public service. Students will analyze methods of organization as an extension of the administrative process and as they apply within the criminal justice profession.

PADM 6710 Community Policing Administration – This course examines the nature of criminal justice organizations as components of the political, social and economic inter-organizational networks that comprise communities. Topics such as the intersection of criminal justice, mental health, juvenile justice and educational systems are examined. The impact of criminal victimization and attributes of communities that foster crime are examined in detail. The processes that motivate and implement change in community based organizations are also addressed.

PADM 6720 Criminal Justice Policy – Examines the effectiveness that existing crime prevention strategies have on crime rates while considering the diversity of crime and criminals. An effort will be made to transcend national and disciplinary boundaries to summarize what is known about a variety of different strategic approaches to crime prevention and control. Students will be expected to analyze the effectiveness of policies designed to prevent retail sector crimes, substance abuse, street crimes, and crimes that involve repeat victimization. Consideration will also be given to the issues of implementing crime prevention strategies and evaluating their effectiveness.

PADM 6730 Criminal Justice Planning and Evaluation - This course will acquaint students with appropriate techniques for analyzing criminal justice problems and developing solutions. It will involve the study of planning and evaluating criminal justice interventions; issues and tasks confronting planners and evaluators; and existing criminal justice strategies within the context of the planning and evaluation process. Analysis includes a review of logic, needs, planning, partisan politics and untested perceptions as they appear within principles for planning and evaluation.

PADM 6740 Juvenile Justice: Issues in Policy and Practice – Examines the management and policy issues arising within the juvenile justice system. Students concentrate on current methods of juvenile justice management with an emphasis on the critical analysis of policy and practice.

PADM 6800 Capstone in Public Administration – This course should be taken toward the end of the student's program. This course applies the theories and concepts drawn from much of the previous coursework to broaden the student's overall approach to public sector organization and management. It includes a strong component on ethics and how ethics must play a vital role in the administrative and political processes.

PADM 6890 Internship – Students that have not been employed in the public or nonprofit sector for a minimum of one year will be required to complete an approved internship. The internship must equal full-time employment for one semester. Students must complete a two to four page summary report and the

supervising agency is expected to evaluate the student's performance.

PADM 6900 Thesis – Students have the option of enrolling for at least six hours to complete a thesis. Students who intend to pursue a doctoral level education are strongly encouraged to select this option. Students who enroll in this class must follow the policies associated with researching and writing a master's level thesis under the guidance of a faculty member and a research committee.

APPENDIX A: Program Curriculum

NEW COURSES TO BE ADDED IN THE NEXT FIVE YEARS		
CORE COURSES		
Course Number	Title	Credit Hours
PADM 6000	Administrative Theory	3
PADM 6100	Public Human Resource Mgmt	3
PADM 6200	Public Budgeting and Finance	3
PADM 6300	Administrative Law	3
PADM 6400	Research Methods for Public Adm	3
PADM 6500	Capstone in Public Administration	3
PADM 6550	Internship	3
PADM 6900	Thesis (Option)	3-6
GENERALIST TRACK		
Course Number	Title	Credit Hours
PADM 6600	Practice of Public Management	3
PADM 6610	Public Policy Analysis	3
PADM 6620	Public Adm & Ethics	3
PADM 6630	State and Local Govt Adm	3
PADM 6640	Constitutional Law	3
JUSTICE ADMINISTRATION TRACK		
PADM 6700	Organization & Adm at the CJ Agency	3
PADM 6710	Conflicts of Law & Policy	3
PADM 6720	Criminal Justice Policy	3
PADM 6730	Criminal Justice Planning & Evaluation	3
PADM 6740	Juvenile Justice: Issues in Policy & Practice	3

APPENDIX B: Program Schedule

NEW COURSES TO BE ADDED IN THE NEXT FIVE YEARS		
ALL PROGRAM COURSES		
CORE COURSES		
Course Number	Title	Credit Hours
PADM 6000	Administrative Theory	3
PADM 6100	Public Human Resource Mgmt	3
PADM 6200	Public Budgeting and Finance	3
PADM 6300	Administrative Law	3
PADM 6400	Research Methods for Public Adm	3
PADM 6500	Capstone in Public Administration	3
PADM 6550	Internship (for Students Not in Service)	3
PADM 6900	Thesis (Optional)	3-6
Total Credits from Core		18
GENERALIST TRACK		
Course Number	Title	Credit Hours
PADM 6600	Practice of Public Management	3
PADM 6610	Public Policy Analysis	3
PADM 6620	Public Adm & Ethics	3
PADM 6630	State and Local Govt Adm	3
PADM 6640	Constitutional Law	3
EDUC 6740	School Law*	3
COMM 6110	Seminar in Interpersonal Communication*	3
COMM 6120	Seminar in Organizational Communication*	3
COMM 6300	Media Ethics and Moral Reasoning*	3
AA 6010	Principles of Arts Administration*	3
AA 7100	Board Relations*	3
MGMT 6100	Advanced Organizational Issues*	3
MGMT 6300	Human Resource Management & Law*	3
MGMT 6400	Strategic Analysis*	3
Total for Generalist Emphasis		15
*Elective Courses		
JUSTICE ADMINISTRATION TRACK		
PADM 6700	Organization & Adm at the CJ Agency	3
PADM 6710	Conflicts of Law & Policy	3
PADM 6720	Criminal Justice Policy	3
PADM 6730	Criminal Justice Planning & Evaluation	3
PADM 6740	Juvenile Justice: Issues in Policy & Practice	3
	Elective Course Selected from Generalist Emphasis	3
Total for Justice Administration Emphasis		15

(Justice Administration Emphasis)

FALL SEMESTER YEAR ONE		
Course Number	Title	Credit Hours
PADM 6000	Administrative Theory	3
PADM 6100	Public Human Resource Mgmt	3
PADM 6400	Research Methods for Public Adm.	3
Total		9
SPRING SEMESTER YEAR ONE		
Course Number	Title	Credit Hours
PADM 6200	Public Budgeting and Finance	3
PADM 6300	Administrative Law	3
PADM 6700	Organization & Adm. at the CJ Agency	3
Total		9
FALL SEMESTER YEAR TWO		
PADM 6710	Conflicts of Law & Policy	3
PADM 6720	Criminal Justice Policy	3
PADM 6730	Criminal Justice Planning & Evaluation	3
Total		9
SPRING SEMESTER YEAR TWO		
PADM 6500	Capstone in Public Administration	3
PADM 6740	Juvenile Justice: Issues in Policy & Practice	3
PADM 6550	Internship (for students not in service)	3
PADM 6900	Thesis (Option)	3-6
Total		6 or 9

APPENDIX B: PROGRAM SCHEDULE

(Generalist Emphasis)

FALL SEMESTER YEAR ONE		
Course Number	Title	Credit Hours
PADM 6000	Administrative Theory	3
PADM 6100	Public Human Resource Mgmt	3
PADM 6400	Research Methods for Public Adm.	3
Total		9
SPRING SEMESTER YEAR ONE		
Course Number	Title	Credit Hours
PADM 6200	Public Budgeting and Finance	3
PADM 6300	Administrative Law	3
PADM 6600	Practice in Public Management (or elective*)	3
Total		9
FALL SEMESTER YEAR TWO		
PADM 6610	Public Policy Analysis (or elective*)	3
PADM 6620	Public Adm. And Ethics. (or elective*)	3
PADM 6630	State & Local Govt. Adm. (or elective*)	3
Total		9
SPRING SEMESTER YEAR TWO		
PADM 6500	Capstone in Public Administration	3
PADM 6640	Constitutional Law (or elective*)	3
PADM 6550	Internship (for students not in service)	3
PADM 6900	Thesis (Option)	3-6
Total		6

**Students must take at least two Public Administration courses from the Generalist Emphasis Course List. A maximum of three elective courses may be selected from either the Generalist Emphasis Course List or the Justice Administration Emphasis course list.*

APPENDIX C: Faculty Vitae

Michael T. Benson,
Southern Utah University, Office of the President
351 West University Boulevard
Cedar City, Utah 84720
benson@suu.edu

Professional

President and Professor of Political Science,
Southern Utah University,
Cedar City, Utah. January 2007 to present.

President, Snow College,
Ephraim, Utah.

December 2001 to December 2006.

Special Assistant to the President and Secretary to the University, University of Utah,
Office of the President. February 2000 to December 2001.

Associate Professor (Adjunct), University of Utah, Department of Political Science.
December 1998 to present.

Special Assistant to the President, University of Utah, Office of the President. June 1999
to January 2000.

Associate Director of Major Gifts, University of Utah Development Office. December
1998 to June 1999.

Major Gifts Officer, University of Utah Development Office. December 1995 to December
1998.

Consulting Historian, Harry S. Truman Library, Independence, Missouri. August 1997 to
December 1998.

Academic Advisor and Essayist, Skirball Cultural Center, Los Angeles, California. July
1997 to May 1998.

Visiting Lecturer, Department of Political Science, University of Utah. Spring and
Summer Quarters 1998.

Visiting Lecturer, Department of Political Science, Brigham Young University. Winter
Semester 1996.

Assistant to the Vice President, Leucadia National Corporation. July to December 1995.

Research Assistant, United States Senate Labor Committee, Washington, D.C. May
1990 to May 1991.

Voluntary Representative, L.D.S. Church, Rome, Italy. May 1984 to 1986.

Education

Doctor of Philosophy, University of Oxford (St. Antony's College), Modern Middle Eastern History. June 1995.

Dissertation: "Sympathy or Strategy? President Harry S. Truman's Decision to Recognize the State of Israel, May 1948."

Bachelor of Arts cum laude, Brigham Young University. April 1990.

Major: Political Science; Minors: English and History

Dean's Scholar; Cumulative GPA: 3.76

Academic Honors and Activities:

Rotary Foundation Scholar, Oxford University and the Hebrew University of Jerusalem, 1993-94.

Recipient, Oxford University Graduate Studies Research Grant, 1992-94.

Recipient, Harry S. Truman Library Institute Research Grant, 1993.

Finalist, Carnegie Endowment for International Peace and Foreign Policy Essay Contest, 1990.

Member, Phi Kappa Phi National Honor Society.

Recipient, Jerusalem Center for Near Eastern Studies Scholarship, 1989.

Recipient, Leadership Scholarship, Brigham Young University, 1984.

Publications:

Books:

Harry S. Truman and the Founding of Israel (Praeger, 1997).

Journal Articles and Special Publications:

"Five Keys to Success," Global Study Magazine, Fall 2004.

"Harry S. Truman and the Modern State of Israel," Amit Magazine, Summer 1998.

"The Modern-Day Cyrus: Harry S. Truman and the Founding of Israel, May 1948," in On Moral Grounds: President Harry S. Truman and the Birth of the State of Israel, Skirball Cultural Center, April 1998.

"The Puzzle of Palestine: Harry S. Truman and the American Recognition of Israel," in Harry S. Truman and the Recognition of Israel, Harry S. Truman Library, 1998.

"Harry S. Truman as a Modern-day Cyrus," Brigham Young University Studies 34 (Fall 1994).

Opinion Pieces/Newspaper Editorials:

"Junior Colleges a Great Start for Athletes," Deseret Morning News, 2 December 2005.

"What's the Big Deal About College Football?" Salt Lake Tribune, 4 December 2004.

"Reagan Proved that the Words of a President Matter," Salt Lake Tribune, 11 June 2004.

"Palestine in 1948 Offers Cautionary Lessons for Iraq," Salt Lake Tribune, 25 April 2004.

"Utahns Should Invest in Higher Education," Deseret News, 29 December 2003.

"Anti-Semitic Writings Aside, Truman Stuck His Neck Out for Israel," Salt Lake Tribune, 20 July 2003.

Truman's Actions Speak Louder Than His Words, Deseret News, 20 July 2003.

"Truman's Support for Israel," Kansas City Star, 9 October 2002.

"Snow College is Sacrificing to Ensure Continued Excellence," Salt Lake Tribune, 12 May 2002.

"Budget Cuts Foster Myriad Sacrifices at Snow College," Deseret News, 12 May 2002.

"S.L. Council, others show vision in west-east light-rail support," Deseret News, 26 December 1999.

"Truman Helped Israel Survive Its Infancy," Deseret News, 26 May, 1998.

"Without Truman's Support, There Would Be No Israel," Salt Lake Tribune, 24 May 1998.

"Truman and Clinton: A Difference in Character," Salt Lake Tribune, 15 March 1998.

"Mores May Shift But Character Still Counts," Deseret News, 15 March 1998.

"Let's Not Bury Our Future in I-15 Rubble," Salt Lake Tribune, 20 April 1997.

"Higher Education Drives Economic Growth," Desert News, 24 March 1997.

"Bill Clinton is no 'Give 'em Hell' Harry Truman," Arizona Republic, 18 November 1994.

"Moral Man," Jerusalem Post, 15 May 1993.

"Still Wild About Harry," Jerusalem Post, 28 July 1992.

Lectures/Presentations given on research topics and Harry S. Truman and the Founding of Israel

Harry S. Truman Legacy Symposium, "Quest for Peace in the Middle East," 13-14 May 2005, Key West, Florida. BYU Education Week: 2002, 2001, 2000, 1999, 1998, 1997.

Harry S. Truman Library Institute Board of Directors, 18 September 1998, Independence, Missouri.

Harry S. Truman Library, Harry S. Truman and the Founding of Israel, "Life After the Holocaust: 1998 Truman Library Fall Series," 9 September 1998, Independence, Missouri.

"The Walt Bodine Show," KCUR Public Radio, one hour on-air interview, 10 September 1998, Kansas City, Missouri.

Sixty-sixth Annual Meeting of the Jewish Federation of Greater Kansas City, 10 September 1998, Kansas City, MO. BYU Education Week, August 1998.

Cable News Network (CNN), Opening of the Truman and Israel Exhibition at the Skirball Center, April 1998.

Hinckley Institute of Politics, University of Utah, 17 February 1998, simulcast on KCPW (FM 88.3).

Utah Public Radio (KUSU), one hour on-air interview, 7 November 1997.

Rotary Club of Jerusalem, August 1993 and May 1994.

Presentations/Keynote Addresses given on Higher Education issues:

Huntsman Teachers Seminar, 13 June 2006.
Student Support Services Graduation, 20 April 2006.
Statewide Service Learning Conference, 23 June 2005.
Sevier County Economic Development Conference, 5 May 2005.
TRIO Conference, 26 January 2005.
National Association of Student Personnel, 24 September 2004.
CASE Statewide Fundraising Conference, 25 May 2004.
Huntsman Teachers Seminar, 5 August 2004.
Oxford Round Table, Oxford, England, 5 July 2004.
Utah Conference on Volunteers, 7 April 2004.
Campus Compact Recommitment Ceremony, 1 April 2003.
Statewide Conference on Volunteerism, 27 March 2003.
Utah Association of Collegiate Registrars and Admissions Officers, 30 May 2002.

Personal

Member, Wells Fargo Bank, Central Utah Board of Advisors, April 2005 to present.
Recipient, 2005 "Administrator of the Year" by the Utah Music Educators Association (UMEA).
Chairman, Executive Board, Utah State Campus Compact, April 2003 to April 2005.
Member, Zions Bank, Central Utah Board of Advisors, January 2003 to March 2005.
Chairman, Mountain States Association of Community Colleges, August 2003 to August 2004.
Named one of "Rising Stars: 40 Under 40" by Utah Business Magazine, February 2003.
Member, University of Utah International Studies Advisory Board, 1999 to 2001.
Member ex officio, David Eccles School of Business Alumni Board of Advisors, 1997 to 2001.
Member ex officio, Pioneer Memorial Theatre Board of Directors, 1995-99.
Member ex officio, University of Utah College of Law Board of Trustees, 1996-99.
Head Coach and Full Blue, Oxford Basketball Team, 1993-94.
Member, Oxford University Basketball Team, 1992-93.
Member, Brigham Young University JV Basketball Team, 1987-88.
Competed in Deseret News (finished 4th in age division), St. George (finished 1st in age division), and Boston Marathons (finished in top 20% of all registered runners).
Enjoy golf (5 handicap), travel, and classical music.
Married to the former Debi Woods; one daughter, Emma, and one son, Samuel.

Rodney D. Decker
PO Box 1589,
Cedar City, UT 84721-1589

Education

- Diploma: Parowan High School, 1959
A.S. College of Southern Utah, 1961
B.S. Utah State University, 1963
Major: Political Science, Minors: History and Economics
M.S. Utah State University, 1965
Major: Political Science
Ph.D. University of Utah, March 1995
Major: Political Science

Major areas of emphasis: Public Administration, State and Local Government, American Government, and Political Theory

Minor area of emphasis: United States History

Dissertation Topic: Budgets, Services, Growth Trends, and Commissioners' Attitudes in Utah's Nonmetropolitan Counties, 1975 – 1984

Attended:

- University of Missouri 1964-1965
- American University, Summer 1971, as an Urban Affairs Institute Fellow
- Harvey Mudd College as an NSF-Chautauqua Short Course Seminar Fellow, 1976-1977

Academic Experience

- 1965-1968 Instructor, Political Science, Southern Utah State College
1968-1977 Assistant Professor, Political Science, Southern Utah State College
1977-1995 Associate Professor, Political Science, Southern Utah State College/Southern Utah University
1995-Present Professor, Political Science, Southern Utah University
1980-1984 Chairman, Department of Behavioral and Social Sciences, Southern Utah State College
1984-Present Dean, College of Humanities & Social Sciences, Southern Utah State College/Southern Utah University
1968-Summer Instructor, Foreign Study League (Italy, Austria, Netherlands, and England)
1994 Instructor, Certified Public Manager Program, Department of Human Resource Management, State of Utah, and Center for Public Policy and Administration, University of Utah

Professional Organizations

- Western Political Science Association
- American Society for Public Administration
- Utah Chapter, American Society for Public Administration
- Utah Political Science Association
- Pi Sigma Alpha

- Phi Alpha Theta
- Pi Alpha Alpha
- Iron County Historical Society
- Utah Association of Academic Professionals
- Council of College of Arts and Sciences
- Rocky Mountain Deans Association
- Active participant in WPSA, ASPA, CCAS, and RMDA

Administration and Professional Experience, and Community Service

- Appointee to the Utah Board on Aging & Adult Services – 2002 to present; chair, 2005-present.
- Dean, College of Arts, Letters and Humanities, Southern Utah State College/Southern Utah University, 1984-1998
- Dean, College of Humanities and Social Sciences, Southern Utah University, 1998-Present
- Director, Michael O. Leavitt Center for Politics and Public Service, Southern Utah University, 2000-Present
- Member, Utah State Textbook Commission and Course of Study Committee, 1984-1992
- Chairman, Department of Behavioral and Social Sciences, Southern Utah State College, 1980-1984
- Chairman, S USC Northwest Accreditation Steering Committee, 1982-1983
- Member, S USC Athletic Council, 1980-1984, Chairman 1983-1984
- Candidate, Iron County Commission, 1982
- President, S USC Faculty Senate, 1977
- Vice President, S USC Faculty Senate, 1977
- Chairman, S USC Presidential Inaugural Committee Program, 1979
- Chairman, S USC Faculty Salary Committee, 1976-1977
- Chairman, S USC Disciplinary Committee, 1969-1971
- Chairman, Iron County Democratic Committee, 1975-1977
- Temporary Chairman, Utah Executive Compensation Commission, 1977
- Member, S USC Presidential Search Committee, 1978
- Member, S USC Faculty Senate, 1969-1970, 1976-1979
- Member, S USC Grants Committee, 1976-1977
- Member, S USC College Council, 1978-1979
- Member, Utah Democratic Central Committee, 1975-1977
- S USC Faculty Senate Representative, S USC Institutional Council, 1977
- S USC Faculty Senate Representative, Deans Council 1977-1978
- S USC/SUU Representative, Harry S. Truman Scholarship Foundation, 1976-1996
- SUU Representative, James Madison Scholarship Foundation, 1991-1996
- President, Iron County Historical Society, 1977-1978
- Vice President, Iron County Historical Society, 1976-1977
- Legislative Assistant, Senator Frank E. Moss, U.S. Senate, Washington, D.C., 1973-1974
- Campaign Headquarters Manager and Advance Man, Governor Calvin L. Rampton, 1973-1974

Administration and Professional Experience, and Community Service (continued)

- Vice President/President, Iron County 4-H Horse Council, 2004-2006
- Member, SUU Presidential Search Committee, 2006
- Member, Iron County Merit Commission, 1992-Present, Chair since 1996
- Member, Iron County Search and Rescue, 1992-2000
- Member, University of Utah MSW Rural Advisory Committee, 1993-2000

- Chair, Iron County Merit Commission, 1994-Present
- Quartermaster, Iron County Search and Rescue, 1995
- Chair, Utah Shakespearean Festival Council, 1986-1994
- Member, Utah Shakespearean board of Governors, 1994-1998
- Member, SUU University Journal Steering Committee, 1994-Present
- Member, SUU Placement Advisory Board, 1991-Present
- Member, numerous ad hoc committees at SUU

Papers, Publications, and Presentations

- 2004 Paper, "Team Teaching: Recognizing and Rewarding Contributions Across Department and College Boundaries, Maintaining Continuity and Stability, and Sharing of Resources," Rocky Mountain Dean Conference
- 2002 Address to the Washington County League of Women Voters, "County Government: The Sometimes Forgotten Unit of Government."
- 2001 Paper, "Academic Program Resources: Prioritization and Reallocation," Rocky Mountain Dean Conference
- 1997 Best Paper Award, Social Sciences, Utah Academy of Sciences, Arts and Letters, "A Comparison of Per Capita Revenues and Expenditures in Utah's Counties: 1975 – 1995," Encyclia, Vol. 74, 47-70.
- 1997 Paper, Western Political Science Association, Tucson, Arizona, "Budgets in Utah's Nonmetropolitan Counties, 1975 – 1995"
- 1995 Budgets, Services, Growth Trends, and Commissioners' Attitudes in Utah's Nonmetropolitan Counties, 1975-1984, Ph.D. Dissertation
- 1994 Moderator and facilitator, Utah Endowment for Humanities, "Choices for the 21st Century," Cedar City, Utah
- 1993 Section speaker, "Duties of County Commissioners," Utah Association of Counties Annual Conference, Southern Utah University
- 1992 Moderator, BLM Conference on Land Use Planning, Southern Utah University
- 1989 Reviewer, Chapters 16, 17, 18 and 19 of American Government, Second Edition, by Paul Johnson, John Aldrich, Gary Miller, Charles Ostrom, and David Rohde for Houghton Mifflin Company
- 1988 Paper – "Budgets in Utah's Nonmetropolitan Counties, 1975-1984," Utah Political Science Conference, University of Utah
- 1987 Panel Leader, "Current Developments on Personnel Administration," Region VIII Conference, American Society for Public Administration, Salt Lake City
- 1986 Coordinator and Participant, "Training Workshop for Newly Elected Officials," sponsored by Utah League of Cities and Towns, Southern Utah State College
- 1985 Panel Discussant, "Utah Politics," Utah Political Science Association Annual Convention, Brigham Young University
- 1984 Discussant, "Role of Counties in Utah," Utah Association of Counties Annual Conference, St. George, Utah
- 1973-1974 Public Testimony, speeches, and position papers for Senator Frank E. Moss (Primary Topics: Labor, education, drugs and alcoholism Navajo-Hopi land disputes, executive privilege, water and energy)
- 1972 "Governor Calvin L. Rampton's campaign Position Papers," White Papers. (One of several contributors)
- 1971 "The States and the Urban Crisis," Rapporteur – Regional Assembly at Utah State University, sponsored by the Bureau of Government and Opinion Research and the American Assemble of Columbia University
- 1965 Senator Wallace Foster Bennett: Legislative and Political Biography, M.S. Thesis, Utah State University, Logan, Utah

• 1962 "Study of Ogden, Utah, Municipal Sick Leave Policy," Ogden, Utah

Carl J. Franklin, J.D.

Current Position

Assistant Professor, Criminal Justice Division

Coordinator of Paralegal Studies

Pre-law Advisor

Southern Utah University

351 W. Center

Cedar City, UT 84720

Telephone (Office): (435) 586-5410

FAX: (435) 856-1925

e-mail: franklinc@suu.edu – work

Education

Juris Doctor (1989) University of Oklahoma College of Law (Norman)

Bachelor of Arts - Law Enforcement Administration (1986) University of Oklahoma Norman)

Employment

Education Administration

Dean of Applied Arts & Sciences, Cloud County Community College, July 1997 to July 2003

Duties – Provide leadership in curriculum development, academic governance, planning, budgeting, and orderly cost control management. Supervise faculty, staff, and support personnel. Develop and implement in-service training for adjunct faculty. Direct academic program review. Enhance student learning through effective use of college resources, including personnel, facilities, equipment, and community resources. Direct new Online Learning programs, including accreditation by the Higher Learning Commission of the North Central Association. Advise VP of Academic Affairs on policy, budget, and institutional effectiveness. Serve on standing committees for Technology and Long Range Planning. Other duties as assigned.

Program Director, Moore-Norman Vocational College, (Norman, OK), 1992-94

Duties – Design and implement new Paralegal Studies program. Seek (and achieve) full accreditation from state, regional, and professional accrediting agencies. Curriculum development. Supervise adjunct instructors.

Instructor - Professor

Adjunct Professor, Washburn University (Topeka, KS), 2000-present

Duties – Teach both graduate and undergraduate level courses in computer and technology crime.

Adjunct Professor, Rose State College (Midwest City, OK), 1994-1997

Duties – Teach 6 to 12 hours per semester, curriculum development, assist Dean and supervisors as needed, and serve on committees.

Instructor in Paralegal Studies, City College (Norman, OK), 1990-1992

Duties – Teach 6 to 12 hours per semester, curriculum development, assist Dean and supervisors as needed, and serve on committees.

Adjunct Professor, University of Oklahoma - College of Law - Sp 1995 & Summer 1995

Duties – Teach Legal Research, Torts, and Constitutional Law in Paralegal Program

Guest Lecturer, University of Oklahoma - Law Enforcement Program - Sp 1989

Legal/Attorney

Franklin, Baumgardner & Vandiver, LLC: May 1989- July 1, 1997 (Partner)

Duties – Provide legal service with an emphasis in criminal law, procedure, defense, and related areas. Provide indigent defense (under contract with state) for 4 counties in southern Oklahoma.

Prosecutor - Cleveland County District Attorney's Office: Feb. 1988-May 1989

Duties – Prosecute criminal cases, assist other personnel, represent the interest of the state in all legal matters involving the county.

Law Clerk to Judge Hez Bussy - Oklahoma Court of Criminal Appeals: Jan. 1987-Feb 1988

Duties – Review lower court orders and judgments, write internal memos and opinions, and assist supervising judge to write opinions.

Graduate Assistant, University of Oklahoma: February 1986 - May 1989

Duties – Assist professor with research, class material, and curriculum development; serve as peer-tutor for lower level students.

Law Enforcement

Police Officer

University of Oklahoma Police Department: 1976-78 and 1984-86

Duties – Police Officer (1984-86), provide traditional law enforcement services; Community Service Officer (1976-78), police communications officer, assist police officers in various task, and other duties as assigned.

Norman Police Department, Norman, OK: 1978-79

Duties – Police dispatcher.

Oklahoma City Police Department: 1979-84

Duties – Police officer. Duties included patrol, traffic, detective, covert operations, and administrative assistant.

Consultant/Expert

Yale University & Yale University Police, retained expert on police procedure, 1984

Garvin County (OK) Sheriff's Department, retained expert on police procedure, 1996-97

Jack Tracy, Attorney at Law, Purcell, Oklahoma, retained expert on police procedure, 1997-2003

Publications

Books

The Police Officer's Guide to Civil Liability, Charles Thomas Publishing, 1993

Constitutional Law for the Criminal Justice Professional, CRC Press, 1999

Investigator's Guide to Computer Crime, Charles Thomas Publishing, 2005

Criminal Law: State & Federal Approaches, Westwind Publishing, 2005

Supplemental Texts

Litigation and Civil Practice, Southwind Press, 1998

The Appellate Process: A Guide for Paralegals, Southwind Press, 2001

Academic & Professional Journals

1. Academy of Criminal Justice Sciences, *Justice Quarterly*, "Identifying Potential Hotspots for Cyberstalking." Oct. 2004.
2. Altman & Weil Report to Legal Management, "The Electronic Trespass: Effective Prevention Schemes that Meet Ethical Standards Under ABA Guidelines", Sept. 2004
3. *Police Journal*, "Covert Operations as White Collar Investigative Tools," May 2003.
4. *Journal of Police and Criminal Psychology*, "The Cyber-Sociopath: Identifying Potential Troublespots in Cyberstalking Cases." Nov. 2002.
5. *Law and Social Inquiry*, "Identifying Trends in Diversity Downfall under Standardized Hiring Practices," July 2002.
6. *Public Management*, "Hiring Practices: The Next Battle Ground for Diversity Litigation." Sept. 2001.
7. *Journal of Computers in Education*, "Developing Standards of Assessment in New Online Degree Programs." May 2001.
8. *Journal of Computers in Education*, "Moving the Traditional Criminal Justice Degree Online," Nov. 2000.
9. *Law and History Review*, "Transitions in Legal Education: Guessing the Future by Understanding the Past." May 2000.
10. *The Journal of Education Law*, "Fan Violence: Who's Protecting the Mascot?" Dec. 1999.
11. *Pace International Law Review*, "File Swapping on American Campuses: What Obligations do College's Have to Protect Copyright?" June 1999.
12. *Oklahoma Criminal Defense Bar*, "Vehicle Searches: Gaining Occupant Permission After the Stop is Over", November 1996.
13. *Oklahoma Criminal Defense Association Journal*, "Interrogations, Interviews & Miranda: When the Police Cross the Line", August 1996
14. *Municipal Counselor and Managers Newsletter*, "Changes in Civil Rights Litigation: A Look at Current Law", July 1994
15. *Mutual Assurance Group/Oklahoma Municipal League*, "Police Pursuit Driving Policy: An Analysis and Review" Summer 1990
16. *Computer Law Journal (Univ. Southern Calif.)*, "Computer Software Copyright Protection: Infringement and Eleventh Amendment Immunity" Summer 1989

17. Altman & Weil Report to Legal Management, "Local Area Networks in the Law Office", Winter 1987
18. Altman & Weil Report to Legal Management, "Multi-tasking Your PC", Spring 1989
19. Police Product News, "Go That Extra Mile With Foot Patrol", October 1984
20. Police Marksman, "Traffic Stops and Vans", Summer 1986
21. Police Digest, "High Profile Stops", October 1986
22. Campus Law Enforcement Journal, "Major Event Security", Winter 1985

Others available upon request.

Academic Conference Presentations

1. Western and Pacific Association of Criminal Justice Educators, "Preparedness of Municipal Police for Response to Computer Crime Incidents," Oct. 2004.
2. Journal of Forensic Science and Medicine, "Aggravating Circumstances as a Conditional Parameter in White Collar Crime Assessment." Nov. 2004.
3. Academy of Criminal Justice Sciences, "Crowd Control Techniques and Major Event Security Issues: Post 9/11 Changes and Improvements." May 2004.
4. Utah Sheriff's and Peace Officers Association, "Civil Liability Issues for the Twenty-First Century Officer." February 2004.
5. Western and Pacific Association of Criminal Justice Educators, "Computer Crime Profiles: Anger Excitation as a Dominate Trait Pattern," Oct. 2003.
6. Kansas Research and Education Network, "Identifying Online Plagiarism: Using Commercial Services to Check Student's Work." January 2003.
7. American Association for Higher Education (AAHE), "Moving a Brick-and-Mortar Criminal Justice Program Online: The Community College Advantage." Sept. 2002.
8. Academy of Criminal Justice Sciences, "Classroom Experience to Courtroom Drama: Using Moot Court Systems for Teaching." February 2001.

Professional and Education Presentations

1. Kansas Research and Education Network, "Asynchronous Delivery of Legal Simulation through Internet Connections." March 2002.
2. Kansas Alliance of 21st Century Leaders, "Developing Strong Leaders in Legal Education." Oct. 2002.
3. Oklahoma Reserve Officers Association, "Liability Issues of Gypsy Cops Under the Oklahoma CLEET System." August 2001.

Memberships

American Association for Higher Education

The Chair Academy: Academy for Leadership & Development in Community Colleges

American Society of Criminologist

Western Society of Criminologist

American Society of Law Enforcement Trainers

Academy of Criminal Justice Sciences

Law & Justice Society

American Bar Association

Oklahoma Bar Association

Supreme Court of the United States Bar Association

John Christopher Howell

Department of Political Science & Criminal Justice
Southern Utah University
351 W. University Bl., GC 406
Cedar City, UT 84720
(435) 586-5429
Howell@suu.edu

Education

B.S. in Public Administration
Louisiana College – Pineville, Louisiana
May 1983

M.PA in Public Policy
University of Texas at Austin
Lyndon B. Johnson School of Public Affairs
August 1990

Ph.D. in Political Science
Louisiana State University – Baton Rouge, Louisiana
May 2000

Academic Experience

Louisiana State University
Research Assistant: Fall 1992 – Fall 1994

Courses Taught: Spring 1995 – Spring 2003
American Government
Introduction to Public Policy
State and Local Government
Introduction to Public Policy (correspondence)
Political Parties (correspondence)
International Relations (correspondence)

Southeastern Louisiana University
Courses Taught: Spring 1996
American Government
State and Local Government

Southern University and A&M College
Research Assistant/Research Associate for National Science Foundation studies: February 1997 –
December 2001

Undergraduate Courses Taught: Fall 1999 – Present

Advanced Seminar in Political Science

American Government

American Political Process

American Presidency

Black Politics

Constitution and Civil Liberties

Introduction to Political Science

Political Science Writing Seminar

Public Administration

Quantitative Techniques in Political Science

Graduate Courses Taught: Spring 2000 – Present

Public Administration (master's level)

Public Policy (master's and doctoral level)

Research Seminar in Political Science (master's level)

Research Seminar in Social Sciences (master's level)

Baton Rouge Community College: Fall 2003 – Present

American Government

Junior Statesmen of America: Summer 2005 and Summer 2006

Advanced Placement American Government at Stanford University

Service to the University and Community

Departmental Curriculum Committee

Departmental Textbook Committee

Assistance with Academic Quiz Bowl Team

Assistance to Pre-Law Society, including chaperoning trips

Assistance to Model United Nations

Chair, Faculty Senate Election Committee

University Safety Committee

Search Committee: Director of Southern University Laboratory School

Social Service Activities:

American Heart Association Charity Walk

Baton Rouge Area Food Bank

Louisiana State Academic Rally

Louisiana State Science Fair

Louisiana Beach Sweep

Non-Academic Experience

Rapides Area Planning Commission

Alexandria, Louisiana

Assistant Planner: October 1984 – December 1985

Associate Planner: January 1986 – August 1988

Duties: Applied for and administered Community Development Block Grants; chaired the Subdivision Technical Advisory Review Committee; assisted in rural street addressing in advance of implementation of the area's Enhanced 911 System

Texas Appraiser Licensing and Certification Board, Austin, Texas

Program Coordinator/Administrative Technician III: June 1990 – August 1991

Duties: Assisted in the planning and implementation of Texas's federally mandated real estate appraiser licensing and certification program; prepared, proctored, and graded examinations; assisted appraisers in preparing for exams; reported to the Director on progress of the program every three months.

Conference Participation and Publications

"Pornography, Feminism, and the First Amendment" – presented to the Southwest Political Science Association, March 1995

"Gender Differences in Black Environmentalism: An Ethic of Care" – published with Dr. William Arp in *Western Journal of Black Studies*, Winter 1995

"The Fairness Doctrine: A Policy Past Its Prime" – presented to the Southwest Political Science Association, March 1996

"Introduction to Public Policy" – authored the introductory course in public policy for Louisiana State University's Department of Independent Study, March 1997

Discussant on "Public Policy and the Media" panel – Southwest Political Science Association, March 1997

Discussant on "Environmental Racism and 'Cancer Alley'" panel – Louisiana State Political Science Association, February 1998

Discussant on "Louisiana's Impact on National Politics" panel – Louisiana State Political Science Association, February 1999

Discussant at Southern University's Grand Debate: "Should the Economic Embargo on Cuba be Lifted?" May 2000

Discussant at Southern University's Grand Debate: "American Relations With the People's Republic of China" May 2001

Discussant at Southern University's Grand Debate: "Are Military Tribunals a Threat to American Civil Liberties?" May 2002

Panelist – “The War in Iraq”, sponsored by Bienville House Center for Peace, October 2003

Panelist – “Social Security Privatization”, sponsored by the Southern University Department of Political Science, October 2004

“Competing Visions of Equality” – presented at Southern University Law Center’s symposium on the 50th anniversary of Brown v. Board of Education, March 2005

Publisher reviews for Longman Publishers:

Miller and Shafritz, *Introducing State and Local Governance*

Shafritz and Borick, *Introducing Public Policy*

Clark, *America at a Crossroads: A Real-World Introduction to Research Methods for Political Science*

Contributing Editor, *Understanding American Government*, with colleagues in the Southern University Department of Political Science

“Competing Visions of Equality” – published in *Southern University Law Digest*, Spring 2005

“Behind the Veil of Ignorance: Perceptions of Racial and Gender Equality” – presented to the Louisiana Political Science Association, February 2006 (to be submitted for publication)

“Majority White Cities With Minority Mayors” – research and grant applications in progress

CARL WAYNE JOHNSTON

PO Box 144
Mimbres, New Mexico 88049
(505) 536-3294 (home)
(432) 553-6600 (cell)

Education:

- 1994 **Doctor of Public Administration**
School of Public Affairs, Arizona State University
Emphasis in Criminal Justice Administration
Dissertation: "Prosecutorial Discretion: The Effects of Race/Ethnicity on Pre-file Diversion Decisions."
- 1989 **Master of Science (Justice Studies)**
School of Justice Studies, Arizona State University
Thesis: "Incapacitation and Deterrent Effects of Incarceration: A Pennsylvania Study."
- 1987 **Bachelor of Science (Criminal Justice)**
Department of Criminal Justice,
Missouri Southern State College, Joplin, Mo.
- 1987 **Associate of Science (Law Enforcement)**
Department of Criminal Justice,
Missouri Southern State College, Joplin, Mo.

Experience: Academic:

- 2006 (December) Retired from the University of Texas of the Permian Basin
- 2005 Named "Coordinator of On-Line Criminal Justice Studies"
- 2003 Granted Tenure and Promoted to Associate Professor
- 2000 – 2006 University of Texas of the Permian Basin Tenure Track Faculty
- 1995 - 2000 Arkansas State University Tenure Track Faculty
- 1999 Arkansas Commission on Law Enforcement Standards and Training (CLST) Lifetime Certification-Police Academy. (Effective, May, 1999)
- 1999 1 st. Regional Certification Training Academy, Black Rock, Ark.
Basic Recruit Training Instruction (Community Relations and Occupational Stress/Injury)
- 1989 Certified College Level Instructor by the State Board of Directors for Community Colleges of Arizona, 1989 (Teaching Cert.-Permanent)
- 1986-1989 Adjunct Faculty for:
 - Arizona State University
 - Michigan State University
 - Ottawa University, Arizona
 - University of Phoenix

Courses Taught: Sole responsibility for teaching each of the following courses.

- Methods of Social Research (computer and classroom)
- Criminal Investigations Criminal Procedure and Evidence
- Police Community Relations Police and Society
- Social Problems Current Issues in Policing

The Police and the Community Delinquent and Criminal Behavior
 Probation and Parole Crime and the Community
 Research Design and Analysis Introduction to Criminal Justice
 Applied Research **Statistical Research Lab**

Law and Society Municipal Police Administration
 WEB BASED: Developed and Teach: Ethics and Criminal Justice
 WEB BASED: Developed and Teach: Probation and Parole
 WEB BASED: Developed and Teach: CJ Administration
 WEB BASED: Developed and Teach: Police and the Community
 Named Coordinator of On-Line Criminal Justice Studies (Aug., 2005)
 Graduate: Research Methods
 Graduate: Public Admin. in Criminal Justice (seminar & interactive video)
 Graduate: Legal Issues in CJ Admin.(seminar & interactive video course)
 Graduate: Crime and Criminal Justice (seminar & interactive video course)
 Graduate: Contemp. Pblms & Issues in Pol. Admin. (seminar & interactive video)
 Graduate: Contemporary Legal Issues in CJ Admin (seminar & interactive video)
 Graduate: Women and Minorities in CJ Admin. (seminar & interactive video)

Teaching Interests: Policy/Program Evaluation, Policing, Criminal Justice, Research Methods, Design, and Analysis; and Police Administration, Law Enforcement

Research:

- 2006 Initiated Study of graduated Criminology, and CJ Admin students with 4 schools
- 2005 The Need for Commuter Training Among Parents: A Means for the Police to Enhance Police-Public Relations and Community Service
- 2005 Principles of Prosecutorial Discretion: First Principle – Do No Harm (Submitted)
- 2004 Pareto Optimality and Criminal Justice Policy Making (Submitted)
- 2004 Inappropriate Internet Sites: Citizens Attitudes and Need for Training (Submitted)
- 2003 Grant Received: Research with Midland PD – Computer Knowledge of Parents
- 2002 Public Policy and Prosecutorial Decision-Making
- 2001 Police Education – Preferences of Administrators
- 1999 The Effects of Racial/Ethnicity Orientation on Prosecutorial Decision-Making. From: National Institute of Justice Grant #89-DD-CX-0055 Data
- 1999 The Effects of Gender on Prosecutorial Decision-making. From: National Institute of Justice Grant #89-DD-CX-0055 Data.
- 1998 The Effect of Age on Criminal Processing: Is There an Advantage For Older Offenders?
- 1997 State of Arkansas Governor’s Partnership for Children and Families
 Develop Research Project for the state and prepare preliminary findings for the governor’s office on the status of information systems available to assess the needs of children and families in Arkansas.
- 1996 Arkansas State University “The Preparedness of New Police Recruits: Opinions of Arkansas and Arizona Chiefs of Police and Sheriffs.”
- 1995 Survey Research: Criminal Justice Education Preferences
 In Arkansas. (Arkansas State University)

- 1995 Survey Research: Criminal Justice Education Preferences
In Arizona. (With: Tom Hawley, Maricopa Co. Community
College, Tempe, Az.)
- 1992-1993 Awarded Grant by the National Institute of Justice to Evaluate the
Focused Offender Disposition, In-Jail Program." (\$61,000.00)
Position: Project Manager
Duties: Design Research Agenda, Coordinate Data Collection, Manage and
Analyze Data, and Report Findings
- 1991-1994 Differed Prosecution: The Maricopa Co. Arizona Demand Reduction Program
Evaluation (Funded NIJ Research)
- 1989-1993 Arizona Institute for Criminal Justice
2024 N. 7 th St. Suite #200, Phoenix, Az. 85006
Position: Senior Research Analyst
Duties: Assist in Research Design, Coordinate Data Collection, Manage and
Analyze Data, and Co-Author Findings on Research
- 1989-1991 "The Maricopa County Demand Reduction Program: an Evaluation Report."(Nat'l
Institute of Justice Grant #89-DD-CX-0055, Rpt 206 pages)
- 1988-1989 TASC, Inc. (Treatment and Screening Center), 2234 N. Th St., Phoenix, Az. 85006
Position: Computer Specialist/Researcher
Duties: Enter/Revise/and Analyze Data On Drug/Alcohol Offenders,

Professional Law Enforcement Experience:

- 1983-1987 Missouri Southern State College, Joplin, Mo.
Position: Director of Security (Chief of Police)
Duties: Direct/Supervise/Promulgate
Orders-Rules-Regulations for the
Campus Police Department
Member of the President's Council
- 1968-1982 Farmington Hill Police Department
31555 W. Eleven Mile Road, Farmington, Mi.
Duties: Investigator/Instructor, Specialization: Homicide, Investigations,
Undercover Operations
Certificates Awarded (Honors):
Four certificates for Valor and Merit

Certificates Awarded (Education):

- 2003 University of Texas Telecampus, Faculty Blackboard Training
2001 Youth Gangs, Guns and Drugs Policy (International Assoc. Of Chiefs of Police)
1999 Arkansas Commission on Law Enforcement Standards and Training (CLST) Certification.
1979 Executive Protection and Terrorists Tactics (Secret Service)
1979 Fatal Accident Investigation (Northwestern University-Traffic Institute)
1979 Advanced Defensive Tactics and Weapon Control (C.J. Institute)
1978 Police Training Instructor
1978 NRA Certified Range Officer

1976 Breathalyzer Certification
(Approximately 30 other certifications as well)

U.S. Marine Corps: Military Weapons Instructor; Drill Instructor
Received Platoon Honor Man, Series Honor Man, Spirit of America Awards

Publications and Reports:

C. Wayne Johnston and Carl Hoffmeyer. "Prosecutorial Diversion Policies and Principles: First Principle – Do No Harm" [expanded APA version] (Forthcoming The Criminal Law Bulletin Fall '07)

S. Cheurparkobkit and C. Wayne Johnston. "The Need for Commuter Training Among Parents: A Means for the Police to Enhance Police-Public Relations and Community Service". The International Journal of Police Science and Management. (Forthcoming Spring'07).

C. Wayne Johnston and Carl Hoffmeyer. "Principles of Prosecutorial Discretion: First Principle – Do No Harm". The Prosecutor. V. 39, Num. 6, Nov-Dec 2005.

C. Wayne Johnston and S. Cheurparkobkit. "Preferences and Support in Police Education: Administrators' Perspectives, International Journal of Police Science and Management" (Vol 4 No 3. October, 2002).

C. Wayne Johnston and Nicholas O. Alozie. "The Effects of Age on Criminal Processing: Is There an Advantage in Being 'Older'". Journal of Gerontological Social Work; Summer 2001. Vol 34, No 4.

Nicholas O. Alozie, and C. Wayne Johnston. "Probing the Limits of the Female Advantage in Criminal Processing: Pretrial Diversion of Drug Offenders in an Urban County"; Justice Systems Journal, Vol 21, No 3. 2000

Richard Wright, C. Wayne Johnston and Michael Malia. "Invisible Influence: A Citation Analysis of Crime and Justice Articles Published in Leading Sociological Journals. Journal of Crime and Justice; Vol 22. No 2, 1999

C. Wayne Johnston. "Incapacitation and Deterrent Effects of Incarceration: A Pennsylvania Study." Corrections Compendium. Vol 24, No. 12, 1999

C. Wayne Johnston. "Prosecutorial Decision-Making in Pre-file Diversion Programs: Equity and Justice in an Urban County." The Prosecutor, March/April Vol. 30, No. 2, 1996.

John R. Hepburn, and C. Wayne Johnston. "Do Drugs. Do Time: An Evaluation of the Maricopa County Demand Reduction Program." National Institute of Justice (Research in Brief), U.S. Dept. of Justice. Office of Justice Programs. Oct. 1995

John R. Hepburn, C. Wayne Johnston, Scott Rogers, (with contributions from:

Celesta Albonetti, and Scott Decker) "Executive Summary - Responding to the Casual Drug User: An Evaluation Report of 'The Maricopa County Demand Reduction Program'". National Institute of Justice, April, 1992

John R. Hepburn, and Celesta Albonetti, C. Wayne Johnston, "The Focused Offender Disposition-In-Jail Program: An Evaluation Report." National Institute of Justice. Grant #89-DD-CS-0056. (312 pgs) 1992.

John R. Hepburn, C. Wayne Johnston and Scott Rogers. "The Maricopa County Demand Reduction Program: An Evaluation Report. National Institute of Justice Grant #89-DD-CX-0055, Report 206

pages). December 1991.

Ron Ryan, and C. Wayne Johnston. "How Many Juvenile Offenders Gamble with Drugs?" Report to: Bur. of Justice Assistance and the National Institute of Justice. 1989.

PRESENTATIONS:

- 2006 – Present Paper – Baltimore, Maryland, " Principles of Prosecutorial Diversion Policies, First Principle: Do No Harm. National Conference, Academy of Criminal Justice Sciences.
- 2005 - Attend Conference – National Conference, American Society of Criminology Toronto, Canada. Panel member and Search Committee Representative.
- 2004 – Present Paper – Las Vegas, Nev. "Pareto Optimality and Criminal Justice Policy". National Conference, Academy of Criminal Justice Sciences
- 2004 – Present Paper – Las Vegas, Nev. "Do Parents Have the Skills to Track Children's Internet Activities?" National Conference, Academy of Criminal Justice Sciences
- 2002 - Presented Paper – Anaheim, California, Prosecutorial Decisions and Program Policy: a Matter of Equity in Public Goods. National Conference, Academy of Criminal Justice Sciences.
- 2001 - Presented Paper – Washington D.C. "Program Criteria In Determining Likelihood of Diversion Success". National Conference, Academy of Criminal Justice Sciences.
- 1999 – Presented Paper – Orlando, Florida, Gender Biases in Prosecutorial Decision- Making, National Conference, Academy of Criminal Justice Sciences.
- 1998 - Presented Paper - Albuquerque, New Mexico. National Conference, Academy of Criminal Justice Sciences. "The Effects of Age on the Likelihood of Pre-file Prosecutorial Diversion"
- 1997 - Presented Paper - Corpus Christi, Texas. Regional Conference. Southwest Criminological Association "Factors Affecting Prosecutorial Decisions"
- 1996 - Presented paper - Tucson, Arizona. Regional Conference 'Southwest Criminological Association "Opinions of Chiefs and Sheriffs on Police Education"
- 1996 - Presented Paper: Maricopa County Arizona Board of Community Colleges Curriculum Development for Criminal Justice Programs "Chiefs and Sheriffs Opinions on Police Education" November, 1996; Phoenix, Arizona.
- 1996 - Presented Paper - Las Vegas, Nevada. National Conference:Academy of Criminal Justice Sciences "Prosecutorial Decision-Making in Pre-file Diversion Programs: Equity and Justice in an Urban County" March.
- 1994 - Presented Paper - Seattle, Washington. Regional Conference: West Coast Criminal Justice Association "Diversion Programs and Prosecutorial Decision-Making"

University/Department Service

- 2006 Chair Buildings and Facilities Use Committee
- 2005 Chair Criminology Search Committee
- 2005 Coordinator of On-Line Criminal Justice Studies
- 2005 Chair 2 thesis committees

- 2005 Chair Buildings and Facilities Use Committee
- 2004 Chair Buildings and Facilities Use Committee
- 2004 Chair 1 thesis committee
- 2004 Buildings and Facilities Use Committee
- 2004 Faculty Search Committee – Criminology
- 2004 Animal Care Committee
- 2003 Animal Care Committee
- 2003 On-Line Advisor for Criminal Justice Degree
- 2003 Buildings and Facilities Use Committee
- 2003 Member Faculty Search Committee - Sociology
- 2002 – Wrote \$1,700,000 West Texas Pipeline and Refinery Security Grant Proposal
- 2002 Search Committee for Criminology Member
- 2002 Coordinator and Advisor for CCJO On-line Criminal Justice Degree
- 2001 - Wrote \$4,800,000 Airport Security Grant Proposal for University of Texas of the Permian Basin and the State of Texas
- 2000 - Present: Animal Rights Committee UTPB
- 1995 - 1999: CSSWG Graduate Studies Committee Arkansas State Univ. (ASU)
- 1995 - 1999: College Hearing Committee (ASU)
- 1996 - 1999: Budget Committee (ASU)
- 1997 - CSSWG Search Committee, Bldg Safety Committee (ASU)
- 1998 - 2000: President's Equine Facility Development Committee (ASU)
- 1999 - Faculty Search Coordinator (ASU)

Community Service

- 2005 Assist Odessa Police Department with applied research project.
- 2000 - Present: HYPPO Therapy for Handicapped Children
- 2000 - Present: Habitat for Humanity – Midland, Tx.
- 1996 - 1999: Habitat for Humanity – Jonesboro, Arkansas; Rotary
- 1995 Developed and coordinate “Neighborhood Watch” program for Lorado, Ark. with Green Co. Sheriffs Dept (LT. Archer - Univ. PD)
- 1995 - 1998 Lake Frierson Arkansas, State Park Advisory Board.
- 1994 - Present: Back Country Association, (National)

Other Professional Work

- 2004 Panel Chair ACJS program Las Vegas, Nevada
- 2002 – Present: Coordinator Telecampus CJ Completion Degree
- 2002 – Present: Adviser for Telecampus CJ Completion Degree
- 2001 Member and Advisor, University of Texas “Telecampus” System.
- 1999 Panel Member for International Association of Chiefs of Police and Criminal Justice Research Institute (Little Rock) to Develop a National Publication for “Crisis Situation Procedures in Public Schools”.
- 1999 - Selected for Commission on Law Enforcement Standards and Training (CLST) Executive Board, N.E. Arkansas Recruit Academy (Effective Fall, 1999)

- 1999 - Certified Instructor for CLST. Teaching two sections of the 1 st. Recruit Academy, Black Rock Technical College

- 1999 - Book Review . "Criminal Investigations" 7 th ed. (Swanson, Chamelin, and Territo)McGraw-Hill
- 1999 - Academy of Criminal Justice Sciences Annual Meeting, Orlando, Fla.
1).Attend Training on Internet Course Design, 2).Internet Searches.
- 1998 - Book Review "The Police in America, 3rd. ed. (S. Walker, McGraw Hill Pub.)
- 1998 - Book Review "Police Supervision" (Glensor, Gaines, & Peak; McGraw Hill Pub.)
- 1997 - C. Wayne Johnston. State of Arkansas' Governor's Partnership for Children and Families Interim Report
- 1996 - Curriculum Development Survey. Criminal Justice Education Needs in Arkansas
- 1996- Police Administration (Teachers Manual) for: Fife, et. al. 3rd ed. McGraw Hill Publishing (Published Text)
- 1996 - Book Review: "The Police in America" (Samuel Walker) 2nd ed.
McGraw Hill Publishing
- 1996 - Book Comparisons: Comparison of two texts on Police Administration
(Fyfe et.al., and Gaines) McGraw Hill Publishing.
- 1995 - Book Review: 'Police Evidence" (Gaines and Glensor; Glencoe Publishing)

Memberships:

- Academy of Criminal Justice Sciences (National)
- Southwest Criminal Justice Association (Regional)

Patricia Keehley
Assistant Professor
Southern Utah University
(435) 586-7961

EDUCATION:

Doctor of Public Administration, University of Georgia, 1990. Fields: Public Administration; Policy Analysis; Organization Theory. Dissertation title: Race and Gender Effects in GAO's Performance Evaluation System.

Master of Public Administration – University of South Florida, Tampa, Florida 1983. Master's Thesis: Program Review of Pinellas County's Spouse Abuse Shelter.

Bachelor of Arts, Major: Psychology. Minor: Women's Studies. 1980.

PUBLICATIONS AND PRESENTATIONS

"The Role of Local Government and the Natural Family Resolution," presented to the Take Back Kanab citizen organization, Kanab, UT, April 2006.

"Solution Driven Benchmarking: A Method for Nonprofit Leaders," presented at the Benchmark3 Conference on Nonprofit Management, Tempe, AZ, March 2006 and forthcoming in the Nonprofit and Voluntary Sector Quarterly, March 2007.

"Seven Steps to Root Out Your Most Pesky Problems", and "Banish the Work Doldrums Through the Creative Process", Utah League of Cities and Towns, Road School Conference, St. George, April 2006.

"Performance Auditing: A Benchmarking Approach," presented a three day workshop to US Department of Interior, Office of Inspector General, Denver, CO, March 2006.

Benchmarking for Best Practices in the Public Sector, lead author, Jossey-Bass Publishers, San Francisco, 1996.

"Total Quality Management: Getting Started", Public Management, International City and County Manager's Association, October 1992.

"TQM for Local Governments", Public Management, International City and County Manager's Association, August 1992.

PUBLIC SERVICE AND AWARDS

Faculty advisor for Pi Sigma Alpha Honor Society and Sigma Chi Fraternity, Fall 2006 – Present.

Cedar City Planning Commissioner, appointed by Mayor Sherratt, 2004 – Present.

Chair of the Search Committee to fill the City Manager position. Appointed by Mayor Sherratt, January 2006.

Treasurer, Cedar City United Methodist Church, 2004 – Present.

Member at Large, Summit School District Board of Education, Colorado, 2002 – 2003.

Instructor of the Year, Graduate School, USDA, 2001

COURSES DELIVERED:

University of Utah (1989 – 1991)

- American National Government
- Ethics in Government
- Human Resources Management
- Organization Development
- Public Policy Analysis
- Public Productivity Analysis

Graduate School, United States Department of Agriculture (1994 – 2005)

- Performance Auditing: Benchmarking Approach
- Applying Impact Evaluation Methods to Government Programs
- Performance Measurement for Government
- Advanced Performance Measurement for Government
- Strategic Planning Workshop
- Statistical Methods for Audit Sampling
- Performance Management and Budgeting
- Audit Evidence and Work Papers

Other Organizations (1995 – 2005)

- California Association of Public Auditors – Performance Measures
- Utah League of Cities and Towns – Team Dynamics
- Rural Water Association – Dealing With Difficult People
- Washington State – Performance Audits for Special Education
- American Samoa – Process Improvement Methods

U.S. General Accounting Office (1983 – 1989)

- Plan Organized Writing and Effective Review
- Preparing Effective Presentations

EMPLOYMENT:

iKon Group, inc., President. 1994 – Present. President, co-founder and majority owner of a small public sector management consulting business. As President I am responsible for ensuring all training, technical assistance, and other services are delivered in a high quality, timely manner. Since its inception iKon has employed between one and five individuals depending on the nature of the projects. Services are provided primarily to public and nonprofit organizations.

For most of the past seven years my work has centered on the Pacific islands. Working through the Graduate School, USDA I have designed and delivered numerous workshops, facilitated a variety of strategic planning sessions, and provided technical assistance in areas such as performance measures, human resource management, internship programs, operations improvement, audit methods, and performance based budgeting. In many cases these services were directly related to initiatives undertaken by the President (Republic of Palau; Federated States of Micronesia) or Governor

(Guam; CNMI; American Samoa) of the client state.

Additionally, I have provided training to the United Nations staff in New York City and Geneva Switzerland, and to staff with the Agency for International Development (AID) in Cairo, Egypt.

Coopers & Lybrand, Director, 1992 – 1994. As part of the Government Consulting Practice located in the Washington, D.C. area I directed a team of approximately 10 individuals as they provided training and performance improvement services to federal, state, and local governments across the U.S. We designed and delivered numerous training workshops for the U.S. Department of Energy, U.S. Navy, Allied Signal, and the FDIC. We facilitated strategic planning and process improvement sessions for the University of Minnesota (Department of Education), North Dakota, and Salt Lake City Corporation. I resigned to found the iKon Group, inc.

University of Utah, Visiting Assistant Professor August 1989 – December 1991, Responsible for all aspects of teaching graduate and undergraduate courses (see Courses Delivered). I selected texts, established course requirements and syllabi, facilitated discussions, delivered lectures, administered exams, and developed a method for assigning grades. I also served on student advisory committees and several University-wide faculty committees.

During my second year I became Director for Public Administration Education and thus responsible for all aspects of program administration, student advising, admissions, and graduation requirements. The Program employed one full-time and three part-time administrative staff, and a full-time Assistant Director. At the time, approximately 20 undergraduate students and 15 graduate students were seeking a Certificate in Public Administration. Approximately 120 graduate students were enrolled in the Master of Public Administration program and approximately 24 students were enrolled in the Executive Master of Public Administration program. I continued to teach primarily in the graduate programs during this period.

The Public Administration Education program was accredited by the National Association of Schools of Public Affairs and Administration (NASPAA). As Director I was responsible for documenting and facilitating the Program's re-accreditation process. I coordinated with the various University entities (faculty, Deans, Vice Presidents, Provost) to compile data and demonstrate the overall University's support for the program. I ensured all student records were summarized and presented in the required format and submitted all documentation needed to request re-accreditation. I organized the site visit team schedule and responded to the visitation team's questions and requests for additional information.

The Program was successfully re-accredited under my direction. In subsequent years I served on three accreditation teams that reviewed institutions in Nevada, Oregon, and Ohio. I resigned from the University when my husband was reassigned from Ogden, UT (Internal Revenue Service) to Washington, D.C.

U.S. General Accounting Office, Program Evaluator, 1983 – 1989. I was hired by the Atlanta Regional Office immediately upon completing my Master's degree. I was assigned to several nationwide program reviews such as the U.S. Social Security Administration and the U.S. Internal Revenue Service. In Atlanta I managed a team of five Evaluators and served as Federal Women's Program Manager. Additionally, I was selected to represent the Region as an Instructor for several internal training courses.

In 1987 I received a promotion and transferred to the Washington, D.C. office where I applied my skills to internal evaluations of GAO's performance appraisal system. Later I was recommended to the U.S.

House Appropriations Committee staff and subsequently spent one year with them investigating the U.S. Army's computer acquisition processes. I resigned to accept the position with the University of Utah.

Various Financial Institutions – 1980 – 1983. Florida and Tennessee. After completing my undergraduate degree I worked for several financial institutions in Florida and Tennessee. At various times I served as Vice President, Branch Manager, or Operations Manager responsible for virtually all aspects of branch banking, including commercial and personal lending. Staff size ranged from six to ten.

Daniel Pontzer

Department of Political Science and Criminal Justice
Assistant Professor of Criminal Justice
Southern Utah University
Cedar City, UT, 84720
(435) 586-1926
pontzer@suu.edu

Education:

Ph.D. in Criminology (ABD); will graduate from Indiana University of Pa by May 2007

Dissertation: *Testing Reintegrative Shaming Theory as an Explanation for Bullying among University Students*, Chair, Dr. Dennis Giever

M.A. in Criminology (2000); Indiana University of Pa

Thesis: *An Empirical Assessment of Ronald Aker's Social Learning Theory of Crime and Deviance as it Pertains to Youth Drug Use*, Chair Dr. Dennis Giever

B.A. in Psychology, (1998); Indiana University of Pa

Teaching Experience:

Assistant Professor of Criminal Justice at Southern Utah University, Spring 2006

Off-Campus Criminal Justice Program Coordinator & Visiting Instructor at Lees McRae College, Spring 2004-Fall 2006

Teaching Associate of Criminology at Indiana University of PA, 2002-2004

Courses Taught at Southern Utah University

- CJ 4720 Comparative Criminal Justice Systems
- CJ 4710 Understanding Terrorism
- CJ 3270 Criminology
- CJ 2020 History of Criminal Justice
- CJ 1010 Introduction to Criminal Justice

Courses Taught at Lees McRae College

- CRI 211 Survey of Criminal Justice
- CRI 265 Statistics for Business and Social Sciences
- CRI 301 Juvenile Delinquency
- CRI 331 Criminology
- CRI 411 Principles of Law Enforcement
- CRI 450 Criminal Law and Procedure
- CRI 461 Comparative Criminal Justice

Courses Taught at Indiana University of PA

- CRIM 102 Survey of Criminal Justice
- CRIM 210 Criminal Law
- CRIM 255 Law, Social Control, and Society
- CRIM 306 Criminology
- CRIM 355 Crime in the Workplace

Current Research Interest:

My current project is entitled *Testing Reintegrative Shaming Theory as an Explanation for Bullying*. The data for this study has been collected from university students via written questionnaires. Concepts derived from reintegrative shaming theory will be tested to see how well they explain a) why some university students bully, b) why others tend to repeatedly be targeted by bullies, and c) why others are not involved in bullying. Previous research in this area has associated various personality traits with bullying. However, coherent theoretical explanations of bullying have not been tested, albeit Amend (2001). This research project expands on previous research done in this area by being the first to:

- measure bullying behavior among university students instead of grade school or high school students,
- measure six different forms of bullying and six different forms of victimization,
- measure the extent to which university students bullied others, and were bullied by others during childhood,
- measure the extent to which university students bullied others, and were bullied by others within the past couple of months,
- to test if various personality traits, derived from reintegrative shaming theory or associated with bullying in previous research, are associated with being a bully or a victim of bullying; and
- to test if the type of parenting that one was exposed to during childhood is associated with being a bully or a victim.

Professional Experience:

Graduate Assistant (AY 2002): I worked as a statistical consultant in the applied research lab at Indiana University of Pa. I consulted students, faculty, and community members on how to do survey research, how to enter data into SPSS (statistical software), how to calculate the data, and how to interpret the statistics that summarize the data. I also participated in running workshops on the use of SPSS. I presented a research paper on this topic at a statistics conference in New York City.

Research Assistant (AY 2001): I worked as a liaison for the Pine Grove Research Project. A series of studies were conducted by the Department of Criminology at Indiana University of Pa on the newly built Pine Grove Prison in Clymer, Pa. This prison was built to house juvenile offenders who commit crimes so serious that they are convicted as adults. My responsibilities were maintaining communications between representatives of the correctional system, the community, and the researchers from the university. I was also involved in administering questionnaires to inmates. The funding for this project was pulled by the PA Department of Corrections because of changing

political winds and fears concerning the objectivity of the research.

Therapeutic Staff Support: While earning my Master's degree, I worked as Therapeutic Support Staff (TSS). This is a behavioral health position that provides one-to-one interventions to a child or adolescent with a serious emotional disturbance in order to prevent more restrictive services or out-of-home placement. I worked under the direction of a Behavior Specialist and with family, and teachers to foster the development of skills and techniques needed to integrate the child into normalizing activities. I was assigned the most severely handicapped cases.

Group Home Supervisor: I worked as a group home supervisor for autistic adults. For this job, I had to monitor house residents, assist residents with their chores, administer medications, and cook meals. I drove residents to work and school, doctor appointments, recreational activities, and so on. Emphasis was on increasing resident's independence by teaching life skills.

Contractor for the Army Corps of Engineers: Was involved in maintaining the East Branch Dam Reservoir, PA, and accompanying campground. This included activities such as inspecting the dam for possible erosion, building docks, placing buoys, collecting samples of the fish populations for a biologist, constructing nests for eagles, building a Playland, building a public bathroom, placing drainage pipes, cleaning out the spillway, mowing the dam face, going to first aid trainings, etc.

Professional Affiliations:

American Society of Criminology
Academy of Criminal Justice Science

Awards:

2001 Outstanding Graduate Student Research Award for Master Thesis, *An Empirical Assessment of Ronald Aker's Social Learning Theory of Crime and Deviance as it Pertains to Youth Drug Use*. Because of this study, I was awarded a \$5,000 scholarship

Paper Presentations:

Empirical Assessment of Ronald Aker's Social Learning Theory of Crime and Deviance as it Pertains to Youth Drug Use (2000); American Society of Criminology Conference, Chicago Illinois, Nov. 16, 2002

Testing Reintegrative Shaming Theory as an Explanation of Bullying Behavior among University Students (2006); American Society of Criminology Conference, Los Angeles California, Nov. 2, 2006

April 11, 2007

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Utah Valley State College –Bachelor of Science and Bachelor of Arts Degree in Economics; a Minor in Economics; and an Economics Emphasis in the Bachelor of Integrated Studies – Action Item

Issue

Officials at Utah Valley State College (UVSC) request approval to offer a Bachelor of Science and Bachelor of Arts Degree in Economics; a Minor in Economics; and an Economics Emphasis in the Bachelor of Integrated Studies Degree, effective Fall Semester 2007. The UVSC Board of Trustees approved the Letter of Intent on November 16, 2006. The Program Review Committee approved the Letter of Intent on February 2, 2007.

Background

The study of economics will provide students with a variety of intellectual tools that prepare them for a significant number of real-world careers in business, government, and the academic world. Undergraduate economics education has proven to be useful for preparation in careers in the private and public sectors as well as an excellent background for further graduate work in economics, business, and law.

The UVSC School of Business was accredited by AACSB in December 2006. The proposed degree will comply with the same level of learning quality, assessment, and administration associated with that process. The degree will prepare students with the skills to be competitive in a global economy and enable them to meet the challenges they must address in the effort to support the US economy as it looks to the future. Students will be offered several approaches to their study of the economics discipline. The curriculum will emphasize traditional economic theory and analysis, as well as courses that support students' preparation in the development of public/private policy alternatives using economic methods and processes.

Policy Issues

USHE institutions have reviewed the proposal and there were no objections expressed to the approval of the proposed degree.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve the Request to Offer a Bachelor of Science and Bachelor of Arts Degree in Economics; a Minor in Economics; and an Economics Emphasis in the Bachelor of Integrated Studies, effective Fall Semester, 2007.

Richard E. Kendell, Commissioner

REK/GW
Attachment

Academic, Applied Technology and Student Success Committee

Action Item

Request to Offer a Bachelor of Science and Bachelor of Arts Degree in Economics; a Minor in Economics, and an Economics Emphasis in the Bachelor of Integrated Studies

Utah Valley State College

Prepared for
Richard E. Kendell
By
Gary Wixom

April 11, 2007

SECTION I: The Request

Utah Valley State College requests approval to offer Bachelor of Arts and Bachelor of Science degrees in Economics. In addition, this request includes a Minor in Economics and an Emphasis in Integrated Studies in Economics. These new degrees were approved by the Institutional Board of Trustees on November 16, 2006. This proposal was authorized by the Program Review Committee of the Board of Regents on February 2, 2007. If approved, the new degree programs will be effective Fall Semester 2007.

SECTION II: Program Description

The study of economics will provide students with a variety of intellectual tools that prepare them for a significant number of real-world careers in business, government, and the academic world. Undergraduate economics education has proven to be useful for preparation in careers in the private and public sectors as well as an excellent background for further graduate work in economics, business, and law. John Maynard Keynes, a noted economist, once said "the theory of economics does not furnish a body of settled conclusions immediately applicable to policy. It is a method rather than a doctrine, an apparatus of the mind, a technique which helps its possessor to draw correct conclusions."

The UVSC School of Business was accredited by AACSB in December 2006. This degree will comply with the same level of learning quality, assessment, and administration associated with that process. The degree will prepare students with the skills to be competitive in a global economy and enable them to meet the challenges they must address in the effort to support the US economy as it looks to the future. Students will be offered several approaches to their study of the economics discipline. The curriculum will emphasize traditional economic theory and analysis, as well as courses that support students' preparation in the development of public/private policy alternatives using economic methods and processes.

The proposed curriculum will include:

Bachelor of Science in Economics (120 credit hours)

General Education Core Courses	36 credit hours
Business School Core Requirements	41 credit hours
Discipline Core Requirements	18 credit hours
Discipline Elective Requirements	15 credit hours
Elective Requirements	10 credit hours

Bachelor of Arts in Economics (125 credit hours)

General Education Core Courses	36 credit hours
Business School Core Requirements	41 credit hours
Discipline Core Requirements	18 credit hours
Discipline Elective Requirements	15 credit hours
Elective Language Requirements	15 credit hours

Minor in Economics (18 credit hours)

Economics Core Requirement	12 credit hours
Discipline Related Courses	6 credit hours

Economic Emphasis in Integrated Studies (18 credit hours)

Economics Core Requirement	12 credit hours
Discipline Related Courses	6 credit hours

Details of the programs for both bachelor degrees, the minor, and the IS emphasis are provided in Appendix A -- Program Advising Sheets. The Appendix includes details about the courses grouped into the categories outlined above as well as providing course descriptions of new courses and revised curriculum for several courses involved in the development of these programs.

Purpose of Degree

The National Center for Education Statistics provides data on the type of degrees offered by institutions of higher education. Nationally, at institutions with more than 5,000 students, economics ranked ninth among the most frequently offered programs with 79 percent of such institutions providing a BS in the discipline. More and more students at UVSC have expressed a desire for this degree offering supporting the data about the popularity of the degree. As UVSC seeks to become a comprehensive undergraduate institution, an economics degree will fill an important need in achieving that objective.

People with economics training have the potential to contribute both immediately after graduation with the bachelor's degree or to go on to graduate training in well-paid professional careers. These degrees will also support the growing institutional commitment to contribute to the economic development of the region of the state where UVSC is located.

Institutional Readiness

These proposed degrees will be housed in the Department of Finance and Economics in the School of Business. In December 2006, the UVSC School of Business was awarded its accreditation by AACSB with its attendant requirements for rigor in scholarship and emphasis on the need for assessing learning outcomes of students who graduate from the School's programs. The addition of these economics degrees will have limited personnel and budgetary impact because most of the faculty and resources are already in place to support the program having been developed in support of other, long successful baccalaureate degree in the School of Business. Most of the required and elective upper division courses supporting the degrees will be taught by terminally qualified faculty who comply with the accreditation requirements of AACSB. This includes faculty with a proven record of scholarship, a history of applied research which they seek to apply within their teaching environment, and a commitment to the process of teaching students how to apply these principles in the development of public policy.

These proposed bachelor degrees in economics support the UVSC institutional mission of providing more opportunities for students and for faculty to prepare those students to contribute to the local, state, national, and global community, which the institution seeks to serve. These economics degrees support the mission of UVSC as it seeks to become a regional center for providing quality education that will enable students to obtain well-paid employment after graduation and to continue in a variety of graduate programs for which economics provides a solid undergraduate foundation. Finally, the application of scholarship generated through the economic disciplines of these degrees has the potential for expanding regional development and providing support services for both public and private institutions in the community.

Faculty

The Department of Finance and Economics has eight full-time faculty who will be directly involved in the delivery of this degree. Seven of these faculty members have PhDs and the other is professionally qualified in accordance with AACSB accreditation standards. Four of these faculty members have PhDs in economics, two have PhDs in finance (which will be closely aligned with the proposed courses of the degree), and the seventh PhD has extensive training in statistics which is an important component in the development of this economics major. Four of the five economics faculty members have extensive experience in teaching upper-division courses that constitute the policy and theoretical courses appropriate for the degree. In addition, the two finance faculty members are highly qualified to teach the related finance courses that will be included within the curriculum for the degree.

In the fall of 2006, full-time faculty taught over ninety percent of the total number of credit hours taught by the Finance and Economics Department. As the new courses are brought online for this degree, there will be sufficient flexibility within the existing full-time faculty to meet the needs of the degree without having to add other full-time faculty during the first three years of implementation. It is anticipated that these full-time faculty will exchange two lower-division courses they currently teach with the upper-division courses required for the degree, as those courses need to be taught. The only budget increase for the degree will be the equivalent of an adjunct faculty member to teach the economics course sections the full-time faculty leave. Since the number of new courses per semester will be small and since the percentage of full time faculty teaching all economics courses is large, little or no quality impacts are anticipated.

Staff

The proposed degrees will be housed in the existing Department of Finance and Economics. No additional administrative staff will be required to support the programs within the first five years of operations. In addition, the School of Business has sufficient capacity within its own advisory group that no staff expansion will be required within that function as well.

Library and Information Resources

The economics faculty looks forward to the development of the Digital Learning Center currently under construction on the UVSC campus. In the interim, the faculty has been highly successful in the use of current facilities and resources as they maintain a high level of research and scholarship with existing resources. The School of Business has an active working relationship with the library specialist who works with faculty in the acquisition of economics journals, books, and databases.

Economics faculty members have become skillful in the use of the Utah academic library consortium that enables faculty and students to access materials from all of the other higher education institutions throughout the State. The School of Business maintains three sophisticated computer labs that provide a variety of electronic research and learning resources for students and faculty. These labs, plus individual faculty access to state of the art computer equipment, contribute to an extensive array of electronic research databases, resource materials, and other informational sources appropriate to the development of economic scholarship.

The faculty make frequent use of the library provision of the Utah Article Delivery Service which makes it possible for individuals to obtain copies of nearly any electronic/print professional journal articles within a 48-hour time frame. These arrangements provide a variety of access to library and other informational resources.

Admission Requirements

The proposed economics degrees will continue to operate in the existing environment in terms of admission requirements for the School of Business. Students may declare their major as freshmen, but they will be expected to meet further matriculation requirements as they enter their junior year within the same guidelines as other School of Business students.

Student Advisement

The School of Business maintains a dedicated four person advisory group that provides support for all the students seeking the several degrees offered by the School. The economics degrees will be included with those already offered, including business management, hospitality, and accounting. The criminal justice and legal studies degrees have another advisor specific to those two degrees. It is also anticipated faculty members will work closely with individual students as each selects an emphasis, which most interests them in the last year of their curriculum. The proposed degrees provide for essentially two broad approaches to graduation including a traditional mathematical/model building track or a more policy-oriented approach to advanced course work.

Justification for Number of Credits

The proposed degree programs are within the regular guidelines in USHE policy for BA and BS degrees.

External Review and Accreditation

Although no formal external review of the curriculum for this program occurred, there was a considerable level of informal review. This informal review occurred because of the recent movement of economics faculty from other institutions to UVSC. Current faculty within the School of Business have had experience in a number of institutions throughout the country, such as University of Illinois Champaign-Urbana, George Washington University, University of Illinois-Chicago, and Carleton University in Ottawa, Canada, as they worked together in organizing the curriculum for this program. The proposed program is consistent with the basic economics curriculum found in many institutions.

One of the main considerations in most economics degrees is whether the program should be housed in a school of business or within the social sciences disciplines. Faculty members involved in the development of this curriculum have come from both types of institutions. There has been a general agreement reached in the value of housing the degree within a school of business in the anticipation that most of the curriculum will be focused toward a positive as contrasted to normative philosophy of learning. The intent of this program is to be an applied degree with an emphasis on the development of policy and applied economic analysis.

The program will be located within the School of Business, which was recently accredited by AACSB, and as such intends to comply with all the quality issues, learning assessments, and scholarship requirements associated with that process

The proposed degrees have been reviewed by other USHE institutions through the regular R 401 review process.

Projected Enrollment

During the first five years of the program, the following numbers of students are projected to become involved in seeking one of the degrees in economics proposed in this narrative.

Economics Majors					
Projected	Year 1	Year 2	Year 3	Year 4	Year 5
FTE Students	4.80	9.60	12.00	14.70	17.00
Additional Headcount: Junior and Senior	12	24	27	33	38

SECTION III: Need

Program Need

Economists evaluate how society allocates scarce resources. Economists conduct research, collect and analyze data, forecast future trends, and provide a variety of services that facilitate the development of public policy and enhance the success of private businesses and organizations as they seek to achieve organizational objectives. The market demand for individuals with the specific title of “economist” is only a partial measure of the extent to which a person with these skills finds employment in today’s labor market. People with economics degrees are found in a number of related occupational titles where their economics training has been shown to make them among the higher paid members of those professions.

The *Wall Street Journal's* career information site recently reported that the number of students graduating with economics majors is expanding rapidly in the United States and that graduates earn an average of nearly \$43,000 a year. Students with an economics degree generally have the highest salaries among four-year graduates in all fields with the exception of engineers and computer science majors.¹

Another more sophisticated analysis of the earning capacity of economics majors was reported in an academic paper in the journal, *Economic Inquiry*. The three authors drew a sophisticated national sample using sources from the Census Bureau, National Science Foundation, and National Survey of College Graduates. The summary of their results is illustrative: “Among college graduates with no advanced degrees, economics majors generally fare well, earning significantly more than graduates... (of)... business administration... or other social science majors, humanities majors, and arts majors. Only engineering majors earn significantly more than economics majors. Among individuals who pursue a master’s degree in business or a professional degree in law, those who have an undergraduate economics major generally earn more than individuals with other majors (the only exception being the chemical engineering major as a background for the MBA).”²

Labor Market Demand

The State of Utah has designated what it characterizes as “Five Star” occupations -- those that will have the highest growth in demand for new job openings over the next decade. Five of the nine occupations so listed are occupations in which people with economics training often migrate for their professional careers. These five occupations include chief executives, lawyers, management analysts, marketing managers, and sales managers.³ Marketing managers are described as responsible for, developing pricing strategies, maximizing firm profitability, and analyzing trends in the development of new markets; all concepts that are the essence of what economists are trained to do. And as cited earlier lawyers with undergraduate degrees in economics tend to have higher salaries and more successful careers, when compared to lawyers with other types of degrees prior to their legal education.

The Bureau of Labor Statistics Occupational Outlook Handbook 2005-2006 suggests that employment of economists is expected to be slightly less than average over the next decade. However, the Handbook

¹ Vascellaro, Jessica E., “The Hot Major for Undergrads Seeking High Pay Is Economics,” CareerJournal.com from the *Wall Street Journal*, 2006.

² Black, D.A., Sanders, S., Taylor, L., “The Economic Reward for Studying Economics,” *Economic Inquiry*, Vol. 41, No. 3, July 2003, 365-77.

³ Information downloaded July 2006 <http://jobs.utah.gov/careers/>

also reports that many government and private groups that used to have economists on staff are increasingly using consulting groups of economists. In addition, much of the work formerly done by economists is now being conducted by people with occupational titles such as management analysts, actuaries, financial managers, market and survey researchers, etc. Graduates who obtain a degree in economics are often likely to be employed in a job with a closely related occupational title of that type, and those occupations represent some of the most rapidly growing opportunities in the US economy.⁴

In February 2006 the National Association of Colleges and Employers' (NACE) reported a list of the highest paid majors graduating in 2006 as contrasted to 2005. NACE's survey included majors that received 50 or more offers of employment and reported that employers were hiring 14.5% more college graduates in 2006 than they did in 2005. Average starting salaries were highest for varied engineering and computer science majors, but accounting and economics/finance majors experienced the highest growth of any of the reported occupations and the latter had the highest growth rate of any of the top ten occupations reported in the survey.⁵

Student Demand

The School of Business had just over 3,000 students enrolled in 2005. At the present time there are five bachelor degrees available: accounting, hospitality management, paralegal studies, criminal justice, and the general business management degree. The latter is further specialized into six emphases including entrepreneurship, finance and banking, hospitality, international business, marketing, and the general business degree. The proposed economics degree would give students access to a sixth bachelor degree within the School of Business. The new degree will be one of the more challenging in terms of quantitative requirements in math and statistics and will initially draw mostly from students already enrolled in other School of Business programs.

UVSC's Director of Institutional Research withdrew information from the ACT data base that includes a questionnaire of students interested in attending UVSC. One of the questions asked is what students would like to major in or what their top vocational choice will be as they enroll at the institution. This data base provided information for students who graduated from high school during the years from 2001 through 2006, who took the ACT exam, and chose to send UVSC a copy of their scores. This report showed that the number of students who described economics as their first choice was:

ACT: Students Reporting Economics as Top Major Choice

<u>Year</u>	<u>Number</u>
2001	21
2002	25
2003	15
2004	14
2005	11
2006	16

⁴ Occupational Outlook Handbook, U.S. Department of Labor, Bureau of Labor Statistics, downloaded July 2006
<http://www.bls.gov/oco>

⁵ Ellis, David, "Most Lucrative College Degrees," CNNMoney.com February 15, 2006.

Much of the information currently available on the student demand for an economics degree is anecdotal, but over the last several years, a growing number of students have asked faculty and advisors about the potential for having such a degree. In September 2006, the Department of Finance and Economics conducted a survey in all of its micro/macro economics classes and received more than 370 responses from current students at the institution.⁶ Sixty-nine students responded that they would be interested in a BA/BS in economics if it were available at UVSC and more than eighty others reported they might be interested. The conservative estimate of junior and senior students projected for the degree in the following paragraphs appears justified by the results of this student survey. We recognize that surveying economics students currently enrolled is a limited sample, but believe that it best represents what the potential interest would be for the degree. As more students become aware of the availability of the degree, we would anticipate an increase in demand as students are exposed to the opportunities such a degree provides.

Similar Programs

As previously noted the economics bachelor degree is one of the ten most offered degrees in institutions of higher education throughout the nation. Each of the four other baccalaureate offering institutions in the Utah System of Higher Education, as well as Brigham Young University, offers a similar degree and variations thereof. Some of these degrees are offered within Schools of Business while other institutions offer their economics degrees through a School of Social Sciences. The University of Utah and Brigham Young University both house their economics bachelor degree in the School of Social Sciences.

The other three USHE institutions house economics in their School of Business. Utah State University offers both a BS and BA in general economics as well as BS degrees in agribusiness, international agribusiness, and agricultural economics. The latter three degrees are jointly administered with USU's School of Agriculture. Weber State University offers both a BS and BA degree in economics through the John B. Goddard School of Business and Economics. Finally, Southern Utah University, another recently AACSB-accredited institution, offers an economics degree within its School of Business.

This proposed economics degree in the UVSC School of Business will be patterned more after the AACSB accredited programs at USU, Weber, and SUU as contrasted to the University of Utah. It will have a major emphasis on the application of positive economic theory and practice within the business discipline as contrasted to a more normative approach of a social science curriculum. The proposed degree will further offer students two basic approaches in their specialization in economics: first the traditional mathematical modeling emphasis characteristic of many programs, but it will also offer an emphasis in policy development with a range of courses in financial institutions, labor, public finance, health, human resource development, and environmental issues.

Collaboration with and Impact on Other USHE Institutions

A review of the letter of intent for these degrees was submitted to all the other institutions of higher learning in the Utah system. We have received support for the development of the degrees at UVSC including some recommendations for adopting common course nomenclature for several of the courses outlined in this proposal. UVSC continues to work with representatives of the other USHE institutions in the Majors

⁶ A copy of the survey instrument is included in the appendix.

Meetings each year and anticipates further expansion of participatory activities in the future. Members of the Department of Finance and Economics have been involved in a series of research workshops to which the faculty of the other USHE institutions have been invited over the last few months.

Benefits

The availability of an economics degree will contribute to the on-going effort of UVSC to become a comprehensive undergraduate institution in central Utah. The continued expansion of population in Utah County including the need for a broader offering of education opportunities for its young people is met in part by having an economics programs available to meet that challenge. The economics degree is especially useful for students seeking to pursue graduate study as already outlined in earlier sections of this narrative. The problem solving skills learned in the economics disciplines will also contribute to another objective within the UVSC mission of becoming a regional source in support of economic development for the community. People with economic expertise have the potential to assist in analyses of expanding employment opportunities, supporting business activities, and improving the quality of public services in the community. Graduates of these degrees will often seek admission to other USHE institutions in the State as they pursue graduate studies in economics and other professional disciplines.

Consistency with Institutional Mission

Utah Valley State College is in the process of continually upgrading and expanding the quality of its offerings and seeking to provide as a part of its mission, "a broad range of quality academic, vocational, technical, cultural, and social opportunities designed to encourage students in attaining their goals and realizing their talents and potential."⁷ The institution has evolved into a quality undergraduate teaching institution designed to prepare people for personal and professional success. Students graduating from UVSC are among the more highly compensated baccalaureate degree graduates from the Utah state higher education system and an increasing number are going on to successful placement in graduate work. This economics program meets the current Regent Policy (R312) description of the UVSC mission.

SECTION IV

Program and Student Assessment

The School of Business which will be responsible for the administration of these economics degrees has just completed a successful accreditation process through AACSB International - The Association to Advance Collegiate Schools of Business. One of the hallmark characteristics of AACSB accreditation is the requirement that participating institutions focus on the importance of measuring the learning outcomes of students who pass through their programs. This includes an expectation that degree program objectives will be articulated and efforts made to continually improve the processes critical to defining and meeting those objectives for all of the stakeholders including students, faculty, and institutional perspectives.

⁷ UVSC Mission Statement. Retrieved July 2006 from <http://www.uvsc.edu/insteffect/uvscmission.html>

Program Assessment:

Program Goals:

- I. Faculty recruitment and development will be sustained in accordance with guidelines established through existing AACSB accreditation requirements
- II. Curriculum will be evaluated and updated to maintain a quality level consistent with the standards currently available in the discipline.
- III. Student learning and satisfaction will be monitored. Evaluation criteria will be conducted to assure student learning, graduation levels, and post-graduation success.
- IV. Employers and graduate institutions will be surveyed to determine the quality of program graduates.

Goal Measurement:

- I. Periodic Assessments of faculty teaching and scholarship activities will be monitored and recommendations for improvement provided.
- II. Students will be evaluated through varied assessment measures including discipline specific exams, written reviews, and personal interviews.
- III. Students will be monitored in terms of successful scholarly activities achieved throughout the course of their academic experience.
- IV. Enrollment and graduation trends will be monitored.
- V. Post-graduation employment and graduate degree placement will be monitored.

Student Assessment

Educational Objectives:

- I. Students should have basic discipline knowledge and be able to apply that knowledge and integrate these skills in critical problem solving situations.
- II. Students should be able to adapt to changing economic and social environments.
- III. Students should have strong oral and written communication capability.
- IV. Students should develop expertise in research and scholarly activities.
- V. Students should be prepared for employment or graduate education.

In addition to the overall student assessment outlined above we will track some basic General Learning Competencies that focus on an evaluation of program and student outcomes in connection with core course competencies. These will include the following:

Learning Competencies:

- I. Ethical and Legal Perspectives
- II. Teamwork and Interpersonal Skills
- III. Verbal and Written Communication
- IV. Information Technology
- V. Diverse Environment of Global Business

- VI. Quantitative Analysis
- VII. Critical and Analytical Thinking
- VIII. Adaptability and Life-Long Learning

A variety of methods will be conducted to assess the learning outcomes of students in the economic program as a part of the broader School of Business learning outcomes assessment process. In addition, UVSC institutional effectiveness officials will be consulted in the ongoing evaluation of methods and processes appropriate to these activities. This will include: Content/Learning, Post-Graduation Outcomes and Measures of Student Satisfaction.

Content/Learning will be evaluated at the School level as well as within the degree program and within individual courses. Seniors will participate in cognitive evaluations using multiple choice exams, written evaluations, and personal interviews. These reviews will assess skill levels in both core business subjects as well as specific economic discipline related material. There will be an ongoing review of Post-Graduation Outcomes, which will assess student success in both employment and graduate school attendance. Alumni and employers will be surveyed as well as faculty and administrators of graduate programs where applicable. Finally, surveys of Student Satisfaction will be conducted again at all three levels of the program.

Faculty, students, and advisors will be active participants in ongoing learning outcomes assessment and program evaluation processes. Goals and objectives will be reviewed, data collected and analyzed, evaluation processes implemented, and feedback utilized in an effort to generate continuous improvement in all these activities. These economics degrees will be reviewed through the AACSB, Board of Trustees Program Reviews, and the UVSC institutional effectiveness evaluation processes.

SECTION V

Budget

Budgetary impact of the new degree will be limited. The proposed degrees will be administered by the Department of Finance and Economics, which is already in place and will therefore not require any additional advising personnel, administrative staff, or other related administrative expenditures during the initial years of operation. The projected five-year budget for these economics degrees is outlined below:

Proposed Budget Economics Degree Academic Years 2007-2011

	1	2	3	4	5
Contract Faculty	\$0	\$0	\$0	\$0	\$0
Hourly Faculty	\$7,110	\$14,789	\$17,089	\$17,773	\$18,484
FTE	0.45	0.90	1.00	1.00	1.00
Hourly Staff	\$0	\$0	\$0	\$0	\$0
Hourly Benefits	\$754	\$1,568	\$1,811	\$1,884	\$1,959
Total Salaries & Wages	\$7,110	\$14,789	\$17,089	\$17,773	\$18,484
Total Benefits	\$754	\$1,568	\$1,811	\$1,884	\$1,959
Total Personnel Costs	\$7,864	\$16,356	\$18,901	\$19,657	\$20,443
Current	\$0	\$0	\$0	\$0	\$0
Travel	\$0	\$0	\$0	\$0	\$0
Capital	\$0	\$0	\$0	\$0	\$0
Library	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
TOTAL	\$8,864	\$17,356	\$19,901	\$20,657	\$21,443
FTE Students	4.80	9.60	12.00	14.70	17.00
Cost Per FTE	\$1,847	\$1,808	\$1,658	\$1,405	\$1,261
Student/Faculty Ratio	10.67	10.67	12.00	14.70	17.00
Headcount	12	24	27	33	38

Funding Sources

The new courses that will be required to support the degree have been designed and will be implemented as students enter the upper-division stages of the curriculum. The first two of these courses are an intermediate macroeconomics course and an intermediate microeconomics course, which all students will take as a part of their core discipline requirement. Faculty will update a managerial statistics course, a history of economic thought course, and an economic development course that each of the majors will be required to take during their junior year in the program. The final required course is a senior seminar in current economic policy that will be implemented in the second year of the program.

These new courses will be implemented incrementally by existing faculty and adjunct faculty will be used for the lower-division courses that were formerly taught by the instructors who assume the new upper-division courses. However, given the fact that over ninety percent of courses in the department are currently taught by full-time faculty, there will only be a very few of credit hours taught by adjuncts for students within the School of Business who are taking economics courses for their core curriculum requirements. For the first several years of the degree, advanced courses will only be taught once a year and will be appropriately scheduled to enable advanced standing students to complete the required courses in an orderly manner.

Reallocation

As outlined above the salaried/adjunct faculty ratios within the Department of Finance and Economics provides sufficient resources such that only a limited reallocation of funding will be required to meet the development of needed courses. The \$8,800 (1st year) to \$21,400 (5th year) annual increments proposed in the budget will be drawn from normal growth of school and department budgets and possibly from new resources that have been authorized within the university status budget. These resources include a category for funds required to improve quality of existing undergraduate programs and degrees.

Impact on Existing Budgets

There will be a minimal impact on existing budgets with the development of these degree programs.

Appendix A

BS in Economics	120 Credits
General Education Requirements:	36 Credits
▪ ENGL 1010 Introduction to Writing	3.0
▪ ENGL 2010 Intermediate Writing--Humanities/Social Sciences	3.0
or ENGL 2020 Intermediate Writing--Science and Technology (3.0)	
▪ MATH 1050 College Algebra	4.0
Complete one of the following:	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)	
▪ HIST 1740 US Economic History (3.0)	
▪ POLS 1000 American Heritage (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)	
▪ PES 1097 Fitness for Life	2.0
Distribution Courses	
▪ ECON 2020 Macroeconomics (fulfills Social/Behavioral Science credit)	3.0
▪ Biology	3.0
▪ Physical Science	3.0
▪ Additional Biology or Physical Science	3.0
▪ Humanities Distribution	3.0
▪ Fine Arts Distribution	3.0
Discipline Core Requirements:	74 Credits
Business Foundation Courses:	
▪ ACC 2010 Financial Accounting	3.0
▪ ACC 2020 Managerial Accounting	3.0
▪ Business Computer Proficiency Exam	
or DGM 1010 Basic Computer Applications (2.0)	3.0
▪ ECON 2010 Microeconomics	3.0
▪ MATH 1100 Introduction to Calculus	4.0
▪ MGMT 2200 Business Communications	3.0
▪ MGMT 2340 Business Statistics I	3.0
Business Core Courses:	
▪ INFO 3120 Principles of Information Systems--A Managerial Approach	3.0
▪ LEGL 3000 Business Law	3.0
▪ MGMT 3010 Principles of Management	3.0
▪ MGMT 3100 Principles of Finance	3.0
▪ MGMT 3450 Operations Management	3.0
▪ MGMT 3600 Principles of Marketing	3.0

▪ MGMT 493R	Entrepreneurship Lecture Series (1.0)	
or MGMT 495R	Executive Lecture Series	1.0
Economics Core Requirements:		
▪ ECON 3020	Intermediate Microeconomics	3.0
▪ ECON 3030	Intermediate Macroeconomics	3.0
▪ ECON 3340	Managerial Statistics	3.0
▪ ECON 3830	History of Economic Thought	3.0
▪ ECON 4500	US Economic Development and History	3.0
▪ ECON 4960	Senior Seminar Current Economic Issues	3.0
Economics Elective Requirements: (Choose five in consultation with faculty advisor)		15.0
▪ ECON 3040	Environmental Economics (3.0)	
▪ ECON 3810	Labor Economics (3.0)	
▪ ECON 3820	Economic Development (3.0)	
▪ ECON 4150	Public Finance (3.0)	
▪ ECON 4320	Mathematical Economics (3.0)	
▪ ECON 4340	Econometrics Applications (3.0)	
▪ MGMT 3470	Lean Management Systems (3.0)	
▪ MGMT 4100	Management of Financial Institutions (3.0)	
▪ MGMT 4180	International Finance Management (3.0)	
▪ MGMT 4800	Strategic Management (3.0)	

Elective Requirements: 10 Credits

Complete 10 credits of any courses 1000 or higher. 10.0

Graduation Requirements:

- 1 Completion of a minimum of 120 semester credits required in the BS degree; at least 40 credit hours must be upper-division courses.
- 2 Overall grade point average 2.0 or above with a minimum of 2.5 GPA in all School of Business courses. No grade lower than a "C-" in core and specialization courses.
- 3 Residency hours: Minimum of 30 credit hours of business courses through course attendance at UVSC, with at least 10 hours earned in the last 45 hours.
- 4 Completion of GE and specified departmental requirements. Students are responsible for completing all prerequisite courses.

NOTE: Students will be limited to 15 hours of upper-division credit until advanced standing status is completed.

BA in Economics	125 Credits
General Education Requirements:	36 Credits
▪ ENGL 1010 Introduction to Writing	3.0
▪ ENGL 2010 Intermediate Writing--Humanities/Social Sciences	3.0
or ENGL 2020 Intermediate Writing--Science and Technology (3.0)	
▪ MATH 1050 College Algebra	4.0
Complete one of the following:	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)	
▪ HIST 1740 US Economic History (3.0)	
▪ POLS 1000 American Heritage (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)	
▪ PES 1097 Fitness for Life	2.0
Distribution Courses	
▪ ECON 2020 Macroeconomics (fulfills Social/Behavioral Science credit)	3.0
▪ Biology	3.0
▪ Physical Science	3.0
▪ Additional Biology or Physical Science	3.0
▪ Humanities Distribution (any foreign language 2020 class)	3.0
▪ Fine Arts Distribution	3.0
Discipline Core Requirements:	74 Credits
Business Foundation Courses:	
▪ ACC 2010 Financial Accounting	3.0
▪ ACC 2020 Managerial Accounting	3.0
▪ Business Computer Proficiency Exam	
or DGM 2010 Business Computer Proficiency	3.0
▪ ECON 2010 Microeconomics	3.0
▪ MATH 1100 Introduction to Calculus	4.0
▪ MGMT 2200 Business Communications	3.0
▪ MGMT 2340 Business Statistics I	3.0
Business Core Courses:	
▪ INFO 3120 Principles of Information Systems--A Managerial Approach	3.0
▪ LEGL 3000 Business Law	3.0
▪ MGMT 3010 Principles of Management	3.0
▪ MGMT 3100 Principles of Finance	3.0
▪ MGMT 3450 Operations Management	3.0
▪ MGMT 3600 Principles of Marketing	3.0
▪ MGMT 493R Entrepreneurship Lecture Series (1.0)	
or MGMT 495R Executive Lecture Series	1.0
Economics Core Requirements:	
▪ ECON 3020 Intermediate Microeconomics	3.0

▪ ECON 3030	Intermediate Macroeconomics	3.0
▪ ECON 3340	Managerial Statistics	3.0
▪ ECON 3830	History of Economic Thought	3.0
▪ ECON 4500	US Economic Development and History	3.0
▪ ECON 4960	Senior Seminar Current Economic Issues	3.0
Economics Elective Requirements: (Choose five in consultation with faculty advisor)		15.0
▪ ECON 3040	Environmental Economics (3.0)	
▪ ECON 3810	Labor Economics (3.0)	
▪ ECON 3820	Economic Development (3.0)	
▪ ECON 4150	Public Finance (3.0)	
▪ ECON 4320	Mathematical Economics (3.0)	
▪ ECON 4340	Econometrics Applications (3.0)	
▪ MGMT 3470	Lean Management Systems (3.0)	
▪ MGMT 4100	Management of Financial Institutions (3.0)	
▪ MGMT 4180	International Finance Management (3.0)	
▪ MGMT 4800	Strategic Management (3.0)	
Elective Requirements:		15 Credits
Complete 15 credits of the same foreign language courses.		15.0
Graduation Requirements:		
1	Completion of a minimum of 125 semester credits required in the BA degree; at least 40 credit hours must be upper-division courses.	
2	Overall grade point average 2.0 or above with a minimum of 2.5 GPA in all School of Business courses. No grade lower than a "C-" in core and specialization courses.	
3	Residency hours: Minimum of 30 credit hours of business courses through course attendance at UVSC, with at least 10 hours earned in the last 45 hours.	
4	Completion of GE and specified departmental requirements. Students are responsible for completing all prerequisite courses.	
NOTE: Students will be limited to 15 hours of upper-division credit until advanced standing status is completed.		

Minor in Economics	18 Credits
Discipline Core Requirements:	12 Credits
▪ ECON 2010 Microeconomics	3.0
▪ ECON 2020 Macroeconomics	3.0
▪ ECON 3020 Intermediate Microeconomics	3.0
▪ ECON 3830 History of Economic Thought	3.0
Elective Requirements:	6 Credits
Choose six hours from the following courses	6.0
▪ ECON 3030 Intermediate Macroeconomics (3.0)	
▪ ECON 3040 Environmental Economics (3.0)	
▪ ECON 3810 Labor Economics (3.0)	
▪ ECON 3820 Economic Development (3.0)	
▪ ECON 4150 Public Finance (3.0)	
▪ ECON 4320 Mathematical Economics (3.0)	
▪ MGMT 4100 Management of Financial Institutions (3.0)	
▪ MGMT 4180 International Finance Management (3.0)	

IS Emphasis in Economics	18 Credits
Discipline Core Requirements:	12 Credits
▪ ECON 2010 Microeconomics	3.0
▪ ECON 2020 Macroeconomics	3.0
▪ ECON 3020 Intermediate Microeconomics	3.0
▪ ECON 3830 History of Economic Thought	3.0
Elective Requirements:	6 Credits
Choose six hours from the following courses	6.0
▪ ECON 3030 Intermediate Macroeconomics (3.0)	
▪ ECON 3040 Environmental Economics (3.0)	
▪ ECON 3810 Labor Economics (3.0)	
▪ ECON 3820 Economic Development (3.0)	
▪ ECON 4150 Public Finance (3.0)	
▪ ECON 4320 Mathematical Economics (3.0)	
▪ MGMT 4100 Management of Financial Institutions (3.0)	
▪ MGMT 4180 International Finance Management (3.0)	

New Course Descriptions:

An agreement was reached in August 2006 with the School of Humanities, Arts, and Social Sciences, Department of History and Political Science to transfer the ECON prefix that was currently being used by that department for two freshmen level courses, to the Department of Finance and Economics. As a result all the courses that will compose the economics degree programs were given the ECON prefix as reflected in the following course descriptions.

Several new courses are being proposed to provide the necessary curriculum for the degree. They include an intermediate course in microeconomics and an intermediate course in macro economics to provide students with upper-division economic theory. All students seeking the degree will be required to take these courses. In addition, several existing or new courses will be included in a core discipline requirement that all economics majors will be required to complete for the degree. Finally, several elective courses will be outlined which combined with existing courses will provide the balance of courses necessary to complete the degree requirements. The new and revised courses are outlined below.

ECON 3020 Intermediate Microeconomics 3:3:0 Prerequisites: ECON 2010/2020, MGMT 2340
(Proposal to change number to 4010 in the current curriculum process)

Intermediate micro economics for economics majors and advanced economics course for other School of Business majors. First in a series of required intermediate courses in economics for economics majors. Covers theory of markets, production, costs, and behavior of firms. This course will also replace MGMT 4310 for other School of Business majors who are required to take an advanced economics course beyond the introductory micro/macro economics for their degree.

ECON 3030 Intermediate Macroeconomics 3:3:0 Prerequisites: ECON 2010/2020, MGMT 2340
(Proposal to change number to 4020 in the current curriculum process)

Intermediate macroeconomics for economics majors. Extends discussion of models of income determination, analysis of fiscal and monetary policy theory, and alternative views related to the impact of macro theory in the US and world economies. Prepares economics majors for other advanced economic theory and policy courses.

ECON 3040 Environmental Economics 3:3:0 Prerequisites: Approval of Instructor

Introduction to the economic issues of ecological and environmental theory and policy. Introduces the economic tools appropriate for the analysis of ecological and environmental challenges for an interdisciplinary group of engineering, science, social science, and natural resources management professionals. Presents the microeconomic concepts useful for reviewing these types of issues.

ECON 3810 Labor Economics 3:3:0 Prerequisites: ECON 2010

Elective course in the study of demand and supply factors in modern labor markets, human resource development, labor union history, wage determination, occupational analysis, gender issues, discrimination, education and training impacts, immigration issues, and adjustments to changes in technology.

ECON 3820 Economic Development 3:3:0 Prerequisites: ECON 2010

An elective course that will provide an analysis of factors that impact economic growth in developing economies. It will include discussions of the role of technology, human resource development in underdeveloped economies, developing infrastructure appropriate to economic development, and other related issues.

ECON 3830 History of Economic Thought 3:3:0 Prerequisites: ECON 2010/2020

Discipline core course that traces the evolution of formal economic theory beginning with Adam Smith and other classical economists. Followed by the contribution of neoclassical economists such as Alfred Marshall and then the modern theorists such as Keynes. Reviews the distinctions between micro and macro theory, empirical and mathematical economic theory, monetarism, and post-Keynesian economic analysis.

ECON 4320 Mathematical Economics 3:3:0 Prerequisites: ECON 3340

Elective course for economics majors. Development of mathematical and statistical models of economic theories in micro and macro applications. Includes development of static and dynamic models of markets, optimization, production, cost analysis, and other economic variables.

ECON 4340 Econometrics Applications 3:3:0 Prerequisites: ECON 4320

Elective course for economics majors. Includes analysis of mathematical and statistical models in real world application of the sciences of econometrics. Demonstrates examples of econometric analysis that form the foundations of econometrics science. Develops analytical skills in defining data inputs, data evaluation, and working through projects that students will encounter in their professional experience.

ECON 4500 US Economic Development / History 3:3:0 Prerequisites: ECON 3020

Required core course for economic majors. Includes analysis of economic development in the United States including factors that led to development of colonies in pre revolutionary America, the formation of government and economic institutions, history of western expansion, impact of civil war, and the rise of capitalism. Discussion of the shift from agrarian, to industrial, to post-industrial economic institutions. Study of the impact of depression, war, and other factors that influence economic development.

ECON 4960 Senior Seminar Current Economic Issues 3:3:0 Prerequisite: Dept Chair Approval

Seminar on topics of relevant interest in economic theory, policy, and implementation. Topics will vary each semester.

Incremental Course Additions Scheduled During the First Five Years of the Degree

Over the course of the first three years of the degree several courses in the catalog will be folded into the ongoing curriculum. For example, the two intermediate micro and macro courses will be taught each semester along with 3810 History of Economic Thought, and 3340 Managerial Statistics. These are characterized as the "Jr. Core" in the associated table to follow. In the second year the "Senior Core"

classes 4500, US Economic Development /History and 4960, Senior Seminar will be added to the curriculum. In addition, two other junior/senior elective courses will be added to the curriculum depending on the interests of the students then in the program.

In the third and subsequent years an additional elective courses will be taught bringing the elective courses for seniors to nine credit hours. This incremental process for bringing new curriculum into the program will enable students in their junior and senior years to obtain sufficient credits to be able to complete the bachelor degree. At the same time, resources will be available for the ongoing support that the School of Business needs for students in other degree programs to obtain the courses they need to fill the economics requirements taught by faculty from the Department of Finance and Economics.

Economics BS/BA
7/31/2006

	Year 1				Year 2			
	Credit	Contact	Student FTE	Faculty FTE	Credit	Contact	Student FTE	Faculty FTE
Jr. Core	12.00	12.00	4.80	0.44	12.00	12.00	4.80	0.44
Sr. Core					6.00	6.00	2.40	0.22
Electives								
Jr. Sr.					6.00	6.00	2.40	0.22
TOTAL	12.00	12.00	4.80	0.44	24.00	24.00	9.60	0.89

	Year 3				Year 4			
	Credit	Contact	Student FTE	Faculty FTE	Credit	Contact	Student FTE	Faculty FTE
Jr. Core	12.00	12.00	6.00	0.44	12.00	12.00	7.20	0.44
Sr. Core	6.00	6.00	2.40	0.22	6.00	6.00	3.00	0.22
Electives								
Jr. Sr.	9.00	9.00	3.60	0.33	9.00	9.00	4.50	0.33
TOTAL	27.00	27.00	12.00	1.00	27.00	27.00	14.70	1.00

	Year 5			
	Credit	Contact	Student FTE	Faculty FTE
Jr. Core	12.00	12.00	8.00	0.44
Sr. Core	6.00	6.00	3.60	0.22
Electives				
Jr. Sr.	9.00	9.00	5.40	0.33
TOTAL	27.00	27.00	17.00	1.00

Program Curriculum

Appendix B

Current Faculty / Full Time Tenured or Tenure Track

- Vaughn S. Armstrong Ph.D. Finance Arizona State University
Faculty member at UVSC since 2003. Prior to that Dr. Armstrong was a visiting professor at Brigham Young University and full-time at Washington State University for seven years. Areas of specialization include corporate finance, financial institutions, speculative securities analysis, and international finance.
- L. Brent Eagar Ph.D. Management University of Washington
Faculty member since 1999. Prior to coming to UVSC, extensive experience in private sector as well as faculty at Westminster College and Brigham Young University. Areas of specialization include statistics, strategic management, and business ethics.
- Norman D. Gardner Ph.D. Finance University of Utah
Faculty member since 1995. Dr. Gardner taught at Boise State University and has also had extensive consulting experience in the private sector including leadership with the National Federation of the Blind. Areas of specialization include finance, securities and investments.
- Lowell M. Glenn Ph.D. Economics The George Washington University
Faculty member since 1999. Prior to that Dr. Glenn had extensive experience in the public and private sectors including visiting faculty at Brigham Young University and adjunct at UVSC. Areas of specialization include economic history, labor, human resources development, and general theory.
- Reed Gooch MBA Economics Santa Clara University
Faculty member since the 1971 where's he's participated in the evolution of UVSC from technical college to a comprehensive baccalaureate institution. Teaches economic theory.
- Faridul Islam Ph.D. Economics University of Illinois Urbana-Champaign
Faculty member since 1998. Prior to that Dr. Islam was visiting faculty at Illinois Wesleyan and an economist at the Wharton Econometric Forecast Associates. Areas of specialization include statistics, econometric analysis, economic theory, and environmental economics.
- Amir Kia Ph.D. Economics Carleton University, Ottawa, Canada
Joined UVSC faculty in 2006 coming from Carleton University and visiting Emory University as well as fifteen years with the Bank of Canada. Areas of specialization include monetary economics, international economics, financial markets, and money and banking.
- Abdus Samad Ph.D. Economics University of Illinois – Chicago

Faculty member since 2002. Prior to that Dr. Samad has taught at the University of Bahrain, University of Illinois, Chicago, and Northwestern. Areas of specialization include economic theory, money and banking, and statistics.

Appendix C

Survey Instrument Administered to Micro/Macro students in September 2006

Would you be interested in having an economics bachelor degree at UVSC?

The purpose of this survey is to determine student interest in doing undergraduate work in economics that will lead to a bachelor degree. The study of economics requires a challenge of considerable rigor in the achievement of the degree. A recent Wall Street Journal story reported graduates with economics degrees were among the highest paid professionals. An economics degree is also an excellent avenue into graduate work in law or other professional education. We appreciate your willingness to respond to this request for information.

Please respond to each of the following items:

- (1) Gender: Male Female
- (2) Age: _____
- (3) Year in School: Freshman Sophomore Junior Senior
- (4) Current or Expected Major: _____
None Declared _____
- (5) Do you plan on transferring from UVSC to finish your bachelor degree?
Yes No Not sure at this time
If Yes, what bachelor degree do you plan to obtain _____ and
where will you go _____?
- (6) Would you be interested pursuing a BS/BA in economics if it were available at UVSC?
Yes No Not Sure at this time
- (7) Do you plan on attending graduate school after you complete your bachelor degree?
Yes No Not sure at this time

April 9, 2007

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.

Utah State University

i. Change name of Plants, Soils, and Biometeorology Department

Request: The Plants, Soils, and Biometeorology Department wishes to change its name to the "Plants, Soils, and Climate Department."

Need: The current department name was adopted in 1989 with the merger of the Plant Science Department and the Soils and Biometeorology Department. The department indicates that the current name is ineffective for the following reasons: 1) Biometeorology is "a science that deals with the relationship between living things and atmospheric phenomena" (Webster). Although this term is scientifically correct, it is often unclear to the public at large and fails to succinctly describe a significant portion of the mission of the department. The department's research and academic programs consider the interactions of both weather and climate on various ecosystems. The term "climate" is well understood by everyone, 2) The Utah legislature recently funded the Utah Climate and Weather Database Center at Utah State University. This Center is affiliated with the department and that collaboration would be better served by the use of "Climate" in the department name, 3) Global warming and climate change are currently topics of great importance, and much of the research conducted in the department is related to this subject. It would be to the advantage of the department to clearly state this emphasis in the department name. In general, the term "climate" more clearly describes what is being done in the department, and 4) The moniker "Plants, Soils, and Biometeorology" is difficult to say and results in frequent misunderstandings in telephone conversations.

Institutional Impact: Within the department, the proposal to change the name was met with unanimous approval. This change will have no impact on other departments and should improve utilization of the department by students and the public as they have a clearer understanding of what the department has to offer. The change will not impact administrative structures, physical facilities, or equipment.

Finances: The only costs anticipated are changes to the department website and letterhead. It should have no budgetary impact on any other programs or units at USU.

ii. Change the Name of the Department of Business Information Systems

Request: The Department of Business Information Systems requests permission to change the name of the department from Business Information Systems to Management Information Systems.

Need: Management Information Systems (MIS) is a widely adopted department name by leading information systems programs. Top programs using the MIS name include the Terry College of Business at the University of Georgia, Eller College of Business at the University of Arizona, Management Information Systems (MIS) University of Texas at Austin, University of Virginia, Fox School of Business at Temple University,

Business Information Systems is no longer a common department name for information systems programs. For instance, IS World's (IS World.org) list of undergraduate programs contains around 50 programs. Among these 50 programs, only St. Bonaventure University was listed as using the BIS name for the department. St. Bonaventure offers a 4-year degree in BIS.

The department believes the MIS name represents a standard of high quality and sends a signal to potential employers and donors that the department is committed to high-end research and teaching. Management Information Systems has broad strategic appeal. The change from BIS to MIS is necessary, as we remain committed to offering a quality information systems program at the bachelor's, master's, and doctoral levels.

Institutional Impact: Although a name change may appear to be a minor change, the department believes there is great potential for positive institutional impact. Students, faculty, and development efforts will benefit from this department name change.

Students looking for employment on Monster.com will only find 111 related positions linked to the keyword "BIS". However, a search of "MIS" yields over 1000 (which is the maximum allowed) related positions. More importantly, BIS does not contain any search-related job titles. However, MIS includes related job titles including MIS manager, information Systems manager, Information technology manager, IT manager, IT director, director of information technology, MIS director, director of information systems, network manager, and director of technology.

Faculty recognize the importance of the MIS name change. During the departmental faculty meeting on February 15, 2006 the faculty unanimously agreed to the name change.

Finances: The departmental name change does not require additional funding or staffing changes. However, the department believes the name change will help facilitate departmental and college goals related to student recruitment, student placement, as well as development efforts.

iii. Change the Name of the majors, minor, emphasis, and specialization in the Department of Business Information Systems

Request: The Department of Business Information Systems requests permission to change the name of the majors, minor, emphasis, and specialization from Business Information Systems to Management Information Systems. The specific name changes are: 1) Bachelor of science (BS), bachelor of arts (BA), and master of science (MS) in business information systems to management information systems, 2) Interdepartmental doctor of philosophy (PhD) in education and doctor of education (EdD) with a specialization in business information systems to specialization in management information systems, 3) Graduate emphasis in MS degree from business information systems to management information systems, and 4) Minor in business information systems to management information systems.

Need: Management information systems (MIS) is a widely adopted major and minor name by leading information systems programs. Top programs using the MIS name include the Terry College of Business at the University of Georgia, Eller College of Business at the University of Arizona, Management Information Systems (MIS) University of Texas at Austin, University of Virginia, and Fox School of Business at Temple University.

The department believes the MIS name represents a standard of high quality and sends a signal to potential employers and donors that our department is committed to high-end research and teaching. Management information systems has a broad strategic appeal. The change from BIS to MIS is necessary, as the department remains committed to offering a quality information systems program at the bachelor's, master's, and doctoral levels.

Institutional Impact: Although a name change may appear to be a minor change, the department believes there is great potential for positive institutional impact. Students, faculty, and development efforts will benefit from these degree name changes.

Faculty recognize the importance of the MIS name change. During the departmental faculty meeting on February 15, 2006 the faculty unanimously agreed to the name change.

Finances: The program name changes do not require additional funding or staffing changes. However, the department believes the name changes will help facilitate departmental and college goals related to student recruitment, student placement, as well as development efforts.

iv. New Emphases within the Bachelor of Science in Environmental Studies

Request: Utah State University requests approval to create seven new emphases within the existing Bachelor of Science in Environmental Studies, effective Spring 2007. These emphases were approved by the USU Board of Trustees on January 12, 2007. The Department of Environment and Society administers the B.S. in Environmental Studies. Currently the curriculum for this degree requires students to devote at least 15 credits toward a self-designed "specialization option" that reflects their educational goals and career interests.

The Environmental Studies curriculum is designed for students who wish to acquire a broad understanding of natural resources and human-environment relationships as well as the technical background needed to effectively influence natural resource and environmental management. As there are many ways to do this – e.g., as a communications specialist, environmental compliance specialist, educator, attorney, town and regional planner, business entrepreneur, and more – the degree has allowed students to design a path that makes sense for their particular needs. However it has become clear that most (but not all) students wish to follow a few similar paths. Moreover, they would like more guidance about which courses would best help them achieve their goals. And when they have earned their degrees, they would like their academic records to clearly indicate the paths they have prepared to take. Therefore the Department of Environment and Society faculty have identified specific courses that would most benefit students with particular goals.

The department proposes to create a series of specific emphases that would represent typical programs of study taken by Environmental Studies majors. The proposed emphases include:

Business and Economics

Need: The emphasis in Business and Economics is designed for students who hope to work in the private sector in a field related to natural resources and the environment (as a small business owner, hunting or fishing outfitter, environmental consultant, etc.). It includes courses in marketing, organizational management, law and economics that provide additional depth in these aspects of the business world. Students will be required to take 15 or more credits from the following list of courses:

BA 3500	Fundamentals of Marketing	(3 cr.)
ECON 3170	Law and Economics	(3 cr.)
ECON 5560	Natural Resource and Environmental Economics	(3 cr.)
ENVS 5550	Sustainable Development	(3 cr.)
MHR 2050	Legal and Ethical Environment of Business	(3 cr.)
MHR 3110	Managing and Organizing People	(3 cr.)

Institutional Impact: The Department of Environment and Society indicates the creation of this emphasis will better reflect one of the chief educational goals of the Environmental Studies degree, thereby improving the degree's visibility and clarifying its image and meaning within the university. Students will benefit by an emphasis that more clearly identifies the focus of their undergraduate curriculum to prospective employers or graduate degree programs.

No new courses will be created as a result of this emphasis, and no new faculty, facilities or equipment will be required. The proposal should have no significant institutional impact within the College, Utah State University, or any other undergraduate programs in the Utah Higher Education System.

Finances: As this proposed emphasis involves only a clustering of existing course, there is no anticipated budgetary impact.

Communications

Need: The emphasis in Communications is designed for students whose academic interests and career goals are focused on work as an environmental writer or educator, visitor services professional, or

interpreter and who have chosen the Environmental Studies degree in order to gain a solid grounding in human-environment interactions. Coursework is intended to provide depth in communications skills beyond that offered by the major and general education courses. Students will be required to take 15 or more credits from the following list of courses:

ENGL 3440	Creative Nonfiction Writing	(3 cr.)
ENGL 4630	American Nature Writers	(3 cr.)
ENVS 4600	Natural Resource Interpretation	(3 cr.)
ENVS 5110	Environmental Education	(3 cr.)
JCOM 1130	Beginning Newswriting for the Mass Media	(3 cr.)
SPCH 5250	Environmental Rhetoric	(3 cr.)

Institutional Impact: The Department of Environment and Society indicates the creation of this emphasis will better reflect one of the chief educational goals of the Environmental Studies degree, thereby improving the degree's visibility and clarifying its image and meaning within the university. Students will benefit by an emphasis that more clearly identifies the focus of their undergraduate curriculum to prospective employers or graduate degree programs.

No new courses will be created as a result of this emphasis, and no new faculty, facilities or equipment will be required. The proposal should have no significant institutional impact within the College, Utah State University, or any other undergraduate programs in the Utah Higher Education System.

Finances: As this proposed emphasis involves only a clustering of existing courses, there is no anticipated budgetary impact.

Environmental Policy

Need: The emphasis in Environmental Policy is designed for students who plan to pursue a career in law, politics, or advocacy on behalf of issues related to natural resources and the environment. It includes courses in public land and natural resources policy and law, conflict management, sustainable development, and political science. Students will be required to take 15 or more credits from the following list of courses:

ENVS 4130	Recreation Policy and Planning	(3 cr.)
ENVS 5300	Natural Resources Law and Policy	(2 cr.)
ENVS 5320	Water Law and Policy in the United States	(3 cr.)
ENVS 5550	Sustainable Development	(3 cr.)
ENVS 5640	Conflict Management in Natural Resources	(3 cr.)
POLS 5180	Natural Resource Policy	(3 cr.)

Institutional Impact: The Department of Environment and Society indicates the creation of this emphasis will better reflect one of the chief educational goals of the Environmental Studies degree, thereby improving the degree's visibility and clarifying its image and meaning within the university. Students will benefit by an emphasis that more clearly identifies the focus of their undergraduate curriculum to prospective employers or graduate degree programs.

No new courses will be created as a result of this emphasis, and no new faculty, facilities or equipment will be required. The proposal should have no significant institutional impact within the College, Utah State University, or any other undergraduate programs in the Utah Higher Education System.

Finances: As this proposed emphasis involves only a clustering of existing courses, there is no anticipated budgetary impact.

Human Impacts on the Environment

Need: The emphasis in Human Impacts on the Environment focuses on coursework that helps students understand how human activities both currently and in the past have come to affect the Earth's biological and physical components, and to provide a solid foundation in understanding tools and programs that are being developed to manage and mitigate those impacts. It is designed for students interested in careers in education, non-governmental organizations, or advocacy, or who plan to attend a graduate program in environmental science and management. Students will be required to take 15 or more credits from the following list of courses:

<u>ENVS 5550</u>	<u>Sustainable Development</u>	<u>(3 cr.)</u>
<u>ENVS 5570</u>	<u>Sustainable Living</u>	<u>(3 cr.)</u>
<u>GEO 3100</u>	<u>Natural Disasters</u>	<u>(3 cr.)</u>
<u>HIST 3950</u>	<u>Environmental History</u>	<u>(3 cr.)</u>
<u>SOC 4620</u>	<u>Sociology of the Environment and Natural Resources</u>	<u>(3 cr.)</u>
<u>WATS 3820</u>	<u>Climate Change</u>	<u>(3 cr.)</u>
<u>WILD 4600</u>	<u>Conservation Biology</u>	<u>(3 cr.)</u>

Institutional Impact: The Department of Environment and Society indicates the creation of this emphasis will better reflect one of the chief educational goals of the Environmental Studies degree, thereby improving the degree's visibility and clarifying its image and meaning within the university. Students will benefit by an emphasis that more clearly identifies the focus of their undergraduate curriculum to prospective employers or graduate degree programs.

No new courses will be created as a result of this emphasis, and no new faculty, facilities or equipment will be required. The proposal should have no significant institutional impact within the College, Utah State University, or any other undergraduate programs in the Utah Higher Education System.

Finances: As this proposed emphasis involves only a clustering of existing courses, there is no anticipated budgetary impact.

International Emphasis

Need: The International emphasis in Environmental Studies is designed for students who plan to pursue a career in international development and/or services related to environmental protection, especially with non-profit or governmental organizations working in the developing world. Courses provide additional depth in human geography, international sustainable development, and global environmental politics. Students will be required to take 15 or more credits from the following list of courses:

<u>ANTH 2010</u>	<u>People of the Contemporary World</u>	<u>(3 cr.)</u>
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ECON 5400	International and Development Economics	(4 cr.)
ENVS 5550	Sustainable Development	(3 cr.)
GEOG 1400	World Regional Geography	(3 cr.)
GEOG 4200	Regional Geography	(3 cr.)
GEOG 6650	Developing Societies	(3 cr.)
SOC 4730	Women in International Development	(3 cr.)

Institutional Impact: The Department of Environment and Society indicates the creation of this emphasis will better reflect one of the chief educational goals of the Environmental Studies degree, thereby improving the degree's visibility and clarifying its image and meaning within the university. Students will benefit by an emphasis that more clearly identifies the focus of their undergraduate curriculum to prospective employers or graduate degree programs.

No new courses will be created as a result of this emphasis, and no new faculty, facilities or equipment will be required. The proposal should have no significant institutional impact within the College, Utah State University, or any other undergraduate programs in the Utah Higher Education System.

Finances: As this proposed emphasis involves only a clustering of existing courses, there is no anticipated budgetary impact.

Planning and Analysis

Need: The emphasis in Planning and Analysis is designed to provide additional depth for students who are interested in pursuing careers in bioregional, municipal, or other types of planning. It combines coursework in geographic information analysis with specific courses in planning, site design, conflict management and community development. Students will be required to take 15 or more credits from the following list of courses:

WATS 4930	Geographic Information Systems	(4 cr.)
WATS 5330	Large River Management	(3 cr.)
WATS 5930	Geographic Information Analysis	(4 cr.)
BIOL 5010	Biogeography	(3 cr.)
ENVS 5640	Conflict Management in Natural Resources	(3 cr.)
GEO 3100	Natural Disasters	(3 cr.)
GEOG 3610	Geography of Rural/Urban Planning	(3 cr.)
LAEP 3700	City and Regional Planning	(3 cr.)

Institutional Impact: The Department of Environment and Society indicates the creation of this emphasis will better reflect one of the chief educational goals of the Environmental Studies degree, thereby improving the degree's visibility and clarifying its image and meaning within the university. Students will benefit by an emphasis that more clearly identifies the focus of their undergraduate curriculum to prospective employers or graduate degree programs.

No new courses will be created as a result of this emphasis, and no new faculty, facilities or equipment will be required. The proposal should have no significant institutional impact within the College, Utah State University, or any other undergraduate programs in the Utah Higher Education System.

Finances: As this proposed emphasis involves only a clustering of existing courses, there is no anticipated budgetary impact.

Environmental Stewardship

Need: The emphasis in Environmental Stewardship is designed for students whose academic interests and/or career goals do not fall into the six primary emphases in Environmental Studies. While students will be required to complete 15 credits in addition to the Environmental Studies disciplinary core, no specific courses are prescribed. Instead, students will develop a customized emphasis in consultation with a faculty advisor, and must complete a form describing the intent of the emphasis, which specific courses will be included, and how they relate to the student's goals. A university-approved minor may be used to meet this requirement.

Institutional Impact: The Department of Environment and Society believes the creation of this emphasis will better reflect one of the chief educational goals of the Environmental Studies degree, thereby improving the degree's visibility and clarifying its image and meaning within the university. Students will benefit by an emphasis that more clearly identifies the focus of their undergraduate curriculum to prospective employers or graduate degree programs.

No new courses will be created as a result of this emphasis, and no new faculty, facilities or equipment will be required. The proposal should have no significant institutional impact within the College, Utah State University, or any other undergraduate programs in the Utah Higher Education System.

Finances: As this proposed emphasis involves only a clustering of existing courses, there is no anticipated budgetary impact.

v. New Emphases in Bachelor of Science in Geography

Request: Utah State University requests approval to create four new emphases within the existing Bachelor of Science degree in Geography, effective Spring 2007. The proposed new emphases are (1) Cultural/Social Geography, (2) Human Impacts on the Environment, (3) Planning and Analysis, and (4) Geographic Perspectives. These emphases were approved by the Utah State University Board of Trustees on January 12, 2007. The Department of Environment and Society administers the B.S. in Geography. Currently the curriculum for this degree requires students to devote at least 12 credits toward a self-designed "specialization option" that reflects their educational goals and career interests. The department proposes to create a series of specific emphases that would represent typical programs of study taken by Geography majors.

The Geography curriculum provides a broad background in the basic themes of geography – human (cultural), physical, and regional geography – with a particular focus on the geography of environment and earth resources and on the technical skills of geographic information analysis. Students also are required to acquire depth of knowledge in a particular regional or technical area of geography of interest to them. Experience has taught us that most students wish to follow a few specific career paths, and they would like specific guidance about which courses will best help them follow those paths. Moreover, when they have earned the Bachelor's degree, they would like their academic records to clearly indicate the paths they

have prepared to take. Therefore, the Department of Environment and Society faculty have identified specific courses that would most benefit students with particular goals. The proposed emphases are presented below.

Cultural/Social Geography

Need: The emphasis in Cultural/Social Geography provides additional depth beyond the core Geography curriculum in the study of interactions between human societies and the spatial characteristics of the earth and its environments. Courses in this emphasis help students learn more about specific cultures or cultural institutions, with particular emphasis on human geography in the developing world and non-Western cultures. Students will be required to take 12 or more credits from the following list of courses:

ANTH 3160	Anthropology of Religion	(3 cr.)
ENVS 5550	Sustainable Development	(3 cr.)
FREN 3550	or	
JAPN 3100	or any other culture course offered as part of a foreign language program	(3 cr.)
GEOG 4200	(second geographic area of study beyond the one chosen for Geography core)	(3 cr.)
GEOG 5650	Developing Societies	(3 cr.)
SOC 4710	Asian Cultures	(3 cr.)

Institutional Impact: No new courses will be created as a result of this emphasis, and no new faculty, facilities or equipment will be required. The proposal should have no significant institutional impact upon Utah State University or other undergraduate programs within the Utah System of Higher Education.

Finances: There is no anticipated budget impact of this proposed emphasis.

Human Impacts on the Environment

Need: The emphasis in Human Impacts on the Environment focuses on coursework that helps students understand how human activities both currently and in the past have come to affect the Earth's biological and physical components, and to provide a solid foundation in understanding tools and programs that are being developed to manage and mitigate those impacts. Students will be required to take 12 or more credits from the following list of courses:

ENVS 3600	Living with Wildlife	(3 cr.)
ENVS 5000	Collaborative Problem-Solving for Environment and Natural Resources	(3 cr.)
ENVS 5550	Sustainable Development	(3 cr.)
ENVS 5570	Sustainable Living	(3 cr.)
HIST 3950	Environmental History	(3 cr.)
WILD 2200	Ecology of our Changing World	(3 cr.)
	or	
NR 2220	General Ecology	(3 cr.)
WILD 4600	Conservation Biology	(3 cr.)

Institutional Impact: No new courses will be created as a result of this emphasis, and no new faculty, facilities or equipment will be required. The proposal should have no significant institutional impact upon Utah State University or other undergraduate programs within the Utah System of Higher Education.

Finances: There is no anticipated budget impact of this proposed emphasis.

Planning and Analysis

Need: The emphasis in Planning and Analysis is designed to provide additional depth for students who are interested in pursuing careers in bioregional, municipal, or other types of planning. It combines additional coursework in geographic information analysis with specific courses in planning, site design, and community development. Students will be required to take 12 or more credits from the following list of courses:

ENVS 3000	Natural Resource Policy and Economics	(4 cr.)
ENVS 5000	Collaborative Environmental Problem-Solving	(3 cr.)
ENVS 5300	NR Law & Policy	(2 cr.)
GEOG 3610	Rural/Urban Planning	(3 cr.)
LAEP 3700	City & Regional Planning	(3 cr.)
WATS 5930	Geographic Information Analysis	(4 cr.)

Institutional Impact: No new courses will be created as a result of this emphasis, and no new faculty, facilities or equipment will be required. The proposal should have no significant institutional impact upon Utah State University or other undergraduate programs within the Utah System of Higher Education.

Finances: There is no anticipated budget impact of this proposed emphasis.

Geographic Perspectives

Need: The emphasis in Geographic Perspectives is designed for students whose academic interests and/or career goals do not fall into the three primary emphases. While students will be required to complete 12 credits in addition to the Geography disciplinary core, no specific courses are prescribed. Instead, students will develop a customized emphasis in consultation with a faculty advisor and must complete a form describing the intent of the emphasis, which specific courses will be included, and how they relate to the student's goals. A university- approved minor may be used to meet this requirement.

Institutional Impact: No new courses will be created as a result of this emphasis, and no new faculty, facilities or equipment will be required. The proposal should have no significant institutional impact upon Utah State University or other undergraduate programs within the Utah System of Higher Education.

Finances: There is no anticipated budget impact of this proposed emphasis.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the institutional requests on the Information Calendar of the Career and Technical Education, and Student Success Programs Committee as described above. No action required.

Richard E. Kendell, Commissioner

REK/LS/JMC

April 11, 2007

MEMORANDUM

TO: State Board of Regents
FROM: Richard E. Kendell
SUBJECT: Academic Majors' Meetings, September 29, 2007 – Report

Issue

Faculty and academic advisors met on September 29, 2006 for the annual Majors' meetings, as required in Regents' Policy R470– 6.1., to discuss various course issues, successful transfer and articulation, and student retention. Over 400 faculty and academic advisors participated within thirty academic disciplines, most offering general education courses. Notes from each meeting were submitted and shared with participating faculty and advisors for discussion, correction, and approval.

As in years past, the Chief Academic Officers named participating faculty who could make decisions for their academic departments on course names and numbers. They also were expected to review competencies needed by lower-division students who expect to transfer successfully into upper-division academic majors. Unlike previous years, each group was asked to discuss student retention.

Again, Salt Lake Community College provided meeting space in its Larry Miller Conference Center and was most accommodating in creating an atmosphere that was facilitative and appreciated by faculty and staff.

Findings

Common Numbers and Course Changes

Faculty discussed additional common course numbers, course deletions, or course name changes. Some faculty suggested developing a guide of common course objectives that would assist both faculty and students. Faculty determined that common courses offered by different departments could be cross listed.

There are still problems with: upper-division course requirements for lower-division students, although most have eliminated such requirements; inconsistent common course prefixes; and the accuracy of the Transfer Guide.

Prerequisite Courses and Competencies

Faculty in the fields of Special Education and Criminal Justice discussed having a standardized course offered to first-year students. The Education faculty will develop a set of core courses for lower-division students to promote successful transfer into education programs.

Fine arts faculty have discovered that No Child Left Behind legislation precludes adequate experience in Art, Music and Theatre. Therefore, students are entering these majors without adequate preparation and in fewer numbers.

Some disciplines, such as Psychology, are introducing both research skills and ethics to lower-division students. Most disciplines discussed the importance of writing for both pre-major and major students.

Transfer Issues

Many disciplines engage in new transfer student orientation while their institutions offer "transfer days." Most mandate that new transfer students meet with academic advisors before registration although faculty expressed concern over the need for more general and discipline-specific advisors. Recruitment was discussed. Many disciplines reach out to potential transfer students with campus visits, handouts, e-mail and phone advising. Some faculty would like to use peer advisors as well.

Some disciplines still require upper-division courses for lower-division students, thereby disadvantaging community college transfers. On the other side are examples of community college courses that appear to be the same as upper-division courses, but they are not articulated and will not transfer. Both examples disadvantage transfer students and both continue to be a problem.

Retention

Faculty responses to the issue of retention ranged from denial to problem solving. Many faculty discussed how to engage students more effectively. Most often mentioned were: student support networks, learning cohorts, faculty and student interaction and collaboration, study groups, discipline-specific clubs, department scholarships, and research opportunities. Other ideas included: offering childcare, developing student tracking systems, offering supplemental instruction, fostering service learning, clarifying professional options, conducting week-long seminars, and visiting two-year schools to encourage interest. Some disciplines are planning student conferences (Anthropology) or supporting them (Philosophy - Ethics Bowl). Some faculty believe that retention is not their issue.

In addition, faculty commented on the need for more academic advisors. The History faculty stated that they need more faculty to reduce large lower-division class sizes. Some discussed teaching strategies, substituting class interaction for lecture. Some stated that more one-on-one advising is needed, particularly for minority students.

A few faculty thought that taking role and surprising students with pop quizzes would work. Others suggested that faculty should call students who miss class.

Concurrent Enrollment and AP

Faculty spent less time on the topic of Concurrent Enrollment than in prior years. Some prefer AP to Concurrent Enrollment while others were concerned that students acquire more credits than they need through AP. They also discussed students who pass an AP examination but are not ready for the next course in a sequence, particularly in science. Others suggested that both Concurrent Enrollment and AP courses be designated on institutional transcripts.

Other Issues

Faculty expressed concern with lower enrollments in general and fewer women entering science in particular. Utah Valley State College offers some night and weekend courses to encourage student enrollment. Faculty suggested pooling their resources to (1) share online courses, particularly diversity and introductory courses; (2) work together on student research and service learning projects; and (3) develop a common website to link all departments of a specific discipline.

Banner, the electronic comprehensive information system, appears to be misunderstood by all but the information technology (IT) people. The issue of flagging students for assistance before they register for courses for which they are not prepared was addressed. The institutional IT people can assist faculty in the use of Banner and, subsequently, were asked to do so.

Weber State University's new Symbolic Logic course came under heavy scrutiny by the Mathematics faculty who voted not to accept the course for transfer. Regents' Policy R470 requires a prerequisite course to general education Mathematics. Symbolic Logic does not require a prerequisite although students must score well enough on a placement examination to enroll in the course. Weber State will designate in its catalog that this course does not transfer.

Next Steps

For the first time, the Majors' notes and course grids are available on the system website. Faculty are encouraged to consult the website and continue discussions with their USHE colleagues. The website will assist communication between faculty who attend the Majors' meetings and institutional faculty who do not. In addition, the work done by the Majors' faculty and advisors will be used to update the Transfer Guide to insure accuracy and serve students appropriately. A new web-based system for the Transfer Guide is under consideration.

The Academic Affairs team in the Commissioner's Office may change the format of the Majors' meetings so that the staff can participate in those discipline meetings which require clarifying information. Other disciplines that have consistently adhered to their common course numbers and have few differences may be able to meet electronically on EDNET or PolyCom. The three Education disciplines - Early Childhood, Special Education, and Elementary Education - will hold a separate meeting so that they can develop a lower-division core.

No action is required by the Regents.

ANNUAL MAJORS' MEETING REPORT
September 29, 2006

by

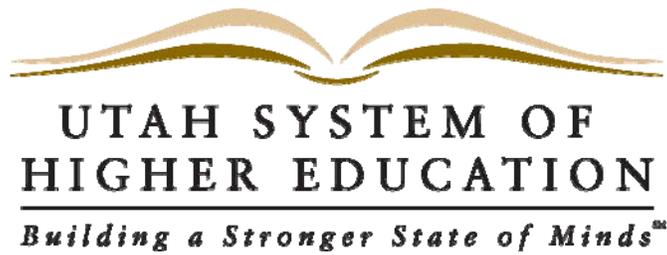
Phyllis C. Safman, Ph.D.
Andrea M. Worthen, J.D.

April 11, 2007

MAJORS MEETINGS

FROM

SEPTEMBER 29, 2006



COMPILED AND EDITED

ON

MARCH 30, 2007

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ANTHROPOLOGY (ANTH)

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	Pam Miller	CEU	pam.miller@ceu.edu
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	Jim Dykman	SLCC	jim.dykman@slcc.edu

Common Courses

- UVSC restructured its program by taking Archeology from the History Department and Biology Anthropology from the Biology Department. The courses will retain their common numbers.
- SLCC will need to change its 1030 to 2030 (Introduction to Archeology).
- The Evolutionary Ecology course (Anthropology 1050) was renamed to Evolutionary Anthropology.
- USU has introduced a 1000-level, one credit-hour course called Anthropological Resources which will be required for all majors. WSU will have a similar course earned with library credit. The U of U has one for its transfer students called the Transfer Interest Group. Community colleges could offer this course although the four-year schools want to own it. The common number for this course could be either 1098 or 1099. It could also be offered at the 3000-level for transfer students. The group discussed what two-year schools could do to prepare students to use resources. Faculty suggested offering a general library resource course.

Prerequisites and Competencies

Faculty agreed that the competencies needed to be successful in the Anthropology major include: knowledge of statistics, MATH 1040, ANTH 1010, 1020, 1030, and 1040; ENGL 1010 and 2010; and a language if the students pursue a BA. Anthropology has no prerequisites and no upper-division requirements for lower-division students.

Transfer

There were no changes.

Retention

Faculty identified writing and math preparation as retention issues. UVSC and SLCC are narrowing their adjunct faculty pool to better control the content in ANTH 1010. SLCC is setting its outcomes and assessment for basic courses. SLCC will share its outcomes at next year's major's meeting.

Some faculty think retention might be a recruitment issue. Cultural issues, such as women stopping to raise families, are concerning although there are many female majors. WSU contacts inactive Anthropology majors by phone. Faculty stated retention is not a faculty issue and suggested the following strategies:

- Early advising in professional options
- Offering childcare (SLCC already offers childcare.)
- Developing students tracking systems
- Setting up student support networks
- Creating Anthropology clubs
- Conducting field trips for faculty and students
- Offering supplemental instructional program
- Presenting student research in various forums
- Fostering service learning/experiential learning
- Clarifying professional options (USU shows these on its website. DSC has a campaign that shows earning potential for an educated person.)
- Involving faculty and student together may promote retention

Concurrent Enrollment and AP

WSU will no longer offer concurrent enrollment Anthropology courses after Fall 2006.

Other

Faculty discussed ways they could pull their resources. Suggestions included:

- share online courses.
- work together on research and service learning courses.
- hold a statewide Anthropology conference to present research. (Linda Eaton may lead this effort.)
- have students participate in this year's student research conference in February at the U of U.

ART (ART) AND ART HISTORY (ARTH)

Chair:	Sheila Muller	U of U	sheila.muller@art.utah.edu
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	David Carney	SLCC	david.carney@slcc.edu
	Rick Graham	SLCC	rick.graham@slcc.edu

Common Courses

Weber State was not present creating a problem with one of the school's courses. ART 1120 (2-D Design) and Art 1130 3-D Design) are now used by Snow and DSC. CEU's photography class for majors and non-majors is Art 1500. Snow uses ART 1050 for its photography major and non-major course. USU's 1050 is not in line with the other institutions. USU's 2810 is required for majors.

ARTH 1010, a new course, is offered by the U of U as a Fine Arts Area (General Education Intellectual Explorations) course for non-majors. ARTH 2500 is a Humanities Area course for non-majors as well as an introductory course for the Art History major and minor. Other institutions offer ART 1100, Exploring Art, which is for non-majors.

Faculty discussed the amount of time spent in the studio for majors and non-majors when institutions are articulating these courses. The U of U and UVSC do not follow this standard. Instead, they make up the time with appropriate homework assignments. Some faculty thought this is an institutional decision. The U of U requires 6 hours of class time and 6 hours of additional work to earn 4 credits in a studio art course.

The U of U has reconfigured its Art History major by adding ARTH 4000 which also fulfills the upper-division writing requirement for the bachelor's degree. The U of U ARTH 2500 emphasizes writing with essays on the midterm and final exams (no multiple choice questions) and several shorter writing projects given during the semester.

Prerequisites and Competencies

The faculty want to develop a guide of common course objectives based on previous meeting's notes.

Transfer

The U of U accepts transfer credit for Art but must have a portfolio review with 10-12 pieces per class and it will need to make this requirement clear in its "Getting Ready Guide." More communication is needed with transfer advisors. Competencies that are needed include:

- Portfolio for Art
- Writing for Art History
- Lower-division core courses
- Institutional guides that alert students to the skills which are required to succeed in four-year programs

Retention

Faculty reported that their student enrollments are either growing or steady. They would like smaller classes. Art faculty are encouraging students to work in groups in studios. They want studios to be open longer hours so that students can convene at their convenience. SUU has a program where faculty work on Art with students. USU is focusing its resources on serious art students. Women make up a large part of Art majors. New buildings and studios on some campuses have helped retain students.

Concurrent Enrollment and AP

First year students are entering college with fewer skills due to No Child Left Behind and the de-emphasis in Art and music in K-12. Faculty believe that Art skills contribute to making students strong in other

disciplines and noted that there are data to support this. Students come into college without preparation and experience in visual language.

Faculty believe some talented Art students do not test well in standardized tests and are not being moved forward. They have found that minority students are particularly hard hit by No Child Left Behind. USU has to create a remedial Art program because first-year students come unprepared for college-level work in Art.

Faculty want to collect data that supports how essential Art is to student development.

Other

No other issues were raised.

BIOLOGY (BIOL)

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Common Courses

Biology I is listed as BIOL 1610/1615 (lab). The U of U offers BIOL 1210, which is the same as BIOL 1610. USU and UVSC include the lab in the course.

Weber, which offers Zoology courses, does not have a course that articulates to BIOL 1610.

The following schools offer Cell Biology 2020/2025: U of U, but without a lab; Dixie; and SLCC. UVSC will change its upper-division Genetics course to 3500, separate the Molecular Biology course and increase the genetics portion to be consistent with other institutions.

Prerequisites and Competencies

BIOL 1610/1615 is the prerequisite for Human Physiology, BIOL 2420, although UVSC and Snow use BIOL 1010. UVSC requires an ACT score of 19 in reading to become a Biology major. Dixie gives a competency test to students interested in enrolling in BIOL 1610/1615; SUU requires an ACT science score of 23, or successful completion of BIOL 1010 or BIOL 1020 to enroll in BIOL 1610.

Veterinary Medicine schools require an upper-division Genetics course. This means pre-vet students need to be advised on selecting the correct Genetics course after transfer. Faculty agreed the courses would transfer between schools despite the differences in lower- versus upper- division numbers. Thus, students would not have to retake the courses and would receive credit. SUU, USU and WSU all have upper-division courses in Genetics because of graduation requirements and Veterinary Medicine requirements.

Transfer

Faculty from four year institutions request that students be told to consult the major advisors at the institution to which they want to transfer.

Retention

Faculty made the following suggestions to improve retention:

- Focus tutoring for low performing students.
- Form study groups.
- Use supplemental instructors.
- Create cohort groups.
- Have students take a course on study skills.

Concurrent Enrollment and AP

BIOL 1010 courses are taught by teachers with a Master's degree in the discipline. There is no AP test for BIOL 1610/1615.

Other

No other issues were raised.

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Common Courses

The faculty reviewed the 2005 tables and made changes and/or corrections as needed. The U of U and SLCC accepts each other's Bus 1050 as equivalent--but not other schools' Bus 1010 or Intro to Business. Those will transfer as electives.

Prerequisites and Competencies

All schools agreed the students need to have writing skills, communication (written and verbal) skills, accounting and math (QL 1040, 1050 and Business Calculus/Calc I) competencies. WSU requires for its majors Management Communication which contains both oral and written skills. Faculty would like students to have more experience in giving speeches. PowerPoint skills were also indicated as being needed. Most of the institutions have changed their Public Speaking course number to 1020.

WSU requires an upper-division writing course in the major and will not accept a lower-division writing course to fulfill this requirement. The U of U also requires an upper-division Business Writing course. Schools that offer the AS in Business require a lower-division Business Writing course, 2200, with the exception of SLCC, where the course is optional. All 4-year schools believe the students transferring from the 2-year schools are prepared in Accounting and Economics.

Not all schools have changed their Business Law course to lower-division. Schools that have the 3000-level Business Law requirement will accept the 2050 course to fulfill the requirement, but will not give upper-division credit. The faculty did not discuss the differences in the lower- and upper- division law course.

Two CEU courses, Intro to Marketing and Human Resource Management, have a disclaimer in the catalog that these courses are not transferable. Faculty discussed the use of the disclaimer for non-transferable courses and determined that this was not a major issue. However, if problems arise, faculty will communicate the issue to the Utah Business Academics Advisors Network (UBAAN).

Transfer

UBAAN does a good job addressing transfer and curriculum issues and making recommendations to the deans. It was noted that Westminster has reworked its Business major and will now offer a B.S. degree with a Business core. If students express interest in transferring to Westminster, they need to be told about the new requirements.

SUU faculty stated that their Business Communication course is offered by the ENGL department and they are unable to change the course to the common course number. It was suggested that they might look at having the course cross listed in both the ENGL and BUS departments.

Retention

Faculty reported fewer enrollments. SLCC faculty noted that many of its students are forced to choose between work or school. Students are looking for flexibility. UVSC offers weeknight classes and students only need to go one night per week. Faculty are expected to teach night courses.

Concurrent Enrollment and AP

Faculty agreed that the policy for approving/hiring Concurrent Enrollment instructors should be the same as it is for hiring adjuncts. More discussion is needed regarding how to evaluate the quality of these courses. Admission requirements and assessment processes should be consistent across institutions.

Other

Banner! All schools continue to work through various Banner related issues. SLCC has a new Business degree with added general education requirements. However, the number of general education requirements typically makes it difficult to add core program requirements. USU noted that it is important for students transferring to a 4-year school to have a broad based education.

Faculty agreed that students who take the Business Computer Proficiency course will fulfill the Computer and Information Literacy requirement. However, the Computer and Information Literacy course will not fulfill the Business Computer Proficiency course.

Business Computer Proficiency course by school:

- U of U = IS 2010
- WSU = IST 2010
- SUU = CSIS 2010
- Snow = CIS 2010
- Dixie = CIS 2010
- CEU = BCIS 2010
- UVSC = DGM 2010 (as of next year, currently AIM 1050)

- SLCC = CIS 2010

Computer Professional Standards will be released at the next Business Deans' meeting. Snow noted that students are not prepared for 2010 and may add the CIL course as a pre-requisite. USU will review its course content for 2010 and will send a current syllabus to the group.

CHEMISTRY (CHEM)

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Common Courses

WSU does not follow some of the agreements on common course numbers. Thus, nursing students may be adversely affected. There was some discussion on how to work with WSU.

Prerequisites and Competencies

Currently, there are no major issues regarding prerequisite courses. However, the math prerequisites may change which is of great concern and will cause problems. Biochemistry is co-taught with Biology at some schools, and not at others. Faculty determined that textbooks set the competencies needed by students. Problems solving is needed to be successful in Chemistry.

Transfer

Faculty reported not having many Chemistry major transfers. SLCC offers Chemistry 2000 which is the same as the U of U's CHEM 3600. SUU offers it as Chemistry 3220. Upper-division courses 3060 and 3070 are interchangeable in some schools. Other upper-division differences are in Biochemistry 3510 at the U of U, 3070 at WSU, and 3600 at other schools.

Retention

Faculty discussed how to retain students. They believe that transfer would be improved through more aggressive transfer advising and better prepared advisors.

Concurrent Enrollment and AP

Students who pass the AP Chemistry exam can earn credit for CHEM 1210 and 1220. If students score 3, 4, or 5, they earn 6 hrs of credit (previously earned 8 hrs). Faculty stated they regularly see students who go

into the second year of Chemistry, after passing the AP exam, and fail the course. Then, these students must take the first year course. At Cedar High School, Concurrent Enrollment faculty teach CHEM 1210; the teacher allows student to choose to take the course for AP credit. Faculty reported that they see many students who are glad they retook CHEM 1210/1220 in college even after they earned credit in high school.

Other

No other issues were raised.

COMMUNICATION (COMM)

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Common Courses

SLCC has added COMM 1130. WSU is not offering COMM 2200 nor COMM 3130. USU is not offering JCOM 2120 or SPCH 3250.

Faculty discussed COMM 1610 and COMM 1130 which address competency standards while COMM 1130 covers a broader base of practical applications.

Prerequisites and Competencies

The U of U accepts only three COMM courses at transfer; all other COMM courses will be accepted as electives. Students should be advised to consult the catalog. WSU requires prospective students to consult an advisor, declare a major, come with a 2.5 GPA, and all transferring COMM courses must have at least a 'C' grade. USU accepts nine hours of COMM transfer credit with additional COMM courses counting as elective credit. The pre-core courses needed to enter USU's Communication program are: COMM 1500, COMM 1130 and COMM 2110. A 2.5 GPA is required although students with a GPA of 2.0-2.49 will be accepted on probation. The USU Speech Department requires a 2.5 GPA, a letter of intent and a minimum of a C+ in COMM courses. Dixie State College requires an interview and a 2.75 GPA. SUU requires a declaration of the major. UVSC's baccalaureate degree is new.

Transfer

SUU now matches the other USHE institutions: 20 of the last 30 credits must be at SUU, 20 of the last 30 credits must be upper-division, and 10 must be in the major. WSU doesn't limit the number of transferable courses, but does require that at least 50 percent of course work for the major be completed at WSU.

Retention

The faculty discussed goals of learning and competency/basic skills needed for employment. They agreed that one-on-one time with students and monitoring their progress increase the odds that the students will persist and complete. Faculty agreed that they must be committed with an attitude of "the buck stops here."

Concurrent Enrollment and AP

Concurrent Enrollment is tolerated.

Other

The one that continues to smolder is Banner.

The discipline name on the table should be changed from Communications to Communication – no "s".

COMPUTER SCIENCE (CS)

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Common Courses

WSU still uses CS 2650 rather than CS 2810 because of an institutional numbering scheme. The U of U still uses the prefix of CPSC rather than common prefix of CS. U of U faculty will address this. UVSC will adopt the CS prefix in Fall 2007. SUU uses the CSIS prefix. Two programs share the prefix.

SLCC would like its Engineering Computer course to share a common number with the U of U's course. SLCC lists its course as CS 1050 while the U of U lists its course as CPSC 1000. SLCC will look into changing its course to CS 1000.

Prerequisites and Competencies

Faculty expect transfer students to have completed CS 1400, 1410, and 2420 at one school in order to successfully transfer into Computer Science. Students who have not successfully completed these courses are likely to be expected to repeat them after they transfer. An issue was raised over the Software Engineering course. The U of U and WSU teach the Software Engineering courses at the upper-division level. U of U faculty believe that the nature and rigor of the course are appropriate for upper-division credit. Faculty agreed to discuss this with their departments.

ALICE, a programming language, introduces students who do not have a Computer Science or math background to the concepts of Computer Science. PAIRS assists students to work in pairs in order to improve learning and retention. Both systems are thought to help with the retention of women.

Transfer

The State Transfer Articulation Guide is difficult to navigate. Faculty suggested that CS might have an up-to-date table view. Each institution needs to find out who is responsible for maintaining their data on the transfer guide and verifying their accuracy.

The U of U still has Digital Design as CPSC 3700, due to its status as a Quantitative Intensity course. It is not required for CS majors. Faculty decided to delete CPSC 3700 from the transfer guide and course table.

Concern was expressed with the U of U's CPSC 3810. U of U faculty agreed to review the articulation of this course, although they believe the course contains quantitative intensive upper-division graduation requirements needed for Computer Engineering majors.

Some faculty stated that students should not complete an AS degree because of general education requirements and the inability to complete all of the Computer Science prerequisites. The reasoning is that some four-year programs spread out the general education requirements over a four-year period. Students transferring from a community college need to take as many Computer Science prerequisites as they can in their first two years. Completing an AS degree may lengthen completion of the Computer Science baccalaureate after they transfer. Some faculty did not agree.

Faculty agreed that in determining if transfer students qualify and can be counted for the Computer Science/Engineering Initiative, they should have the Computer Science core -- CS 1400, 1410, and 2420 -- coupled with all courses necessary for an AS degree. Students still may not graduate within two years. Engineering, Math, and Science initiative funding is given to the two-year programs if students complete an AS degree. How to handle the math and science requirements is still in question.

Two schools still require upper-division courses for 2nd year students. These are WSU, CS 3100, CS 3350; and the U of U, CP SC 3810, 3500, 3505. However, according to recent information, WSU faculty are in the process of correcting this; other USHE faculty will be notified when this is completed. The current reason is that WSU's AAS in Computer Science is to prepare students for work upon completion of the degree. USU, SUU and UVSC do not have this requirement. The issue of requiring upper-division courses for lower-

division students is of concern to the Regents because community college students are disadvantaged. Both the U of U and WSU are encouraged to find solutions that will accommodate transfer students.

Retention

Most of the institutions are experiencing fewer enrollments, except for SLCC. In addition, faculty noted that they are losing too many women. Faculty stated that this is less a retention problem and more a recruitment problem. The chair of the Computer Science Major's group will discuss with the Regents' office how to get money to recruit for all CS programs.

Concurrent Enrollment and AP

No problems were reported.

Other

No other issues were raised.

CRIMINAL JUSTICE (CJ)

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Common Courses

Snow has a one-credit lab in conjunction with its Introduction to Forensic Science. The group discussed a course with the same competency requirements that would be standardized across the system and would lead to the baccalaureate major. The two-year schools would be hosted by SLCC before December. UVSC provided a description of its lab. Depth of competency was discussed.

Prerequisites and Competencies

Nothing recorded.

Transfer

UVSC offers 18.0 credits, which are elective only, for POST training. If students get POST credit from SLCC, and are awarded more than 18.0 credits, they can transfer these credits to UVSC for the full amount SLCC awarded.

Retention

SLCC reported that the administration is concerned because Criminal Justice is the 4th largest program in the College and has seen a drop in enrollment. The group suggested that programs should be enhanced to make them more attractive. Forensics can be of great interest to students.

Concurrent Enrollment and AP

Nothing recorded.

Other

CEU now has a specialty course: CJ 2988. SLCC is considering an entry level Homeland Security Introductory course, possibly as an emphasis initially and a full program later. Currently, criminalistic courses are not emphasized in the degree program. However, students would like preparation in this area. Snow is deciding between labs (practical skills training) and lecture. Officers are not as well trained, and the community is looking to Snow College to provide the training.

WSU has a double major in Forensics. Currently, there is a dip in interest but this is expected to grow. Twenty students spend 3 to 4 years in the program. UVSC offers a BS in Forensics in which chemistry and CJ students are interested. SUU offers a post-baccalaureate graduate program in Forensics with other areas feeding into the program.

Ninety POST certificates were either suspended or terminated due to ethical issues. Most agencies require a degree but they do not distinguish between real programs which are accredited and diploma mills. UVSC, SUU, and WSU offer upper-division ethics courses in their programs. However, POST only requires a high school education. POST will be asked to put academic rigor into its training.

DANCE (DANC)

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Common Courses

Most faculty updated their course numbers. There were no additional lower-division courses.

Prerequisites and Competencies

Most of the discussion centered on each college's/university's unique courses. All 4-year programs require auditions. Faculty agreed some courses will not transfer because of the uniqueness of each program. Faculty agreed on the national standards of content and practice which are evident in their programs.

Students who enter Dance programs must audition in order to be placed according to ability and skill level. This is done to ensure student success.

Transfer

Faculty agreed that:

- Completing general education courses prior to transferring into a program is considered a plus.
- Transfer students cannot realistically expect to graduate in two years.
- Students should be advised not to transfer in their junior year.
- Course placement may interfere with a clear succession of course numbers.

The U of U agreed to accept UVSC's West African Dance course (2000-level) that the U of U requires of its Dance majors (African Dance 2610).

Retention

Retention may, in part, be affected by the number of students who leave to marry or start a family. Faculty agreed that one-on-one advisement with students by faculty contributes to retention. Maintaining the student/faculty relationship throughout the program leads to student success. CEU works with students on financial concerns. WSU assigns younger students to advanced student mentors. Faculty believe that there is a need for more faculty mentors to assist with retention. Reaching out to the Hispanic and other cultural communities was discussed.

Concurrent Enrollment and AP

There are no issues at present.

Other

UVSC offers an Associate of Dance degree and is considering an associate degree in specific disciplines, such as an AS in Jazz or Ballet.

ECONOMICS (ECON)

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Common Courses

USU still has its Macroeconomics course listed as ECON 1500 which fulfills the American Institutions requirement. However, faculty strongly urge USU to consider changing to the common course number ECON 2020. Two schools added courses: SUU added ECON 1010, 2010, 2020 last year, and UVSC added ECON 1010 last year.

Prerequisites and Competencies

Some institutions require ECON 2010 as a prerequisite for ECON 2020. Other institutions require MATH 1050 or 1090 as a prerequisite. These prerequisites do not affect transfer students. Labor Economics (ECON 2100) does not transfer to an upper-division course.

Transfer

UVSC is creating an Economics degree in the School of Business. The U of U Business College has changed its Business Statistics II course to a 3000-level, a decision out of the Economics Department's purview. U of U faculty will accept the 2000-level Business Statistics sequence from SLCC through Spring 2007. This is going to affect transferring Economics students into the U.

Retention

Many students leave school for personal reasons. Faculty discussed how to increase retention.

- Faculty could include a "rate of return to education" calculation in introductory economics courses.
- To increase attendance:
 - SLCC faculty have been asked to call students who are not attending classes.
 - Faculty might take roll to increase attendance in class.
 - Pop quizzes could be given.
 - Interactive courses would increase participation.
- Faculty need to get the right people in the right discipline.
- Advising is important. Many advising centers are outside the department. Advisors from these offices could be asked to speak to classes.

Concurrent Enrollment and AP

Less credit will be awarded for AP scores. Faculty expressed concern over who receives the money for concurrent enrollment. Concurrent enrollment students should have ACT scores checked to verify they are qualified to take Economics courses. Schools that participate in offering concurrent enrollment feel that quality issues are being addressed.

Other

No other issues were raised.

EARLY CHILDHOOD, ELEMENTARY, & SPECIAL EDUCATION (SP ED)

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Common Courses

Faculty made changes to update the course grid. The U of U is adding a new program on disadvantaged students which is in process.

WSU faculty raised the issue of Special Education collaboration by asking their colleagues if they could create an Introduction to Special Education course. Not every institution offers one. Acceptance of this course would depend on content. BYU would accept this course with a practicum. WSU faculty stated that their students were a little weak on the exceptionalities section of the PRAXIS.

Prerequisites and Competencies

Snow faculty stated that 1000 level courses cannot have prerequisites. There once was a PSY 1010 prerequisite or a co-requisite. This group said to remove prerequisites. Response was that this could be a college choice.

SUU has a general education course called "Exploring Education in Society." No other school offers this course for GE credit. SUU accepts EDU 1010 for the course.

UVSC faculty raised the issue of sequencing math which has implications for the high school math students take. WSU has a new policy; all students with an ACT score below 23 must take the Acuplacer exam. Students cannot register until they have taken the placement exam.

Transfer

Because there is no common core, Education is the most complicated discipline for advising at 2-year schools. Thus, students advised for transfer to a 4-year Education program but who transfer to another school have not taken the right classes and may end up enrolling as 5th-year seniors. If 2-year schools could offer the same lower-division courses in an AS degree, students could opt for any 4-year Education program. Right now there are only three semesters worth of classes 2-year students can take (SLCC).

Students in Teacher Education programs need to review upper-division requirements during their 1st and 2nd years and seek advisement. USU's summer orientation helps students register and creates a contact for the future. Students are encouraged to seek advisement from the school they intend to transfer to.

Programs at 4-year schools are different due to composites, dual degrees, licenses, and endorsements. SLCC offers a Pre-Teacher AS degree with transfer notes that were correct when it went to print in January. However, by fall semester '07 they may be wrong.

Students need to get on the math track early. WSU had to revise its math classes. The U of U does not accept USU's Math 2010/2020 class because the U of U's math for educators is offered at the 4000-level, a continual problem for transfer which needs to be addressed.

SLCC held a Spring Education Transfer Panel with 4- year advisors who visit community college students. Perhaps, this could be an annual meeting for students and advisors. CEU faculty agreed to participate.

Retention

Faculty generally agreed that once students are admitted, they stick with it. Dixie faculty have found that cohorts are helpful. DSC takes 70 students a year, and the cohorts are in lock-step. UVSC loses a few to deferment (babies, illness, etc.). WSU has cohorts but they are not lock-step.

Many students leave before they graduate from 2-year schools, thus penalizing the 2-year schools for not having enough graduates.

Student capacity depends on faculty numbers. Consequently, qualified students are turned away. Students apply and reapply or find another major. USU accepts 60 new students 3 times per year from an applicant

pool ranging from 100-140, depending on the semester. WSU is experiencing reduced enrollments in all Education programs. There are also candidates that do not meet requirements. The U of U applicants are down. Thus, the college is redesigning its program which had upper-division required in the first two years.

Some Early Childhood Education students may not have intended to teach kindergarten although some students took these classes while waiting to get into ECE. However, the number of ECE graduates actually hired is almost 0. Principles take current Elementary Education teachers and shift them to teach kindergarten. This year ECE students turned down two other grades before being offered a kindergarten position. NCLB law says schools are not supposed to hire Elementary Education teachers for kindergarten. This becomes a waiver, alternative licensing, and mentoring issue.

There is a Pre-K initiative being prepared for the legislature for funding 150 pre-K educators for ECE licenses. It was noted that Pre-K teachers are paid less than Elementary Education teachers. For students seeking dual endorsements, they require an extra year and they may not earn any more money. At USU dual endorsements require two additional semesters. Students could do their three semesters at 2-year schools and transfer classes back from the 4-year schools to graduate with an AS degree.

Concurrent Enrollment and AP

Faculty believe that one of the problems with concurrent enrollment is that students end up with too many hours for Financial Aid. They take credits that do not apply to the major. Faculty want high schools to assure that the teachers who teach concurrent math and English meet standards. Concurrent enrollment advising is a high school/college issue. High school counselors need training. AP information is being received by parents so they know that the AP credit does not count towards the major.

Other

U of U faculty reported a decline in enrollments this year. The USOE reported a shortage of ECE teachers. UVSC faculty reported having 42 students in ECE this year. If completion of 2010/2020 is not done in a timely manner, it takes them 2 more years and they do not complete ECE.

CEU faculty stated that USU's Early Childhood Education/Elementary Education Composite has dropped the Child Guidance class which has affected CEU's enrollments. CEU and Snow have lost FTEs due to the Scott Beane memo which limits the teaching of methods classes to certified colleges/schools of education.

New Century Scholarship. Faculty expressed concern that student maturity and development are not where they need to be. These students need to develop their social, emotional, problem solving and decision making skills. Even with New Century the teaching program still takes 4 years.

Someone needs to follow up on the "Passport to Teaching" which is another Alternative Route to Licensure. Anyone with any Bachelor degree can take a test and teach. They do not have to take the PRAXIS. How, then, can these people be 'highly qualified?' View at: www.abcte.org/passport.

ENGINEERING

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Common Courses

Introduction to Engineering 1000 is accepted by most schools with student competency expectations in the various areas of Engineering. This practice serves the 4-year programs but not necessarily the 2-year schools. The U of U recommended the following topics be covered in course content for Civil Engineering:

- Teamwork
- Professional and ethical responsibility
- Communication skills
- Ethics within a societal context, including in the area of economics
- Technical/design component for Mechanical Engineering

SUU uses the 1010 designation because the course is a General Education offering but will accept the 1000 in transfer.

The 2010 Statics course is accepted by all programs. The U of U's Mechanical Engineering combines Statics and Strengths in 1300 but still accepts 2010 and 2140 from transferring institutions. Engineering 2140, 2240, 2300 and 2450 in Civil, Mechanical, and Chemical Engineering articulate well. However, the U

of U and USU teach the 2270 in Electrical Engineering with different content which impacts the 2-year schools. Faculty discussed dropping the changing 2270 and 2275 at the U of U and at USU. The U of U faculty will accept the 2700 for their ECE 3700 although two other disciplines, Computer Science and Computer Engineering, also teach this course.

Prerequisites and Competencies

Civil Engineering graduates will need a Master's degree to sit for the Professional Engineering exam or 30 credits beyond the undergraduate degree. More information can be found on www.ncees.org.

Transfer

The Material Science Engineering program requires sophomores to take 3000-level courses. This is an issue for the 2-year programs.

SUU faculty discussed their Integrated Engineering program. Students can transfer to this program. However, the concern is how students in the SUU program will be received by other institutions. The program offers 3000-level courses to sophomores.

Retention

The faculty did not discuss issues of retention.

Concurrent Enrollment and AP

Nothing recorded.

Other

No other issues were raised.

ENGLISH (ENGL)

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Common Courses

Faculty reviewed and made institutional changes. They decided to keep the agreed upon common numbers at the lower-division level but not address common numbers at the upper-division level where programs are more diverse.

Dixie (ENGL 1410), and Snow (ENGL (1410) offer a comprehensive grammar course and do not separate grammar into two separate courses. USU will change its 1410 to be consistent with the other institutions. UVSC offers ENGL 2030, Rhetoric. This course does not articulate with SUU's ENGL 2030, Advanced Grammar. SUU will change its 2030 to 2120.

Prerequisites and Competencies

SUU added ENGL 1120, Introduction to Grammar, as a prerequisite to ENGL 2030. USU (ENGL 1120), USU (ENGL 1120), Dixie (ENMGL 1410), and Snow (ENGL (1410) offer a comprehensive grammar course and do not separate grammar into two courses. Snow faculty explained that students are able to complete Humanities general education requirements without taking a literature or writing intensive course besides ENGL 2010. Faculty requested that an expectation or incentive of a lower-division literature survey course be available to students who might transfer into the English major – not a requirement, but an expectation.

Transfer

Students tend to accumulate 30-40 credit hours in order to meet the upper-division English major and institutional graduation requirements. Community colleges question if some of the requirements could be moved to the 2000 level. The four-year programs appear to be resistant.

ENGL 2700 "Critical Theory" at SLCC is not accepted as equivalent to the U of U's Critical Theory because it might not meet the U's major requirement. However, faculty agreed that SLCC's ENGL 2700 would be deemed equivalent to the U of U's ENGL 3600, but students would be required to take an additional upper-

division English course in the major to meet upper-division graduation requirements. USU, WSU, and SUU will review the course syllabus from SLCC and make a decision about course equivalents and major requirements. ENGL 2600 is a common course number, but ENGL 2700 is not.

Faculty reminded themselves that when new courses are created, often the transfer and articulation of existing courses across the system are not considered. Also, similar course titles do not mean that the course content is the same or equivalent. For example, Survey of British Literature may vary in course content. Thus, students may repeat this course in both lower- and upper-division.

WSU meets with the students at point of admission to evaluate transfer credit and map out remaining requirements. USU, SUU, and the U of U require advising prior to registration. The U of U "Getting Ready Guide" (<http://www.sa.utah.edu/admiss/Transfer/guide.htm>) does a good job explaining requirements and making recommendations to students prior to transfer/admission.

SLCC faculty asked why all of the major requirements are taught at the upper- division level and then indicated that there are fewer and fewer major courses that community college students can take in preparation to transfer into the major.

Retention

Some faculty believe that the Regents are sending a mixed message to students by not allowing majors at 2-year institutions. Even though students identify themselves by their choice of major and their ambitions, in reality they may be referring to the lower-division concentration of courses they took or are taking. This may be a retention issue if students cannot bond to a major at the 2-year schools.

Concurrent Enrollment and AP

Students enter two-year colleges with concurrent enrollment credit making their stay at the college much shorter, a retention issue. Faculty considered the larger issue of placing students in the right place, academically, at the right time, emotionally. Neither may fit well with concurrent enrollment.

Faculty again agreed that ENGL 2010 will not be satisfied with an AP score. In addition, they agreed that ENGL 2010 will not be taught through concurrent enrollment. Faculty believe that the maturity level of high school students limits the subject/content of ENGL 2010. Literature courses are also limited by high school students' maturity levels. The issue of assessment was raised with faculty wanting to be assured that the same assessments used on campus are also used in the concurrent enrollment classroom.

Faculty asked that the Commissioner's office convene a meeting with Continuing Education Department chairs to discuss issues in English concurrent enrollment. Included should be Regents, public education and higher education CE directors, institutional chairs/department heads and directors of writing.

Other

No other issues were raised.

FAMILY AND HUMAN DEVELOPMENT

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Common Courses

USU changed FCHD 2250 to FCHD 2600. SUU dropped ECD 3500 and changed its prefixes to FLHD. UVSC has added a co-requisite assessment course within its practicum. USU is developing an online degree for FCHD. SUU has a new Family Services emphasis within its FLHD major. Faculty will review FHS 2400 during the next major's meeting.

Prerequisites and Competencies

All prerequisites are consistent and there is still agreement regarding the competencies. There are no lower-division courses that are the same or similar to upper-division courses.

Transfer

The faculty agreed that more discipline-specific advisors are needed. They also suggested that the four-year programs should send their academic advisors to the two-year schools to meet with prospective students. Snow has done this.

Retention

Faculty discussed improving electronic communication with students and alerting students to send their transcripts early to the four-year school to which they intend to transfer. Faculty cited residency and alternative strategies for delivering courses that might assist retention efforts. Faculty acknowledged the key role advisors play in retention, especially those who specialize in FHD and can work with Polynesian and Native American students. Other suggestions included: Mentoring, partnering with appropriate agencies, working with first year students to transition into college.

Concurrent Enrollment and AP

Nothing recorded.

Other

No other issues were raised.

GEOGRAPHY (GEOG)

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Common Courses

No changes were made from the previous year.

Prerequisites and Competencies

WSU does not necessarily require Math 1050 as a prerequisite but the AS may require it. SLCC raised the issue of including Introduction to GIS as a General Education course.

Transfer

SLCC faculty asked if its students are arriving at the U of U prepared. The U of U faculty stated that students are entering not well versed in GEOG 1800. GEOG 3140 is a prerequisite for GEOG 5140 and 5160, heavy methods courses. Students are struggling with the theory portion or their lower-division course. Sequencing guidelines at the U of U prevent the 3140 to be a 2000-level course.

SLCC and UVSC students and advisors are confused with the prefixes GEO, GEOL and GEOG. (GEO was to change to either GEOG or GEOL).

Regarding articulation of other Geography Courses across the other Utah Campuses, all felt as though there are no specific difficulties. In fact, Hal Elliott brought up the matter of accepting specific lower and/or upper division Geography courses at Weber State University from SLCC, USU, U of U, Snow, or SUU. The group, as a whole, felt the same way Dr. Elliott did. That there no problems that come to mind regarding the acceptance of lower and/or upper division Geography courses across Utah campuses of higher education.

Retention

The group discussed how to do advising for native and transfer students. SUU has an advisor for each college. Specific class issues are discussed by the relevant department. WSU advises students to start with GEOG courses so that do not skip the cartography classes. SLCC requests course outlines of Introduction to GIS so that its students learn the necessary concepts before transferring. The U of U and SLCC have specific advisors for GEOG. WSU has general advisors. The U of U and WSU offer departmental statistical classes. USU requires quantitative methods and scientific theory as upper-division courses.

SUU reported recruiting harder. SUU GEOG majors meet with advisors but students taking it as a minor do not. WSU is working to retain students to graduation. Thus, there is more work with transfer students. UVSC faculty reported that its GEOG students are in an emphasis in Integrated Studies. SLCC faculty and advisors suggested that major advisors should be told who the students are who are transferring so they can be contacted prior to registration.

Concurrent Enrollment and AP

The U of U and UVSC prefer AP to Concurrent Enrollment. Faculty recommended that only AP scores of 4 or 5 in Human Geography be given credit. Four hundred Utah students took the AP Human Geography test. Concurrent Enrollment teachers, some without master's degrees, are trying to teach this with 9th graders in a class.

Other

Faculty discussed activities on their individual campuses. Students at SLCC participated in a GTU club activity. Harvey Miller will look into club participation for students. Students are welcome to attend the colloquium at the U of U.

WSU reported growth with 61 new students. WSU is offering a program at night and is considering a new major called "Geography Techniques," which is applied Geography. The surveying courses are expensive and may be taken elsewhere. SUU requires the GIS course for the degree.

Faculty discussed campus-wide GIS licenses so students could receive the software trials and the software could be shared among departments. The question is who will pay for the license and how will the cost be distributed among departments. It looks like the discussants would like a system-wide GIS license policy.

SLCC is planning an AAS degree in GIST with cartography courses. Faculty want GIS to grow across campuses but also want to keep control of it. SLCC may have a lab policy.

GEOLOGY (GEO)

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Common Courses

Faculty reviewed last year's agreements and discussed new courses. The U of U has a new GEO 1000, "Natural Disasters: Hollywood vs Reality." This General Education course is offered for 3 credit hours. The

USU representative mentioned that some 3000 level courses are the same as some 1000 level courses. DSC offers an interdisciplinary course under PHSX. The Honors Geology courses offered at the institutions include; GEO 101H (SUU), GEO 1010 (USU), 101H (UVSC). Weber has an Honor's Physical Science class and Geology can be taught under Honors. Honors courses do not really transfer although USU and SUU thought they might. Snow will need to add an "H" as a fourth digit to its Honors courses.

Some schools are seeing a decline in the number of students entering Intro to Geology perhaps because it requires a lab. Faculty discussed whether they should discontinue the lab. The U of U cancelled 1010 last year. USU has lost ground to integrated Physical Science. SUU believes the name of the course matters.

Prerequisites and Competencies

The group discussed the competencies for transfer into the Geology major. These include: Calculus I and II, Chemistry I and II, University Physics, General Education, and Physical Science. Faculty believe that students need to catch up in Math if they did not take Physics prior to entering the major. The USU representative stated that students must have Chemistry even if they do not yet have Physics.

The group identified upper-division courses that do not require prerequisites. The U of U has two courses: Natural Disasters, GEO 3200, and Water Planet, GEO 3000. GEO 3200 has no lower-division prerequisites but it has an English prerequisite which fulfills an upper-division writing class.

Faculty agreed that while calculus is not required, majors will need it for graduate school.

Transfer

The group discussed and decided all 3000 level courses required in the first two years should be lower-division. Still, USU offers Earth History which is needed for the depth requirement. It is not a transfer issue except it does not meet upper-division credit for graduation if the student who took the course transfers.

Faculty determined that all lower-division courses similar or identical to upper-division courses should not be offered without a disclaimer in the catalog. The Snow representative referred to Environmental Geology, 1060, which is also offered as a major course. The course will not satisfy the upper-division major requirements which must be made clear in the catalog. SUU and UVSC have an upper-division Environmental course; no other institution offers it at the upper-division level. However, the Oceanography course will count at both lower- and upper-division levels.

Typically students contact advisors. SUU saw no problems. USU has "Intent to Transfer" forms and its Geology Department receives a copy of that form and contacts the student. USU also has transfer orientation. The U of U has a transfer office which provides students with a packet. The problem rests with students from two-year programs who do not contact their school's academic advisors.

In order to have better collaboration between the two-year and four-year programs, it was suggested that the four-year majors let the community colleges know if their students are prepared. The U of U, USU, and SUU agreed. It was again suggested that students be prepared in Chemistry before transfer.

Retention

Most faculty agreed that the requirements may cause students to seek other related majors. One faculty member suggested that the others consider teaching in different ways, specifically, providing opportunities for collaborative learning rather than using the lecture format. Faculty cited Physical Geology which is content driven. There was a sense that different pedagogies of teaching were considered “touchy-feely.” The U of U’s Natural Disasters course uses writing assignments instead of tests. Students role play to understand how to make decisions in disasters. Faculty shared their techniques such as an open-door policy and taking field trips to increase retention. SUU decided to reformat some upper-division courses by making them research projects. The capstone does the same. Reformatting these courses also has helped fulfill undergraduate research requirements.

Concurrent Enrollment and AP

UVSC does 1010 twice a year as a live interactive course. Some students do well while others do not. Dixie State has a “Success Academy” where students come to the campus and faculty lecture. SUU does the same which appears to be an alternative high school.

Other

The group discussed the licensure exam and content. Faculty expressed concern about majors that come directly from General Education. The U of U has these students take a one credit lab for Physical Geology.

WSU’s faculty senate agreed to substitute a logic (Philosophy) class for college algebra. Students will still need to meet developmental math requirement. However, this goes against state requirements in General Education. Weber faculty urged the others to discuss this among their faculty.

Faculty concluded by discussing new associates degrees.

HISTORY (HIST)

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Common Courses

Faculty agreed in last year’s meeting to the following common course numbers: World History series: HIST 1500 and HIST 1510; Western History series: HIST 1100 and HIST 1110. All institutions have made those

changes except UVSC. UVSC will renumber World History to 1500 and 1510. Snow is no longer teaching HIST 1070; UVSC is no longer teaching Western Civilization I and II; Weber does not offer a Western Civilization series of courses. If students who took the Western Civilization series instead of the World History series transfer to Weber, the student will be required to take the World History courses. All other institutions offer an either/or option between World History and Western Civilization.

Prerequisites and Competencies

When students transfer into the History major, they should be able to: analyze scholarly articles, comment, understand the thesis and author's bias; work with primary document; and engage in written and oral presentation of undergraduate research. Faculty believe that these competencies are difficult to teach to students at the lower-division level, a function of large class sizes of the survey courses. Smaller class size (50 students or fewer) will aid in developing these skills. However, with current funding formulas and other demands, survey and introductory courses have high student counts.

In addition, students enter college lacking analytical skills and working with primary documents. Students need to develop both historical knowledge as well as analytical skills. The competencies are primarily assessed in the senior capstone course. However, faculty are seeing more History students who want/ask for these capstone skills earlier in their academic careers, before senior status/graduation.

Faculty want to eliminate prerequisites to upper-division History courses except for the senior capstone course. Only WSU and UVSC still teach/require a "Nature of History Course." WSU moved this course to upper-division and removed prerequisites. UVSC will revisit its requirement for this course.

Faculty discussed the courses that should be offered at the freshman/sophomore level. Decided: World History - 2 course sequence (HIST 1500 and HIST 1510); Western Civilization - 2 course sequence (HIST 1100 and HIST 1110); American Civilization (HIST 1700) - 2 course sequence (HIST 2700 and HIST 2710).

Transfer

When two-year schools teach a lower-division course that is similar to an upper-division course, students are told that the course will not apply to the History major requirement and are encouraged to speak with a History major advisor at the four-year institution. Most course syllabi are posted on individual History department web-sites. USU shared a new section of the USU General Catalog where a recommended first two years of study for the major will be published specific to the History degree.

Faculty recommended that students take the General Education component of the BS/BA while at the two-year institution and the survey courses. Both USU and WSU offer either a BA or BS in History while the U of U offers only a BA in History.

Retention

Because of the push for higher enrollment in courses (revenue based), the faculty/student ratio is growing; faculty are now dealing with more students. Faculty are encouraged to establish ties with students and help students bond to their major. However, faculty are limited due to the large number of students in their courses. Faculty discussed a more collaborative relationship between faculty and professional academic advisors to encourage student engagement.

Concurrent Enrollment and AP

Faculty stand by the decision as specified in R165 that requirements for high school teachers who teach History via concurrent enrollment will be the same as for adjunct faculty. Instructor must have a master's degree in History, not an M. Ed. Because of the credentials requirement, SLCC will no longer be offering History courses through concurrent enrollment.

Other

No other issues were raised.

MATHEMATICS (MATH)

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Common Courses

USU's MATH 2270 and 2280 are correct as listed. WSU must update its transfer guide information.

Prerequisites and Competencies

The faculty discussed and took a vote on several resolutions.

Resolution: Effective Fall 2007, USHE institutions will adopt a two year expiration policy for placement test or completion of a prerequisite class. After two years, students must take the placement test. Students are responsible for costs of retesting and/or retaking prerequisite classes as implemented at the institution. The motion passed unanimously.

Length of term for validation of prerequisites: Several institutions need support to change institution policy. Registrars are concerned about student frustration with having to take a placement test or a prerequisite a second time. The response to this concern may be better communication: the USHE student advisory

group is addressing the issue that students are prepared and successful. This group is developing materials to share with advisors to communicate the reasons for aging prerequisites and placement tests.

Having the state administer the ACT during the high school junior year may give students a chance to remediate senior year, thus helping them to be prepared for college math classes. The group discussed use of the ACT as a placement tool at the college level. ACT claims that its exam is NOT a placement tool but a general knowledge test. Faculty suggested the ACT score for placement into MATH 1010 be changed to 20. For diagnostic assessment, Accuplacer is used in 8 of the 9 credit-bearing institutions.

Placement Testing Software: A single placement system across the USHE might ensure better response to prescriptive needs, thus assisting retention. It appears UVSC is the only USHE institution not using Accuplacer (CPT) for math placement. Conversion is possible between Accuplacer and Compass. SLCC's placement center has a concordance table that should be shared among the institutions. The U of U www.RUReady.net may be of assistance. The committee members are not yet familiar with it.

Banner Issues with Placement: Banner catches testing, not courses. DSC's registrar has a code that catches both the testing and prerequisite class.

Transfer

Math 1010 is not universally offered for 4 credits. SUU offers 5 credits. USU offers 3 credits, hopefully moving to 4 credits Fall 2007. The U of U offers 3 credits and is highly unlikely to change in the near future. The remaining institutions offer MATH 1010 for 4 credits.

WSU's approval of Symbolic Logic (PHIL 2200) as fulfilling the Quantitative Literacy (QL) requirement created a very active discussion. If a student completes an AS/AA at WSU, then transfers to another university, must the second institution accept Symbolic Logic as fulfilling the Quantitative Reasoning requirement? No. Symbolic Logic does not transfer and this information will be placed in WSU's catalog. Thus, a transfer student from WSU who has earned an AA or AS degree and has taken Symbolic Logic may not meet the Math requirement at the receiving institution and would be expected to meet the Math requirement following admission. This discussion led to the Transfer resolution listed below. WSU's faculty senate felt there should not be a prerequisite for a course if nothing in the course builds upon the curriculum of the prerequisite. If an institution does not require MATH 1010 because there is nothing in that class that serves as content prerequisite for Symbolic Logic, that action in itself is a strong argument for not allowing Symbolic Logic to count as a QL class.

Resolution: WSU's PHIL 2200 will not be transferable as a quantitative literacy course. Regent policy R470.3.1.2 states a student's general education requirements should always include completing one institutionally approved Mathematics class at the level of college algebra or which requires college algebra as a prerequisite, or an equivalent exit placement score. The Mathematics Major's Committee concluded WSU's recent approval of PHIL 2200 as fulfilling the Quantitative Literacy general education requirement without meeting the Regent definition of quantitative literacy, as defined above, violates Regent policy. Faculty ask the General Education Taskforce to review appropriate Regent policy to clarify and strengthen the intent of the Quantitative Literacy requirement. The motion passed unanimously.

Retention

Nothing recorded.

Concurrent Enrollment and AP

Originally USHE institutions could offer 8 credits for students who earn a 3, 4 or 5 on an AP test. Now the U of U and WSU are only offering 6 credits. Placement is the same. The committee members are not clear who or what is dictating these changes. Currently, the number of acceptable AP credits is in Regents' Policy R470-9.1.2.1. The Chief Academic Officers are reviewing these changes. Another issue: some institutions are giving more credit for the AP than for the classes offered. Ex.: The U of U Math Department was giving a waiver for CALC I and credit for Calculus I and II to students earning at least a 3.

Resolution: MATH 1010 Concurrent sections shall be delivered to students throughout the state both face-to-face in high school classrooms, on campus, and via technology delivered instruction. Different USHE institutions offer different delivery methods. All MATH 1010 concurrent sections are taught by institution faculty or by instructors approved as meeting all department standards. The motion carried unanimously.

Other

SUU – MATH 1020 is not in compliance with Regents' policy. It didn't have the prerequisite curriculum and does not count as a prerequisite for MATH 1050. Instead, it is roughly equivalent to 1010.

Retaking Math Classes and the Cost of Instruction: The committee generally likes allowing two or three registrations, then requiring students to pay the full cost of instruction. USU allows three registrations, then the student must appeal through an advisor. The U of U allows two registrations paying regular tuition, then charges student \$100 per credit above tuition for the third attempt and does not require an advisor meeting. WSU was considering following the process set by the U of U. UVSC would like to require students to take a highly structured course, with required supplemental instruction, with lab perhaps, after failing two times.

Banner: A student tests into the class but earns a grade below passing. Can Banner flag a student and bar registration in a subsequent semester? Can Banner run a status report and drop students who registered in the middle of the previous semester. Action: Can OCHE IT staff work with campus IT staff to write code to identify these students, either prevent them from registering or grant them conditional registration?

Smart Grants: UVSC is seeing a significant number of students claiming to be Math majors to secure Smart Grants. How should departments respond to this?

The following is a memo that the Mathematics Major's Committee directed to SUU last year.

Date: November 15, 2005
To: Various SUU curriculum committees
From: Math curriculum committee
Re: Course description for Math 1020

In the course of the September 23 [2005] Majors Meeting, we were made aware of USHE Board of Regents Policy R470-3 on General Education. In particular, section 3.1.2 specifies that the statewide Quantitative Literacy course Math 1030 must have a prerequisite of intermediate algebra or two years of high school algebra. The MATH 1020 class offered by SUU as a prerequisite for Math 1030 does not currently meet all the standards of intermediate algebra. We propose that the missing requirements be

added to the course description for MATH 1020. These requirements consist of absolute value equations and inequalities, radical expressions, radicals and exponential functions.

Revised MATH 1020 Course Description: A course to enable students to build their Math skills in order to complete the quantitative literacy requirement for general education. The course will include an introduction to problem solving, sets, number systems including the real and complex numbers, linear equations and inequalities, absolute value equations and inequalities, rational expressions, radicals, quadratic equations and functions, and exponential functions. Prerequisite: A Math ACT of at least 13 (5 credit hours).

Music (MUSC)

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Common Courses

All institutions have implemented the MUSC prefix and numbers except UVSC, which still needs to align 2120 and 2130. CEU MUSC 2350, Conducting, is to be added to the course grid.

The faculty made a motion to delete MUSC 1030, Intro to Jazz, from the common course numbers grid. The nature of the lower-division curriculum for this course is sufficiently different at each institution so as not to include it in the course grid. This motion was approved unanimously.

Music courses do not have common names. Faculty are opposed to changing the names of the courses. Most course titles are sufficiently similar that one might intuit the relationships across institutions.

Prerequisites and Competencies

Nothing recorded.

Transfer

Theory Classes. Where other institutions take four semesters for theory, the U covers, in three courses, the competencies students need to be prepared for upper-division instruction. The 3000-level course (20th Century Techniques) is taught at the end of sophomore year. Problems were identified:

- Other institution's four classes will tally only to three at the U of U.

- Transfer students are behind. They have to take Form and Analysis a 5th semester of theory as juniors. The U argues that Form and Analysis and 20th Century are both synthesis courses and need to be upper division. The U will allow transfer students who have had a 20th Century Techniques course to take the end-of-term competency class and, if they pass, transfer into the Form and Analysis class. Transfer students also can challenge Form and Analysis with instructor permission.

Two-year school students will transfer with all general education done while four-year students will still be working on general education junior and senior year. Two-year schools wish there were a way to replicate the same learning experience as they would receive at a 4-year school.

USU will investigate further the MUSC 2120 issue.

Music History. SUU recommends that students take Music History during the sophomore year. Committee members prefer this class to be taken junior or senior year. The committee had previously decided this is a Junior/Senior offering. Snow's professional requirements include its student completion of Music History. Taking History of Music as a sophomore does not help students coming into the USU program. A disclaimer was listed on the Snow History of Music class.

Private Instruction. Private instruction and ensemble or performance groups are listed as 3000+ level. There is no national guideline for these classes. In Music, there are graduate students enrolled with undergraduate students, depending on skill. Institutions do not require enrollment in a specific course number to satisfy the ensemble requirement. Rather the institutions require a certain number of semesters of ensemble. There are no articulation problems with these classes.

Auditions. All programs require auditions for admission. Students coming from two-year schools understand the requirements. The problems with transfer students four to five years ago are no longer evident.

Retention

Issues of retention within the USHE are not that different from what other institutions are experiencing nationwide. The big issue in fine arts is that students are interested in Music or theater but do not see how a degree in Music will lead to a career. Also, students pursuing other disciplines are perhaps more college prepared. High school students have not had reading and writing in Music. They need the foundation of theory. At the end of their first year, students may realize they are not inclined to pursue Music.

Students are more likely satisfied with the teaching-learning relationship in Music where students get a lot of 1-on-1 contact with faculty.

The dynamic of a student being in school and then leaving for a two-year mission is a retention issue unique to Utah. The committee should explore missionary departure as a factor in retention.

Concurrent Enrollment and AP

Concurrent music instruction could be harming public education Music programs. Also, for two-year schools, a Music class offered off campus is one less class they will take when they arrive on campus. Consider that Snow has the largest freshman class and the smallest sophomore class.

Logan High School offers AP Music with orchestra and band.

Other

The terms of the Beverly Sorenson gift to Music for the U of U include proactively engaging the Music community to help promote Music in the public schools. The executive director for Arts Works for Kids met to have a day to brainstorm issues causing problems with public education Music programs. The U of U proposed a day-log session to cover these issues.

Snow is proposing codifying all curriculum into one or two more associate degrees in performance or music education, reducing the general education required in the first two years. There is precedent: NASM institutions do have an AA in Music. Snow would have to have complete articulation with all 4-year institutions. The committee had no objection to Snow continuing to explore this track.

NUTRITION

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CEU, UVSC, and SLCC had no representation.

Common Courses

The group added 1240/1241, 2120 and 3020 to the course grid. WSU and the U of U will address curriculum changes to articulate NUTR 3020. WSU will change NUTR 4220 to 3020, and 3020 to 4220 (NUTR 2320 is a prerequisite for 3020 in addition to 1020). The U of U will change NUTR 3320 to 3020.

The group made changes to the course grid to the extent they could. Missing information reflects missing faculty from CEU, UVSC, and SLCC.

- NUTR is a unique course to WSU. It is titled Food Values, Diet Design and Health.
- USU will work with SUU on an intermediate metabolism course and a Biochemistry course as prerequisites for 4020 so that USU will accept SUU's 4020 course.

Prerequisites and Competencies

The prerequisites are fairly consistent. The online Transfer Guide is an excellent tool to inform faculty and students. WSU faculty will pressure WSU administration to make the Transfer Guide link available. WSU Nutrition has a website loaded with information that can be found from the department's homepage.

Courses are articulated very well. The program of studies offered at each institution is unique, but build on 1020. The Nutrition programs have done an exceptional job building their own academic autonomy among the institutions of higher education.

USU offers a B.S. in a coordinated Medical Dietetics program as well as a B.S. in a didactic program in Dietetics, along with many other levels of food and nutrition science degrees. SUU offers a B.S. in Nutrition that serves as an excellent major for post graduate school. The U of U offers a minor in Nutrition, and a coordinated Medical Dietetics program at the master's level, along with many other food and Nutrition science graduate degrees. WSU offers a minor in Nutrition. However, the Nutrition curriculum can also be utilized to create a Bachelor of Integrated Studies (BIS) or students can select a Nutrition and fitness emphasis in the Human Performance Management major.

Transfer

CEU's, UVSC's, and SLCC's lack of participation precludes those institutions from informing their students of changes. The group is interested in assuring that 1020 is relatively standardized throughout Utah. Outcome assessment may be a topic for next year.

Retention

Many ideas were generated to promote student retention. These included:

- The SIV tutoring program, available to students, builds mastery of course knowledge, skills and competencies for 1020.
- Organized advisement available in the departments helps to personalize and nurture student success.
- FYI programs that include 1020 in the cluster promote student collegiality and support.
- Opportunities for students to participate in undergraduate research projects add another dimension to student learning and academic excitement.
- The inclusion of Nutrition courses in institutional honors programs provides opportunities for students to demonstrate that they stand out in the class.

Concurrent Enrollment and AP

Nothing recorded.

Other

USU's new NFS advisor is Marlene Israelsen, mis@cc.usu.edu.

PHILOSOPHY (PHIL)

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Common Courses

The group reviewed the 2005 tables and made appropriate changes.

- U of U: Faculty added more specific courses to their upper- division offerings, Philosophy of Physics, and coordinated a major with Biology. The International Studies Major is growing and as a result, there is a new 5000/6000 level Human Rights course. Faculty indicated that its logic course will satisfy a portion of the quantitative requirement.
- USU: Faculty reported no new courses or changes.
- WSU: Approved its new major and added two new courses, Aesthetics and Great Thinkers in Philosophy. Formal Logic (PHIL 2200) was approved to satisfy WSU quantitative literacy requirement.
- SUU: Faculty are waiting on approval for a new minor.
- Snow College: Faculty added Introduction to Philosophy, Social Ethics and World Religions.
- DSC: Faculty renumbered 1500 to 1120.
- CEU: Faculty are not sure if Philosophy of Religion will remain as a course offering.
- UVSC: Faculty are in the early stages of restructuring the Philosophy major.
- SLCC: Faculty are working with PHIL 1120, Personal Ethics, to make the course similar to the course at UVSC and to have the course fulfill the diversity requirement. Faculty are waiting approval of three new religious studies courses – World Religion, Religion in America and Philosophy of Religion.

Prerequisites and Competencies

- U of U: There are no prerequisites for lower-division courses.
- WSU: Students must be Math 1010 eligible to take the PHIL 2200 Introduction to Logic course.
- UVSC: PHIL 2050, Ethics and Values, has a prerequisite of ENGL 1010 or another lower-division Philosophy course that is writing intensive – at least two five to seven page papers. Upper-division courses require PHIL 2050 as a pre-requisite, but faculty are reviewing the policy and may broaden the prerequisite requirement to include any lower-level Philosophy course.

All schools agreed that writing skills are extremely important along with the basic understanding of the subject, critical thinking and analytical skills. These competencies should be covered in the introductory level Philosophy courses.

Transfer

SLCC: Faculty are working closely with the U of U to help students transfer more easily.

Retention

- U of U: New freshmen have never been exposed to a Philosophy course, so they do not take the courses in college. Faculty are working to identify students earlier and get them on track for the Philosophy major. Many of their students come into the major very late. U of U is working with SLCC to share student information and identify students who will transfer to the U for a Philosophy major. The Leap Program at the U has been very successful; it allows cohort groups to take general education courses together. The U of U has department-specific scholarships available. The U has an email list of major and minor students. Students receive an email every two weeks to notify them of job opportunities, law fairs, etc
- USU: A faculty task force focuses on freshman to get them involved on campus.
- SUU: Staff host freshman lunches which provide opportunities to meet potential students.
- UVSC: Most students are male which makes gender an issue. UVSC requires an Ethics and Value course that helps to identify potential students early on in major.
- SLCC: The Ethics Bowl is a potential place to recruit future students as is the student Philosophy conference that is held two times per year.

All schools agreed that a common web site that links all USHE Philosophy departments together would be very helpful. Upcoming events could be publicized along with jobs posted, transfer information, etc. Schools agreed that a back page for data sharing and discussion between departments would be helpful. SLCC has someone that can put a site together.

Schools felt it would be helpful if a major professor from one of the 4-year schools would visit students in the introductory courses at the 2- year schools or at a club meeting. Faculty mentors would help with retention. In addition, minority students are underrepresented in the major possibly because Philosophy is perceived as a risky major and these students are unfamiliar with it.

Concurrent Enrollment and AP

UVSC offers some Philosophy concurrent enrollment courses.

Other

- The Philosophy minor is rising in popularity. It works well with the International Studies major. Faculty wondered if schools are doing enough with the students who take the minor. Faculty agreed that there is a need to have a special program for minor students.
- On November 10th Dan Graham, chair at BYU, is hosting a conference at BYU.
- DSC faculty cited interdisciplinary courses, such as PHIL 351, Professional Ethics, and asked who is responsible for the course content, the Philosophy Department or Business Department?
- UVSC: Faculty work hard to communicate that Professional Ethics is much different than a general education ethics courses. Departments can teach ethics specific to their major, but student will not receive Philosophy credit or fulfill a major requirement for Philosophy
- U of U: Faculty teach all ethics courses, but will partner with different departments to co-teach.

PHYSICAL EDUCATION (PE__)

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Common Courses

Faculty are comfortable with the approved numbers at this time. Some course numbers need to be reviewed. They are: Badminton – 1105, 1106, 1107; Triathlon – 1067; Latin Social Dance – 1725. New numbers that were not originally submitted two years ago must now go through institutional review.

Faculty discussed their coaching/officiating classes. Not all schools offer such classes. The question is how arguments are handled on the field without officiating classes.

Prerequisites and Competencies

Athletic training requires human anatomy and physiology. Sometimes, there are problems transferring this course. Some schools require a QL for prerequisite courses. Some schools offer either/or courses that will satisfy prerequisites.

Faculty discussed a process for proposing courses. They suggested that they talk to colleagues and write letters of support.

Faculty discussed how intercollegiate credits are handled. These credits tend to be numbered in the 1800s. Credits are given the following ways: 1 credit earned if name is on varsity roster, or 1 credit for each semester a student is in competition.

Conditioning credits are distributed differently. WSU gives 1 credit; U of U does not offer credit. Some do credit/no credit while others give grades. Credit with grades can help raise a student's GPA in order to stay eligible to participate in sports. This is helpful for FA and contributes to maintaining full-time status.

Faculty expressed concern regarding the Praxis test (teacher preparation) that students who want certification would need to pass.

Transfer

There were no changes.

Retention

Concern was expressed regarding the length of time students require to complete their degrees. The national average to graduate was previously 4-5 years; now it is 6-7 years. Commuter students and students who work full-time take longer to graduate.

Concurrent Enrollment and AP

Nothing recorded.

Other

Meeting participants would like a copy of the new numbers.

The Utah Legislature passed a law that allows people who have completed a bachelor's degree to be hired by any school district. However, these people must complete the courses they need for certification within three years or they can be fired. Any person who does not arrive at certification through a state-certified teacher education program must be evaluated by the State Office of Education. All people who want to teach, whether they graduated from a teacher preparation program or not, must take the appropriate Praxis exams in order to move from a provisional license to a regular license. Certification is granted only by the Utah State Office of Education. Often rural school districts hire people who do not yet have a license to teach. And, often, the rural areas have teachers teaching outside their fields. These teachers are considered not to be highly qualified, as stipulated by the No Child Left Behind law.

PHYSICS (PHYS)

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Common Courses

- All lab courses now end in 5; 2215 is the lab for Physics for Scientists and Engineers I; 2225 is the lab for Physics for Scientists and Engineers II.
- U of U and UVSC cross list the following in both PHYS and ASTR: 1040, 1050, 1060, 1070, 1080.
- In the past the group discussed Physics of Technology courses. The course number is no longer relevant since this course is no longer offered through the Physics Department at DSC and UVSC. USU is the only school that still has the course on the books in the Physics Department.

- Students who take 2710 are told the course is not guaranteed to transfer into the major. Institutions will deal with the transfer of 2710 on a case by case basis. It is a guaranteed transfer to schools which offer 2710, but two (U of U, WSU) offer 3740 instead of 2710).

Prerequisites and Competencies

The group emphasized the need to keep pressing the issue of students' exposure to computing tools at two-year schools and would like this item on the agenda again for next year. If students know at least one tool, they are better able to understand and use others. Students are getting some exposure through Physics, engineering and math classes.

Transfer

- Faculty discussed how schools communicate with prospective transfer students. The U of U holds transfer days, sends program information, and holds workshops at SLCC.
- The group discussed how to encourage more students to go into Physics. Physics can be excellent pre-professional preparation; Physics majors do very well with admission to medical and law school. Majors also do well in the job market in a variety of positions where they use their Physics skills.
- U of U faculty said that students who receive A and B grades at two-year schools do well at the U of U—better than in the past.

Retention

- UVSC graduated 9 students this year and is retaining serious students. The major is of some interest to students in PHYS 1010, but many of these students struggle with the math.
- The question, "Is there a way we can teach that can enhance retention?" was raised. The group discussed the importance of math and how long the major can take students who start with basic math. There was some discussion on how to work with math departments on this issue.
- U of U faculty have been developing opportunities for students to network. They have welcoming study areas and help labs. The group discussed how to encourage collaboration in labs.
- Some schools have Society of Physics Students chapters. These provide social and service opportunities, which include tutoring in the public schools and helping scouts earn lab patches.
- Weber has a recruitment and retention committee. Faculty visit introductory classes to talk about Physics and career options. Women faculty do the visits in an effort to encourage women to enter the major. Two years later, they have more females in the program. Overall, the number of majors has increased, but a higher percentage of students are leaving the major.
- UVSC emulated the USU model and hired a full time advisor who also advises chemistry and earth science majors. Students are required to meet with her. The USU advisor also oversees scholarships.
- Financial aid was raised as another issue affecting retention. Federal SMART grants are now available; students need to be encouraged to apply for scholarships of all kinds. The College Board website was mentioned as a good site to direct high school students for scholarship information.

Concurrent Enrollment and AP

The group reviewed standards for concurrent enrollment: Instructors must have master's degree in Physics or related area; instructors should be treated like other adjuncts and held to the same standards. All students must be taking the course for college credit. The syllabus, problem sets and final exam must be approved by the department; a department representative should visit the high school classroom. Students should have appropriate math prerequisites.

It was agreed that if all those standards are met and the course is a true college equivalent, any Physics class can be taught through concurrent enrollment. Faculty clarified that for students to enroll in PHYS 2210, they would have to have taken calculus through concurrent enrollment, or have taken the AP calculus exam and earned a 3 or higher.

There was some discussion about the IB diploma. Lynn Higgs said that most IB students take AP exams, and he uses the scores for credit and placement.

Other

The U of U now offers astronomy as a minor. Enrollment in astronomy courses has increased since faculty have cross listed courses with ASTR.

POLITICAL SCIENCE (POLS)

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Common Courses

This issue was addressed and supposedly resolved last year. Participants reviewed the tables. The only change recorded was that WSU has changed POLSC (Political Thought/Ideology) from 2350 to 2300. However, upon reflection there still are inconsistencies which do not appear to disadvantage transfer students when applying to 4 year in-state colleges. None of the schools indicated new courses. All the core courses already are listed at the 1000 or 2000 levels.

Prerequisites and Competencies

None of the four-year colleges appears to require competencies, although there was an interesting discussion of whether core competencies could be developed for POLSC 1100 (American National Government) since it fulfills the AI requirement. Holland is in the process of collecting state-wide data on POLS 1100 courses for a research project and will submit findings that address the core competency issue at the next majors meeting. In particular, she will see if there are any learning objectives that are common among the 1100 courses that might be a foundation for developing both a competency standard and test.

Consistent writing intensive components as a part of POLS 1100 was discussed, but participants agreed that requiring all 1100 instructors to encourage intensive writing is unrealistic given the scope and breath of material that is covered and the high enrollment of students in this course at U of U (100+), SUU (80+) and USU (200+). Students in small courses (17-40) already are being encouraged to engage in intensive writing by the instructors. In departments with large lower-division courses, instructors are required to emphasize reading at the upper-division level and incorporate testing techniques that encourage some writing even at the lower-division level (such as short answer or essay exams).

Transfer

All lower-division courses similar or identical to upper-division courses should not be offered without a disclaimer in the catalog. U of U and USU (I can't remember what SUU and UVSC said) do not accept transfer courses taken at the 1000 or 2000 level that are catalogued at the 3000 or above level. The exception at U of U is internship credits which are reviewed on a case by case basis. For example, U of U and SLCC offer internship credit at the 4000 and 1000 levels respectively. Again, I'm not sure about the other 4 year colleges. What was most emphasized is that advisors to community college students considering transferring to 4 year schools are obligated to tell them about the transfer issue.

Concern was expressed about students not understanding that certain courses don't transfer directly across the board. Advisors and faculty need to better explain the process of transfer.

Retention

A goal of attracting and keeping minority students was established. Each institution reviewed their efforts in keeping these populations enrolled in their programs and courses. The problem is whether the individual departments can focus on their minority populations. Multiple efforts are being made on an institution-wide basis to promote diversity, however. These include:

- SLCC: relies on clubs and advisors for minorities, works with the multicultural center, and a diversity course is required for graduation.
- U of U: ditto SLCC. The department teaches 4 courses that meet the diversity requirement.
- CEU: alliances
- WSU: diversity course required for graduation
- USU: diversity courses at depth and breadth levels

Ideas were generated as to how a tracking system could be developed. General consensus suggested that while tracking systems need to be put in place, no one knows how to set one up. An additional problem is staffing. Tracking is a time consuming process for which staff may not be available.*

USU faculty explained that one problem they have faced, and others might in the near future, is colleges changing over to Universities. Ricks College converting to BYU-Idaho is a perfect example.

* Scribe's Note: Each institution reports graduation and enrollment to the Board of Regents. This helps us look at funding and enrollment trends. To run or develop your own retention report, all you need is a list of students' SSN #'s and the major CIP code. You could run reports to see how long students remained in the program by associating fiscal year with CIP # and SSN #. Or you might think about creating a database of students in your department. You could track which courses they take and with which instructor; then analyze when and which courses cause students to change their mind about the major. Curriculum changes and class structure may need to be altered if you find consistent patterns of behavior and removal from majors.

Concurrent Enrollment and AP

SLCC is dropping concurrent enrollment because faculty feel their students are immature and unprepared. UVSC suggested that if students come on campus to take their concurrent courses, their behaviors and performance increase. Other institutions considered this as an alternative to their current systems. This idea also enables easy outreach and marketing to prospective Political Science students.

SUU was especially frustrated with AP credit. They would like students to be informed which institutions will and will not accept the credits in hopes of remedying loss of credit and time.

WSU faculty explained that they waive the major requirement of POLS 1100 if an AP score is a "5." The 3 credits must be made up with another course to fulfill the 38 required credits, but they are still waved. No other institution indicated that they follow the same procedure.

When students transfer from institution to institution, the transcripts do not label AP courses or concurrent courses in the manner they were taken. They are merely recorded as having completed the course. Without such a labeling system, departments cannot accurately measure the needs of their students, or the competency levels of transfer students.

One final concern was students being led astray from their general education requirements. Many students believe that they are getting dual credit for certain general education courses when they are not. No solution was recommended.

Concerns about certifiable (high school) teachers running the courses was discussed as there are worries that some teachers are not qualified to be teaching college-level courses.

Other

The U of U reminded all the institutions that they would like to see more students encouraged to apply for scholarships through the Political Science Department. Many students lose out on the opportunity for the funds because they only apply for the University of Utah's general scholarship.

The University of Utah proposed doing a week long seminar for potential bright and minority Political Science students. The Hinckley Institute might fund such a program. John Howell, SUU, mentioned the Junior Statesman Program (National).

Recruitment and retention of adjunct professors was discussed briefly.

- USU: Courses with 3 or more students will undergo an evaluation; Instructors with an MA and/or life experience can teach 5000 level courses
- U of U: MA or equivalent is required for lower division, and Ph.D. or equivalent for upper-division courses. Adjuncts are reviewed annually by the faculty for retention. Teaching evaluations and syllabi are examined. Undergraduate SAC reviews are examined as well.
- UVSC: Faculty go through Human Resources and an application process to get qualified individuals.
- It would be interesting to know how the other colleges address (a) recruitment and (b) retention.

An institutional or collaborative database of qualified adjunct professors was recommended to be built. Most in attendance agreed. Laurie Holland will be responsible for maintaining this database.

PSYCHOLOGY (PSY)

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Common Courses

- WSU: Statistics 3600 is still being taught; there is no 2710 at Weber, although the WSU representative thought there may be a mistake in the catalog. WSU does have a Physiological Psychology 3710.
- DSC: Abnormal Psychology 2450 is now 3400; 2500 Social Psychology is now 3410; John will check to see if "Intro" has been deleted from the title.
- U of U will have a new course Fall 2007, Drugs and Behavior 3700; USU has a Drugs and Behavior course which will be assigned a new number; its current number is 5500.

Prerequisites and Competencies

- There was discussion about preparing students for writing and research in the major. UVSC has a course, BEH SCI 1000, Behavioral Science Forum, where students are introduced to the discipline, how to do research, and the ethics code. CEU is doing math and writing assessments of incoming students so they are placed appropriately.
- At USU students are required to take a statistic class before taking Psych statistics. U of U faculty agreed that students who take a statistics class before Psych statistics perform well. There was discussion about how best to teach the statistics and research methods courses. Faculty suggested: a cohort with the same instructor for both courses (can be difficult logistically), one combined course, and pairing both courses in the same semester but as two separate classes for 3 credits each. The combined course taught at a two year school would be good preparation for the major, but would transfer as a lower- division elective to most 4- year schools.
- There was some discussion about prerequisites within the major. Some schools limit what upper-division courses can be taken until students do the statistics and research methods courses. Some schools require 1010 before 1100.
- There are no 3000 courses required in the first two years. Schools were reminded that they need a disclaimer if offering lower-division courses similar or identical to upper- division courses.
- Competency in relation to 1010: faculty believe that students are getting what they need from this course for transfer purposes; textbooks are similar and students' content knowledge is appropriate. SLCC is doing its 5 year review of 1010 and will determine core competencies and learning outcomes.
- USU does competency testing of its students early in the major and before they graduate. Other schools were interested in how this is done.

Transfer

- There was some discussion about what is currently being done and could be done to reach out to transfer students. A suggestion was to provide DVDs with interviews of faculty, FAQs, and interviews of graduates that could be sent to feeder schools. Methods currently in use are campus visits, making handouts available, and conducting email and phone advising. Faculty also discussed using peer advisors and student ambassadors.
- Members discussed their concerns about how students make the transition from a two- to four- year school and how to facilitate the process. The U of U requires all transfer students to attend orientation and meet with an advisor before registering. In addition, advisors visit the two-year schools. Students are encouraged to use the U's Transfer Center.

Retention

- Representatives discussed surveys being done, and how these might help us know what is happening with their students. UVSC is surveying students who stop out of school; the U of U emails pre-psych students to see if they are interested in doing a Psychology major. Faculty discussed other types of surveys in relation to careers after graduation and skill development.
- UVSC has put together an evening and weekend program for students in the social sciences. Approximately 100 students are in this program.

Concurrent Enrollment and AP

CEU teaches many concurrent students through electronic classrooms thus assuring that qualified faculty are teaching these courses.

Other

U of U instructors discuss what and how they teach in certain courses. Faculty suggested that this conversation should be held state-wide.

Representatives shared ideas about online courses (USU will have all its Psychology courses online by Spring 2008) and the need for infrastructure funding to teach online; how to encourage students to declare their majors early; internships (when in the undergraduate experience is the right time to do them, supervision and liability issues); general studies and interdisciplinary degrees. U of U faculty mentioned a new certificate program in Human Factors. The group was interested to know if students from other schools could do this certificate. Monisha will talk to the program director about this issue.

SOCIAL WORK (SW)

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Common Courses

There are no additional new courses or changes in numbers. All 3000-level requirements in the first two years were moved to lower-division.

Faculty discussed adopting a consistent life science course at each institution but no agreement was reached on a specific course.

Prerequisites and Competencies

- The competencies needed to prepare students to transfer to the Social Work major are found in human development components of biology. In addition, students must have competence in writing, social sciences jargon and in the human condition. USU specifically requested that faculty recommendations for incoming senior-status students be made. This ensures to faculty members that transfer students have met the criteria to be competent senior-level Social Work students.
- Faculty discussed lower-division core courses that would produce the needed competencies. Included were: biology – human component and/or human development. WSU requires a human biology course, but not human development (anyone transferring from USU to WSU has to take the additional human biology courses).
- Each institution agrees that the core English classes should be completed before students enter the upper-division major courses. WSU is using political science courses as a math prerequisite for the statistics course which raised some concerns among faculty. Appropriate prerequisites are to be discussed in future meetings.

Transfer

- All lower-division courses similar or identical to upper-division courses should not be offered without a disclaimer in the catalog. SLCC needs to inform its students that SW 2650 (a lower-division policy course) does not transfer for upper-division credit. Students will be required to take an upper-division policy course at the university level.
- Students are required to meet with transfer and major advisors regularly.
- Faculty continue to discuss the competencies students need to be successful as they transfer to the Social Work major. As faculty identify competencies and the courses that provide the competencies, students who transfer will be as prepared and the four-year native students.
- UVSC is working on a BSW which is still 2 years out.

Retention

The faculty discussed their role in the retention of students. While they acknowledged fewer enrollments, they agreed that they do not have retention problems. They shared enrollment figures:

- U of U: 90 students annually; Admits 25 students every semester
- USU: 200 students annually; Admits 50 students once a year
- WSU: 150 students annually.
- UVSC: 160 students are admitted annually. UVSC has an overload of students, with only two faculty members, and will not propose a BSW for another two years.

Concurrent Enrollment and AP

Nothing recorded.

Other

- While USU continues to offer courses via satellite and online, other institutions are finding that they have need for distance education courses. Specifically, Human Behavior in the Social Environment, diversity courses and introductory courses are in the greatest demand.
- The meeting was concluded by discussing the legislation of Social Service Workers and who can and cannot earn the certification. A collaborative of Social Work faculty would like to work together to ensure that Social Workers are properly trained before they can be licensed.

SOCIOLOGY (SOC)

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	Rob Reynolds	WSU	rreynolds@weber.edu
	Matt Smith-Lahrman	DSC	lahrman@dixie.edu
	Spencer Blake	SLCC	spencer.blake@slcc.edu

Snow College and the College of Eastern Utah were not represented.

Common Courses

- Students are unaware that Introduction to Social Psychology is a lower-division course while Social Psychology is an upper-division course. SOC 2500, Introduction to Social Psychology, at Dixie has been changed to SOC 3020, Social Psychology.
- SLCC will drop SOC 2500, acknowledging that it is a disservice to offer this course which will not transfer for upper-division credit.
- WSU's CHFAM 1400 and GERONT 2900 are not part of the Sociology Department although they are listed on the guide.
- DSC's SOC 2500 should be changed to SOC 3020.

- Social Psychology is listed as: SUU: SOC 3350; DSC: SOC 3020; UVSC: SOC 3500
- Three classes from UVSC should be added:
 - SOC 3500, Social Psychology
 - SOC 3200, Race and Minority Relations, which is equal to SOC 2630
 - SOC 3650, Sociology of Aging, which is equal to Soc 2680 2630
- The U of U: SOC 1015, Introduction to Data Analysis, is one credit and has no comparable class anywhere in the USHE.
- USU: New upper-division courses are: SOC 4800, Special Topics, SOC 4350, Political Sociology, SOC 4720, Applied Community Development.
- UVSC: SOC 1150, Marriage/Relationship Skills, has no comparable class anywhere in the USHE.

Prerequisites and Competencies

Sociology 1010 is the most common prerequisite for upper-division courses. The U of U and UVSC require MATH 1010 as a prerequisite. USU requires STAT 1040 as a prerequisite. Upper-division statistics require completion of quantitative literacy.

Transfer

Faculty raised concerns about the expectation of some majors, such as criminal justice, to transfer into Sociology courses.

Retention

Suggestions for assisting retention of students included:

- Be friendly and proactive with students.
- Create opportunities for student interaction and networking through field trips.
- University faculty should visit two-year classrooms to encourage students to think about bachelor and master's programs in Sociology.

Concurrent Enrollment and AP

Nothing recorded.

Other

- The U of U teaches only three lower-division Sociology courses.
- Sociology is not a major at UVSC.
- Faculty discussed the issue of not requiring text books in Sociology courses.

THEATRE (THEA)

Chair:	Bob Nelson	U of U	bob.nelson@utah.edu
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Common Courses

Theatre faculty have reached common course numbering on almost all of their lower-division courses.

Prerequisites and Competencies

Nothing recorded.

Transfer

Issues remain around the transfer of acting classes to the University of Utah. Faculty explored the idea of using the annual Utah Theatre Association meeting as an opportunity to compare the details of their lower-division acting courses. . Most believed that this would help establish a higher level of confidence that students would be transferring with the needed foundation.

Retention

There was some discussion of the ongoing need for scholarships to support the work of students who are pursuing a Theatre majors. Some ideas were shared about how departments might garner funding for students, but the applicability of these ideas was somewhat institution-specific.

Concurrent Enrollment and AP

Nothing recorded.

Other

No other issues were raised.

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COMMON COURSE NUMBERS AND PREFIXES

Anthropology		UU	USU	WSU	SUU	Snow	DSC	CEU	UVSC	SLCC
ANTH	2006 Generic Course Title	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #
1000	Introduction to Anthropology	ANTH 1000		ANTH 1000		ANTH 1000	ANTH 1000			
1010	Cultural Anthropology	ANTH 1010	ANTH 1010	Upper Div				ANTH 1010	ANTH 1010	ANTH 1010
1020	Biological Anthropology	ANTH 1020	ANTH 1020	ANTH 1020				ANTH 1020		
1030	World Pre-History	ANTH 1030		Upper Div				ANTH 1030		ANTH 1030
1040	Language and Culture			ANTH 1040						
1050	Evolutionary Anthropology	ANTH 1050								
1060	Applied Anthropology									
2010	Peoples and Culture		ANTH 2010	ANTH 2010						
2011	People of the Southwest							ANTH 2011		ANTH 2011
2020	Biological Anth. Adv. (ex.: Human Evolution)	ANTH 2020								
2030	Archeology	ANTH 2030	ANTH 2030	ANTH 2030				ANTH 2030		
2040	Linguistics Advanced									
2050	Evolutional Ecology Advanced									

Art		UU	USU	WSU	SUU	Snow	DSC	CEU	UVSC	SLCC
ART	2006 Generic Course Title	Prefix #								
1010	Introduction to Visual Arts	ART 1010								
1020	Basic Drawing (non-majors)	ART 1020	ART 1020	ART 1030		ART 1020	ART 1110		ART 1110	ART 1020
1050	Photography (non-majors)	ART 1050	ART 1050	ART 1150	ART 1050	ART 1050	ART 1050	ART 1500	ART 1050	ART 1050
1110	Drawing I		ART 1110							
1120	2D Design		ART 1120							
1130	3D Design		ART 1130	ART 1170	ART 1130					
2110	Drawing II		ART 2110		ART 2110					

Art History		UU	USU	WSU	SUU	Snow	DSC	CEU	UVSC	SLCC
ARTH	2006 Generic Course Title	Prefix #	Prefix #							
2710	Art History Survey I		ART 2710	ART 1090	ART 2710	ART 2710	ART 2710		ARTH 2710	ARTH 2710
2720	Art History Survey II		ART 2720	ART 1100	ART 2720	ART 2720	ART 2720		ARTH 2720	ARTH 2720

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Biology		UU	USU	WSU	SUU	Snow	DSC	CEU	UVSC	SLCC
BIOL	2006 Generic Course Title	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #
1010	General/Introduction to Biology	BIOL 1010	BIOL 1010	ZOOL 1020	BIOL 1010	BIO 1010	BIOL 1010	BIO 1010	BIOL 1010	BIOL 1010
1610	Biology I (for majors)	BIOL 1210	BIOL 1610	ZOOL 1110	BIOL 1610	BIO 1610	BIOL 1610	BIO 1610	BIOL 1610	
1615	Biology Lab				BIOL 1615	BIO 1615	BIOL 1615	BIO 1615	BIOL 1615	
1620	Biology II (for majors)		BIOL 1620	ZOOL 1120	BIOL 1620	BIO 1620	BIOL 1620	BIO 1620	BIOL 1620	
1625	Biology II Lab				BIOL 1625	BIO 1625	BIOL 1625	BIO 1625	BIOL 1625	
2030	Genetics (for majors)	BIOL 2030				BIO 2030	BIOL 2030	BIO 2030		BIOL 2030
2035	Genetics Lab					BIO 2035		BIO 2035		BIOL 2035
2060	General Microbiology		BIOL 1100	MICR 2054	BIOL 2060	BIO 2060	BIOL 2060	BIO 2060	Upper Div	BIOL 2060
2065	General Microbiology Lab				BIOL 2065	BIO 2065	BIOL 2065	BIO 2065		BIOL 2065
2220	Ecology		BIOL 2220		Upper Div	BIO 2220	BIOL 2220	BIO 2220		BIOL 2220
2225	Ecology Lab				Upper Div	BIO 2225	BIOL 2225	BIO 2225		BIOL 2225
2320	Human Anatomy	BIOL 2325	BIOL 2320	ZOOL 2100	BIOL 2320	BIO 2320	BIOL 2320	BIO 2320	ZOOL 2320	BIOL 2320
2325	Human Anatomy Lab	BIOL 2325			BIOL 2325	BIO 2325	BIOL 2325	BIO 2325		BIOL 2325
2420	Human Physiology	BIOL 2420	BIOL 2420	ZOOL 2200	BIOL 2420	BIO 2420	BIOL 2420	BIO 2420	ZOOL 2420	BIOL 2420
2425	Human Physiology Lab				BIOL 2425	BIO 2425	BIOL 2425	BIO 2425		BIOL 2425
3060	Genetics (for majors)		BIOL 3060	ZOOL 3300	BIOL 3060					
3065	Genetics Lab		BIOL 3065		BIOL 3065					

Business		UU	USU	WSU	SUU	Snow	DSC	CEU	UVSC	SLCC
	2006 Generic Course Title	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #
	Foundations of Business	BUS 1050	BUS 1000	BSAD 1010	BA 1010	BMGT 1010	BUS 1010	BUSN 1010	MGMT 1010	BUS 1050
1100	Business Calculus	MATH 1100	MATH 1100		MATH 1100					
1100	Business Calculus in Business Schools			QUANT 2400						BUS 1100
2010	Financial Accounting	ACCTG 2010	ACCT 2010	ACTG 2010	ACCT 2010	ACCT 2010	ACCT 2010	ACCT 2010	ACC 2010	ACCT 2010
2020	Managerial Accounting	ACCTG 2020	ACCT 2020	ACTG 2020	ACCT 2020	ACCT 2020	ACCT 2020	ACCT 2020	ACC 2020	ACCT 2020
2040	Business Statistics (4 credits)		STAT 2300		MATH 2040	MATH 2040	STAT 2040	MATH 2040		
2050	Business Law	Upper Div	MHR 2050	Upper Div	ACCT 2050	BMGT 2050	MGMT 2050	BUSN 2050	Upper Div	MGT 2050
2200	Business Communications		BIS 2200		ENGL 2040	BUED 2200			MGMT 2200	BUS 2200
2340	Business Statistics I (3 credits)	MGT 2340		QUANT 2600					MGMT 2340	MGT 2340
2350	Business Statistics II (3 credits)	Upper Div		Upper Div						MGT 2350
2010	Business Computers/Applications	IS 2010		ISIT 2010		CIS 2010	CIS 2010	BCIS 2010	DGM 2010	CIS 2010

Business Computers		UU	USU	WSU	SUU	Snow	DSC	CEU	UVSC	SLCC
	2006 Generic Course Title	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #
2010	Business Computers/Applications	IS 2010		ISIT 2010		CIS 2010	CIS 2010	BCIS 2010	DGM 2010	CIS 2010

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Chemistry		UU	USU	WSU	SUU	Snow	DSC	CEU	UVSC	SLCC
CHEM	2006 Generic Course Title	Prefix #								
1010	Introductory Chemistry	CHEM 1010								
1015	Introductory Chemistry Lab				CHEM 1015	CHEM 1015		CHEM 1015		
1110	Elementary Chemistry	CHEM 1110								
1115	Elementary Chemistry Lab		CHEM 1115							
1120	Elementary Organic Bio-Chemistry	CHEM 1120								
1125	Elementary Organic Bio-Chemistry Lab			CHEM 1125						
1210	Principles of Chemistry I	CHEM 1210								
1215	Principles of Chemistry I Lab	CHEM 1215								
1220	Principles of Chemistry II	CHEM 1220								
1225	Principles of Chemistry II Lab	CHEM 1225								
2310	Organic Chemistry I	CHEM 2310								
2315	Organic Chemistry I Lab	CHEM 2315	CHEM 2315	CHEM 2315		CHEM 2315				
2320	Organic Chemistry II	CHEM 2320								
2325	Organic Chemistry II Lab	CHEM 2325								
3000	Quantitative Analysis	CHEM 3000	CHEM 3000	CHEM 3000	CHEM 3000				CHEM 3000	
3005	Quantitative Analysis Lab		CHEM 3005	CHEM 3005						

Communication		UU	USU	WSU	SUU	Snow	DSC	CEU	UVSC	SLCC
COMM	2006 Generic Course Title	Prefix #	Prefix #	Prefix #						
1010	Introduction to Communications	COMM 1010			COMM 1010		COMM 1010			COMM 1010
1020	Public Speaking	COMM 1020	SPCH 1020	COMM 1020		COMM 1020	COMM 1020	COMM 1020	COMM 1020	COMM 1020
1050	Human Communications									COMM 1050
1130	Media Writing		JCOM 1130	COMM 1130		COMM 1130	COMM 1130	COMM 1040 1050	COMM 1130	COMM 1130
1270	Analysis of Argumentation	COMM 1270			COMM 1310		COMM 2130	COMM 1270		COMM 1270
1500	Introduction to Mass Media	COMM 1500	JCOM 1500	COMM 1500		COMM 1500	COMM 1500	COMM 1500	COMM 1500	COMM 1500
1560	Broadcast Production (Audio)			COMM 1560		COMM 1560				
1610	News Writing	COMM 1610		Upper Div	COMM 1610			COMM 1610	COMM 1610	COMM 1610
2010	Mass Communication and Society		JCOM 2010	COMM 2010	COMM 2010				COMM 2010	
2110	Interpersonal Communication	COMM 2110	SPCH 2110	COMM 2110	COMM 2110	COMM 2110				
2120	Small Group	COMM 2120	Upper Div	COMM 2110	COMM 2120			COMM 2120	COMM 2120	COMM 1120
2150	Intercultural Communication		Upper Div	Upper Div	COMM 2150			COMM 2150		COMM 2150
2200	Broadcast Production (T.V.)			COMM 2200	COMM 2200	COMM 2200		COMM 2200	COMM 2700	COMM 2200
2270	Argumentation and Debate		SPCH 2270	COMM 2270		COMM 2270	COMM 2130		COMM 2270	
2300	Introduction to Public Relations		JCOM 2300	Upper Div	COMM 2300	COMM 2300			COMM 2300	COMM 2300
2560	Advanced Radio			Upper Div			COMM 2560	COMM 2560	COMM 2560	COMM 2560

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Computer Science		UU	USU	WSU	SUU	Snow	DSC	CEU	UVSC	SLCC
CS	2006 Generic Course Title	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #
1030	Foundations of Computer Science		CS 1030	CS 1030		CS 1030		CS 1030	CNS 1030	
1035	Foundations of Computer Science Lab									
1400	Fundamentals of Programming		CS 1400	CS 1400	CSIS 1400	CS 1400	CS 1400	CS 1400	CNS 1400	CS 1400
1405	Fundamentals of Programming Lab		CS 1405			CS 1405		CS 1405		
1410	Object-Oriented Programming	CPSC 1410	CS 1410	CS 1410	CSIS 1410	CS 1410	CS 1410	CS 1410	CNS 1410	CS 1410
1415	Object-Oriented Programming Lab					CS 1415				
2420	Introduction to Algorithms & Data Structures	CPSC 2420	CS 2420	CS 2420	CSIS 2420	CS 2420	CS 2420	CS 2420	CNS 2420	CS 2420
2425	Introduction to Algorithms & Data Structures Lab									
2450	Software Engineering		CS 2450			CS 2450	CS 2450	CS 2450	CNS 2450	CS 2450
2455	Software Engineering Lab									
2700	Digital Design	Upper Div								CS 2700
2705	Digital Design Lab									CS 2705
2810	Computer Organization & Architecture	Upper Div	CS 2810	CS 2650	CSIS 2810	CS 2810	CS 2810		CNS 2810	CS 2810
2815	Computer Organization & Architecture Lab									

Criminal Justice		UU	USU	WSU	SUU	Snow	DSC	CEU	UVSC	SLCC
CJ	2006 Generic Course Title	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #
1010	Introduction to Criminal Justice			CJ 1010	CJ 1010	CJ 1010	CJ 1010	CJ 1010	CJ 1010	CJ 1010
1300	Introduction to Corrections				CJ 1300	CJ 1300	CJ 1300	CJ 1300	CJ 1300	CJ 1300
1330	Criminal Law			CJ 1330	CJ 1330	CJ 1330	CJ 1330	CJ 1330	CJ 1330	CJ 1330
1340	Criminal Investigation			CJ 1340	CJ 1340	CJ 1340	CJ 1340	CJ 1340	CJ 1340	CJ 1340
1350	Introduction to Forensic Science			CJ 1350	CJ 1350	CJ 1350		CJ 1350	CJ 1350	CJ 1350
2020	Criminal Justice Supervision						CJ 2020			CJ 2020
2110	Security			CJ 2110	CJ 2110	CJ 2110		CJ 2110	CJ 2110	CJ 2110
2330	Juvenile Justice			CJ 2330	CJ 2330	CJ 2330	CJ 2330	CJ 2330	CJ 2330	CJ 2330
2340	Survey of Criminal Procedure				Upper Div			CJ 2340		
2350	Laws of Evidence			CJ 2350	CJ 2350	CJ 2350	CJ 2350	CJ 2350	CJ 2350	CJ 2350
2360	Juvenile Law and Procedures			CJ 2360		CJ 2330	CJ 2360	CJ 2360		

Dance		UU	USU	WSU	SUU	Snow	DSC	CEU	UVSC	SLCC
DANC	2006 Generic Course Title	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #
1010	Dance in Culture	DANC 1010		DANC 1010	DANC 1010		DANC 1010	DANC 1010	DANC 1010	DANC 1010
1100	Ballet I	BALLE 1190		DANC 1100						
1170	Social Dance		PE 1720		DANC 1170	DANC 1170	DANC 1170	DANC 1170		
1200	Modern Dance I	DANC 1200	PE 1701	DANC 1200						
1500	Jazz Dance I	BALLE 1350	PE 1760	DANC 1500						

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Dance		UU	USU	WSU	SUU	Snow	DSC	CEU	UVSC	SLCC
DANC	2006 Generic Course Title	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #
1510	Jazz Dance II				DANC 2090	DANC 1510			DANC 1510	DANC 1510
1520	Folk/Cultural Dance	ESSF 1730		DANC 1520	DANC 1520		DANC 1520	DANC 1520	DANC 1520	
1580	Tap I	ESSF 1620		DANC 1580	DANC 1580			DANC 1580	DANC 1580	DANC 1580
1590	Tap II	ESSF 1621			DANC 2120					DANC 1590

Early Childhood Development		UU	USU	WSU	SUU	Snow	DSC	CEU	UVSC	SLCC
	2006 Generic Course Title	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #				
1400	Courtship and Marriage			CHF 1400		HFST 1400			ECFS 1400	
1500	Human Development Across Lifespan	FCS 1500	FCHD 1500	CHF 1500	FLHD 1500	HFST 1500	FCS 1500	FAML 1500	PSY 1100	FHS 1500
2400	Marriage and Family Relations	FCS 2400	FCHD 2400	CHF 2400	FLHD 2400	HFST 2400	FCS 2400	FAML 2400	ECFS 2400	FHS 2400
2500	Child Development: Birth to Eight	Upper Div	Upper Div	CHF 2500		HFST 2500	FCS 2500	FAML 2500	EDEC 2500	FHS 2500
2600	Introduction to Early Childhood Education		FCHD 2600	CHF 2600		HFST 2600	FCS 2600	FAML 2600	EDEC 2600	FHS 2600
2610	Guidance	FCS 2610	FCHD 2610	CHF 2610	FLHD 2610	HFST 2610	FCS 2610	FAML 2610	EDEC 2610	FHS 2610
2620	Creative Play	FCS 2620		CHF 2620	Upper Div	HFST 2620	FCS 2620	FAML 2620	EDEC 2620	FHS 2620
2640	Working with Parents			Upper Div						FHS 2640

Economics		UU	USU	WSU	SUU	Snow	DSC	CEU	UVSC	SLCC
ECON	2006 Generic Course Title	Prefix #								
1010	Economics as a Social Science	ECON 1010		ECON 1010						
1740	U S Economic History	ECON 1740		ECON 1740	ECON 1740	ECON 1740		ECON 1740	ECON 1740	ECON 1740
2010	Principles of Microeconomics	ECON 2010	MGMT 2010	ECON 2010						
2020	Principles of Macroeconomics	ECON 2020	ECON 1500	ECON 2020	MGMT 2020	ECON 2020				
2100	Labor Economics	Upper Div		Upper Div				ECON 2100		ECON 2100
2250	Environmental Economics		ECON 1550							ECON 2250
2400	International Economics/Finance		Upper Div	Upper Div			Upper Div			ECON 2400

Elementary Education		UU	USU	WSU	SUU	Snow	DSC	CEU	UVSC	SLCC
	2006 Generic Course Title	Prefix #								
1010	Foundations of Education	TL 1010	ELED 1010		EDUC 2000	EDUC 1010	EDUC 1010	EDUC 1000	EDEL 1010	EDU 1010
1500	Human Development (Child/Adolescent)	FCS 1500	FCHD 1500	CHF 1500	FLHD 1500	HFST 1500	FCS 1500	FAML 1500		FHS 1500
2010	Math for Elementary Teachers I	Upper Div		MATH 2010	MATH 2010	MATH 2010	MATH 2010	MATH 2020	MATH 2010	MATH 2010
2020	Math for Elementary Teachers II	Upper Div		MATH 2020	MATH 2020	MATH 2020	MATH 2020		MATH 2020	MATH 2020
2110	Education Psychology	EDPS 2110								
2330	Children's Literature	TL 2330		Upper Div		ENGL 2330	ENGL 2330	ENGL 2330	EDEL 2330	ENG 2330
2610	Child Guidance	FCS 2610	FCHD 2610		FLHD 2610	HFST 2610	FCS 2610	FAML 2610	EDEC 2610	FHS 2610

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Elementary Education		UU	USU	WSU	SUU	Snow	DSC	CEU	UVSC	SLCC
	2006 Generic Course Title	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #
3110	Education Psychology				ELED 3200		EDUC 3110		EDEL 3000	
3330	Children's Literature			ENGL 3300	LM 3120					
	Introduction to Special Education/Exceptionalities			Upper Div					EDSP 3400	EDU 2010
	Ethnic Studies					EDUC 2400				

Engineering		UU	USU	WSU	SUU	Snow	DSC	CEU	UVSC	SLCC
	2006 Generic Course Title	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #
1000	Introduction to Engineering	CVEEN 1000	ENGR 1000	ENGR 1000	ENGR 1010	ENGR 1000	ENGR 1000	ENGN 1000	ENGR 1000	ENGR 1000
1005	Introduction to Engineering Lab							ENGN 1005		
1270	Analog Major: Circuits I	ECE 1270								EE 1270
1275	Analog Major: Circuits I Lab									
2010	Statics	CVEEN 2010	ENGR 2010	ENGN 2010	ENGR 2010	MEEN 2010 CEEN				
2020	Dynamics I	MEEN 2020								MEEN 2020 CEEN
2030	Dynamics		ENGR 2030	ENGR 2080	ENGR 2030	ENGR 2030	ENGR 2030	ENGN 2030	ENGR 2030	
2060	Dynamics II									MEEN 2060
2140	Strength of Materials	CVEEN 2140	ENGR 2140	ENGN 2140	ENGR 2140	MEEN 2140 CEEN				
2145	Strength of Materials Lab				ENGR 2145					MEEN 2145 CEEN
2150	Statics & Strength of Materials	MEEN 1300								
2160	Materials Science	MSE 2160	MAE 2160	ENGR 2160	Upper Div					
2170	Materials Science ½ course	MSE 2170								
2175	Materials Science Lab									
2200	Analog Majors ½ course	ECE 2200								EE 2200
2205	Analog Majors Lab									
2210	Analog Non-Majors	ECE 2210	ECE 2210	ENGR 2210					EENG 2210	EE 2210
2240	Survey & Global	CVEEN 2240	CEE 2240		ENGR 2240	ENGR 2240		ENGN 2240		CEEN 2240
2245	Survey & Global Lab				ENGR 2245					
2270	Analog Major: Circuits	ECE 2270	ECE 2270	ENGR 2270	Upper Div	ENGR 2270	ENGR 2270	ENGN 2270	EENG 2270	EE 2270
2275	Analog Major: Circuits Lab				Upper Div	ENGR 2275	ENGR 2275	ENGN 2275	EENG 2275	
2280	Analog Major: Fundamentals of Electricity	ECE 2800								EE 2280
2300	Thermodynamics I	CHEN 2300	MAE 2300	ENGR 2300	Upper Div	ENGR 2300	ENGR 2300	ENGN 2300	ENGR 2300	MEEN 2300 CEEN
2450	Numerical Methods	CHEN 2703	ENGR 2200			ENGR 2450		ENGN 2450	ENGR 2450	MEEN 2450 CEEN
2650	Manufacturing	MEEN 2650	MAE 2650		Upper Div					MEEN 2650

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Engineering		UU	USU	WSU	SUU	Snow	DSC	CEU	UVSC	SLCC
	2006 Generic Course Title	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #
2655	Manufacturing Lab	MEEN 2655								
2700	Digital Circuits		ECE 2700	ENGR 2700		ENGR 2700			EENG 2700	EE 2700
2710	Digital Circuits Lab					ENGR 2705			EENG 2705	

English		UU	USU	WSU	SUU	Snow	DSC	CEU	UVSC	SLCC
ENGL	2006 Generic Course Title	Prefix #								
1010	Introduction to Writing	WRTG 1010	ENGL 1010							
2010	Intermediate Writing	WRTG 2010	ENGL 2010							
2030	Discourse Studies							ENGL 2030	ENGL 2030	ENGL 2030
2130	Science Fiction				ENGL 2130		ENGL 2130		ENGL 2130	
2200	Literature (non-majors)		ENGL 2200							
2210	Introduction to Folklore	ENGL 2210	ENGL 2210			ENGL 1500	ENGL 2210		ENGL 2210	
2220	Introduction to Fiction			ENGL 2220		ENGL 2220		ENGL 2220		ENGL 2270
2230	Introduction to Mythology				ENGL 2230	ENGL 1500	ENGL 2230		ENGL 2230	
2240	Introduction to Poetry			ENGL 2240		ENGL 2260				
2290	Introduction to Drama			ENGL 2290			ENGL 2290			ENGL 2290
2330	Children's Literature	ENGL 2330		Upper Div		ENGL 2330	ENGL 2330	ENGL 2330		ENGL 2330
2600	Introduction to Critical Literature/Theory	ENGL 2600	ENGL 2600		ENGL 2600					

Family & Human Development		UU	USU	WSU	SUU	Snow	DSC	CEU	UVSC	SLCC
	2006 Generic Course Title	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #
1400	Marriage			CHF 1400		HFST 1400			ECFS 1400	
1500	Human Development Across the Lifespan	FCS 1500	FCHD 1500	CHF 1500	FLHD 1500	HFST 1500	FCS 1500	FAML 1500	PSY 1100	FHS 1500
2400	Family Relations	FCS 2400	FCHD 2400	CHF 2400	FLHD 2400	HFST 2400	FCS 2400	FAML 2400	ECFS 2400	FHS 2400
2500	Child Development/Birth to Eight	FCS 3215	Upper Div	CHF 2500		HFST 2500	FCS 2500	FAML 2500	EDEC 2500	FHS 2500
2570	Child Development/Six to Twelve	FCS 2570	Upper Div	CHF 2570						FHS 2570
2600	Introduction to Early Childhood Education		FCHD 2600	CHF 2600		HFST 2600	FCS 2600	FAML 2600	EDEC 2600	FHS 2600
2610	Guidance	FCS 2610	FCHD 2610	CHF 2610	FLHD 2610	HFST 2610	FCS 2610	FAML 2610	EDEC 2610	FHS 2610
2610L	Lab				FLHD 2611	HFST 2615	FCS 2615			
2620	Creative Play	FCS 2620		CHF 2620	Upper Div	HFST 2620	FCS 2620	FAML 2620	EDEC 2620	FHS 2620
2640	Working with Families/Parents			Upper Div						FHS 2640

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Geography		UU	USU	WSU	SUU	Snow	DSC	CEU	UVSC	SLCC
GEOG	2006 Generic Course Title	Prefix #								
1000	Physical Geography	GEOG 1000	GEOG 1010		GEOG 1000					
1005	Physical Geography Lab		GEOG 1005		GEOG 1005	GEOG 1005				
1300	World Regional Geography	GEOG 1300			GEOG 1300	GEOG 1300				
1400	Human Geography	GEOG 1400	GEOG 1400		GEOG 1400		GEOG 1400	GEOG 1400	GEOG 1400	GEOG 1400
1800	Two year GIS introductory courses					GEOG 1800		GEOG 1800	GEOG 1800	GEOG 1800

Geology		UU	USU	WSU	SUU	Snow	DSC	CEU	UVSC	SLCC
GEO	2006 Generic Course Title	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #
1010	Introduction Survey, Essentials				GEO 1010	GEO 1010	GEO 1010	GEO 1010	GEO 1010	GEO 1010
1015	Introduction Survey Lab, Essentials				GEO 1015	GEO 1015			GEO 1015	
1020	Life of the Past Fossil, Life History	GEO 1020		GEO 1020			GEO 1020	GEO 1020	GEO 1020	
1025	Life of the Past Fossil Lab								GEO 102H	
1030	Earthquakes and Volcanoes, Natural Disasters	GEO 1030		GEO 1030	GEO 1030					
1035	Earthquakes and Volcanoes, Natural Disasters Lab				GEO 1035					
1040	Dinosaurs	GEO 1040					GEO 1040			
1045	Dinosaurs Lab									
1050	Geology of National Parks	GEO 1050	GEO 1010		GEO 1050	GEO 1050	GEO 1050			
1055	National Parks Lab	GEO 1055	GEO 1120		GEO 1055		GEO 1055			
1060	Environmental Geology	GEO 1060	GEO 1060	GEO 1060	Upper Div	GEO 1060	GEO 1060			GEO 1060
1065	Environmental Lab			GEO 1065	Upper Div					GEO 1065
1070	Unstable Ground	GEO 1007								
1075	Unstable Ground Lab									
1080	Oceanography		Upper Div	Upper Div	Upper Div	GEO 1080			GEO 1080	
1085	Oceanography Lab				Upper Div	GEO 1085			GEO 1085	
1090	Earth Systems				GEO 1090					
1095	Earth Systems Lab				GEO 1095					
1110	Physical Geology (science majors only)	GEO 1110	GEO 1110	GEO 1110	GEO 1110	GEO 1110	GEO 1110	GEO 1110		GEO 1110
1115	Physical Geology Lab (science majors only)	GEO 1115		GEO 1115	GEO 1115	GEO 1115	GEO 1115	GEO 1115		GEO 1115
1220	Historical Geology (science majors only)	GEO 1220		GEO 1220	GEO 1220	GEO 1220		GEO 1220	GEO 1220	GEO 1220
1225	Historical Geology Lab (science majors only)				GEO 1225	GEO 1225		GEO 1225	GEO 1225	GEO 1225

History		UU	USU	WSU	SUU	Snow	DSC	CEU	UVSC	SLCC
HIST	2006 Generic Course Title	Prefix #								
1100	Western Civilization I	HIST 1100	HIST 1100		HIST 1100		HIST 1100	HIST 1100	HIST 1100	HIST 1100
1110	Western Civilization II	HIST 1110	HIST 1110		HIST 1110		HIST 1110	HIST 1110	HIST 1110	HIST 1110
1500	World History to 1500	HIST 1500	HIST 1500	HIST 1500	HIST 1500	HIST 1500				HIST 1500

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History		UU	USU	WSU	SUU	Snow	DSC	CEU	UVSC	SLCC
HIST	2006 Generic Course Title	Prefix #								
1510	World History from 1500 to the Present	HIST 1510				HIST 1510				
1700	American Civilization	HIST 1700								
2700	United States to 1877	HIST 2700	HIST 2700	HIST 2700	HIST 2700			HIST 2700	HIST 2700	HIST 2700
2710	United States 1877 to Present	HIST 2710	HIST 2710	HIST 2710	HIST 2710			HIST 2710	HIST 2710	HIST 2710

Mathematics		UU	USU	WSU	SUU	Snow	DSC	CEU	UVSC	SLCC
MATH	2006 Generic Course Title	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #
1040	Statistics	MATH 1040	STAT 1040	MATH 1040	MATH 1040	MATH 1040	MATH 1040		MATH 1040	MATH 1040
1070	Statistics	MATH 1070	STAT 2000	QUANT 2600						
1100	Applied Calculus	MATH 1100	MATH 1100	MATH 1210	MATH 1100					
1630	Discrete Math prerequisite		Upper Div	MATH 1630	MATH 1630	MATH 1630		MATH 2220		
2010	Math for Elementary Education I	Upper Div		MATH 2010	MATH 2010	MATH 2010	MATH 2010	MATH 2020	MATH 2010	MATH 2010
2020	Math for Elementary Education II	Upper Div		MATH 2020	MATH 2020	MATH 2020	MATH 2020		MATH 2020	MATH 2020
2040	Applied Statistics				MATH 2040	MATH 2040		MATH 2040	MATH 2040	
2270	Linear Algebra	MATH 2270	MATH 2270	MATH 2270	MATH 2270	MATH 2270	MATH 2270	MATH 2270	MATH 2270	
2280	Differential Equations	MATH 2280	MATH 2280	MATH 2280	MATH 2280	MATH 2280	MATH 2280	MATH 2280	MATH 2280	

Music		UU	USU	WSU	SUU	Snow	DSC	CEU	UVSC	SLCC
MUSC	2006 Generic Course Title	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #
1010	Introduction to Music	MUSC 1010	MUSC 1010	MUSIC 1010	MUSC 1010					
1100	Fundamentals of Music	MUSC 1100	MUSC 1100	MUSIC 1100		MUSC 1100	MUSC 1100		MUSC 1100	
1110	Music Theory I	MUSC 1110	MUSC 1110	MUSIC 1110	MUSC 1110					
1120	Music Theory II	MUSC 1120	MUSC 1120	MUSIC 1120	MUSC 1120					
1130	Sight Sing/Ear Training I	MUSC 1130	MUSC 1130	MUSIC 1130	MUSC 1130					
1140	Sight Sing/Ear Training II	MUSC 1140	MUSC 1140	MUSIC 1140	MUSC 1140					
1150	Class Piano I	MUSC 1150	MUSC 1150	MUSIC 1150	MUSC 1150	MUSC 1150	MUSC 1710	MUSC 1150	MUSC 1150	MUSC 1150
1160	Class Piano II	MUSC 1160	MUSC 1160	MUSIC 1160	MUSC 1160	MUSC 1160	MUSC 1720	MUSC 1160	MUSC 1160	MUSC 1160
2110	Music Theory III	MUSC 2110	MUSC 2110	MUSIC 2110	MUSC 2110	MUSC 2110	MUSC 2110		MUSC 2110	MUSC 2110
2120	Music Theory IV	MUSC 2120		MUSIC 2120	MUSC 2120	MUSC 2120	MUSC 2120		MUSC 2120	MUSC 2120
2130	Sight Sing/Ear Training III	MUSC 2130	MUSC 2130	MUSIC 2130	MUSC 2130	MUSC 2130	MUSC 2130			MUSC 2130
2140	Sight Sing/Ear Training IV	MUSC 2140	MUSC 2140	MUSIC 2140	MUSC 2140	MUSC 2140	MUSC 2140			MUSC 2140
2150	Class Piano III	MUSC 2150		MUSIC 2150						
2160	Class Piano IV	MUSC 2160		MUSIC 2160						
2350	Fundamentals of Conducting	MUSC 2350	MUSC 2350		MUSC 2350					

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Nutrition/Nutrition & Food Science		UU	USU	WSU	SUU	Snow	DSC	CEU	UVSC	SLCC
NUTR NFS	2006 Generic Course Title	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #
1020	Introductory Course	NUTR 1020	NFS 1020	NUTR 1020	NFS 1020	HFST 1020	NFS 1020	FAML 1020	NUTR 1020	HLTH 1020
1240	Culinary Arts		NFS 1240		NFS 1240	HFST 1240	NFS 1240			
1241	Culinary Arts Lab				NFS 1241					
2020	Nutrition in the Life Cycle		NFS 2020		NFS 2020		NFS 2020		NUTR 2020	HLTH 2020
2120	Infant and Child Nutrition			NUTR 2220 2420	NFS 2120	HFST 2120	NFS 2120			
3020	Nutrition as Related to Fitness and Sports		NFS 3020	NUTR 3020	NFS 3020					
4020	Advanced Human Nutrition	NUTR 4440	NFS 4020		NFS 4020					

Philosophy		UU	USU	WSU	SUU	Snow	DSC	CEU	UVSC	SLCC
PHIL	2006 Generic Course Title	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #
1000	Introduction to Philosophy	PHIL 1000	PHIL 1000	PHIL 1000	PHIL 1000	PHIL 1000	PHIL 1000	PHIL 1000	PHIL 1000	PHIL 1000
1120	Social Ethics		PHIL 1120	PHIL 1120		PHIL 1120	PHIL 1120			PHIL 1120
1250	Reason and Rational Decision Making	PHIL 1250		PHIL 1250	PHIL 1250				PHIL 1250	
2000	Philosophy of Literature									HUMA 2130
2200	Logic		PHIL 1200 2200	PHIL 2200						
2600	Religion	PHIL 2600		Upper Div		PHIL 2600		PHIL 2600	PHIL 1600	

Physical Education		UU	USU	WSU	SUU	Snow	DSC	CEU	UVSC	SLCC
PE	2006 Generic Course Title	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #
1000	Cardio Fitness									HLAC 1000
1010	Aerobics I	ESSF 1010	PE 1010	PE 1010		PE 1010	PEHR 1010	PHED 1010	PES 1010	
1011	Aerobics II			PE 1011					PES 1011	
1012	Aerobics III	ESSF 1012		PE 1012						
1013	Body Gym									HLAC 1013
1015	Cycling/Spinning I	ESSF 1015								HLAC 1015
1016	Cycling/Spinning II	ESSF 1016	PE 1016							
1020	Step Aerobics I	ESSF 1020					PEHR 1020			HLAC 1020
1021	Step Aerobics II	ESSF 1021								
1022	Step Aerobics III	ESSF 1022								
1025	Interval Training									HLAC 1025
1030	Kick Boxing I		PE 1030							HLAC 1030
1031	Kick Boxing II									
1040	Walking I	ESSF 1040		PE 1040						

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Physical Education		UU	USU	WSU	SUU	Snow	DSC	CEU	UVSC	SLCC
1041	Walking II	ESSF 1041		PE 1041						
1043	Jog I	ESSF 1043		PE 1043		PE 1043		PHED 1043		
1044	Jog II	ESSF 1044		PE 1044						
1046	Jog/Walk I		PE 1046							HLAC 1046
1047	Jog/Walk II									
1050	Power Tone								PES 1050	
1052	Boot Camp									
1055	Pilates I		PE 1055					PHED 1055		HLAC 1055
1056	Pilates II									
1057	Yoga I	ESSF 1702	PE 1057	PE 1057			PEHR 1057	PHED 1057	PES 1057	HLAC 1057
1058	Yoga II	ESSF 1703						PHED 1058		HLAC 1058
1060	Nia									HLAC 1060
1062	Flexibility for Fitness	ESSF 1062								HLAC 1062
1063	Conditioning I		PE 1063					PHED 1063		
1064	Conditioning II									
1065	Marathon	ESSF 1065								
1067	Triathlon	ESSF 1067								
1070	Cross Training I			PE 1070	PE 1070					
1071	Cross Training II			PE 1071						
1072	Cross Training III			PE 1072						
1073	Circuit Training I	ESSF 1073				PE 1073				HLAC 1073
1074	Circuit Training II									
1075	Circuit Training III									
1080	Strength Training I			PE 1080						HLAC 1080
1081	Strength Training II			PE 1081						HLAC 1081
1082	Strength Training III			PE 1082						
1085	Weight Training I	ESSF 1085	PE 1085		PE 1085	PE 1085	PEHR 1085	PHED 1085	PES 1085	
1086	Weight Training II	ESSF 1086						PHED 1086	PES 1086	
1087	Weight Training III	ESSF 1087							PES 1087	
1088	Fitness Center I						PEHR 1088			
1089	Fitness Center II						PEHR 1089			
1090	Fitness Center III						PEHR 1090			
1091	Fitness Center IV						PEHR 1091			
1092	Fitness Center V						PEHR 1092			
1093	Fitness Center VI						PEHR 1093			
1094	Fitness Center VII						PEHR 1094			
1095	Fitness Center VIII						PEHR 1095			
1096	Fitness for Life (1 crhr)					PE 1096				HLAC 1096
1097	Fitness for Life (2 crhr)							PHED 1097	PES 1097	
1098	Fitness for Life (3 crhr)	ESSF 1098		PE 1098						

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Physical Education		UU	USU	WSU	SUU	Snow	DSC	CEU	UVSC	SLCC					
	Individual/Dual Sports: Generic Course Title	Prefix	#	Prefix	#	Prefix	#	Prefix	#	Prefix	#				
		1100	Tennis I	ESSF	1100	PE	1100	PE	1100	PEHR	1100	PHED	1100	PES	1100
1101	Tennis II	ESSF	1101	PE	1101	PE	1101			PHED	1101	PES	1101	HLAC	1101
1102	Tennis III	ESSF	1102			PE	1102							HLAC	1102
1105	Badminton I	ESSF	1105	PE	1105	PE	1105					PES	1105		
1106	Badminton II	ESSF	1106			PE	1106								
1107	Badminton III														
1110	Racquetball I	ESSF	1110	PE	1110	PE	1110	PEHR	1110	PHED	1110	PES	1110	HLAC	1110
1111	Racquetball II	ESSF	1111	PE	1111	PE	1111			PHED	1111	PES	1111	HLAC	1111
1112	Racquetball III	ESSF	1112	PE	1112	PE	1112								
1115	Squash I	ESSF	1115												
1116	Squash II	ESSF	1116												
1117	Squash III														
1120	Handball I			PE	1120										
1121	Handball II														
1122	Handball III														
1125	Pickleball I														
1126	Pickleball II														
1127	Pickleball III														
1130	Golf I	ESSF	1130	PE	1130	PE	1130	PEHR	1130	PHED	1130	PES	1130	HLAC	1130
1131	Golf II	ESSF	1131	PE	1131	PE	1131					PES	1131	HLAC	1131
1132	Golf III	ESSF	1132			PE	1132								
1133	Golf IV					PE	1133								
1135	Archery I					PE	1135			PHED	1135	PES	1135		
1136	Archery II					PE	1136			PHED	1136	PES	1136		
1137	Archery III					PE	1137								
1140	Marksman I					PE	1140								
1141	Marksman II														
1142	Marksman III														
1145	Bowling I	ESSF	1145	PE	1145	PE	1145	PEHR	1145	PHED	1145	PES	1145	HLAC	1145
1146	Bowling II	ESSF	1146	PE	1146	PE	1146			PHED	1146	PES	1146	HLAC	1146
1147	Bowling III	ESSF	1147			PE	1147							HLAC	1147
1150	Billiards I			PE	1150	PE	1150								
1151	Billiards II			PE	1151	PE	1151								
1152	Billiards III			PE	1152	PE	1152								
1155	Fencing I	ESSF	1155	PE	1155	PE	1155					PES	1155		
1156	Fencing II	ESSF	1156			PE	1156								
1157	Fencing III	ESSF	1157			PE	1157								
1160	Wrestling														
1170	Gymnastics I	ESSF	1170	PE	1170					PHED	1170				

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Physical Education		UU	USU	WSU	SUU	Snow	DSC	CEU	UVSC	SLCC
1171	Gymnastics II	ESSF 1171						PHED 1171		
1172	Gymnastics III	ESSF 1172								
	Team Sports: Generic Course Title	Prefix #								
1200	Basketball I	ESSF 1200	PE 1200	PE 1200		PE 1200	PEHR 1200	PHED 1200	PES 1200	HLAC 1200
1201	Basketball II	ESSF 1201		PE 1201				PHED 1201	PES 1201	HLAC 1201
1202	Basketball III			PE 1202						
1205	Handball I	ESSF 1205								
1206	Handball II									
1207	Handball III									
1210	Volleyball I	ESSF 1210	PE 1210	PE 1210		PE 1210	PEHR 1210	PHED 1210	PES 1210	HLAC 1210
1211	Volleyball II	ESSF 1211	PE 1211	PE 1211		PE 1211		PHED 1211	PES 1211	HLAC 1211
1212	Volleyball III	ESSF 1212	PE 1212	PE 1212					PES 1212	HLAC 1212
1215	Walleyball					PE 1215				
1220	Baseball									
1225	Softball I	ESSF 1225	PE 1225	PE 1225		PE 1225	PEHR 1225			HLAC 1225
1226	Softball II	ESSF 1226								
1227	Softball III									
1230	Soccer I	ESSF 1230	PE 1230	PE 1230			PEHR 1230		PES 1230	HLAC 1230
1231	Soccer II	ESSF 1231		PE 1231					PES 1231	HLAC 1231
1232	Soccer III			PE 1232						
1233	Soccer - Co-ed									HLAC 1232
1235	Football		PE 1235				PEHR 1235			
1240	Rugby									
1245	Ultimate Frisbee	ESSF 1245	PE 1245							
1250	Lacrosse	ESSF 1250								
1255	Field Hockey	ESSF 1255								
1260	Ice Hockey		PE 1260						PES 1260	
1265	Water Polo I	ESSF 1265		PE 1265						
1266	Water Polo II	ESSF 1266								
1267	Water Polo III									
	Aquatics: Generic Course Title	Prefix #								
1300	Swimming I	ESSF 1300	PE 1300	PE 1300	PE 1300	PE 1300	PEHR 1300	PHED 1300	PES 1300	HLAC 1300
1301	Swimming II	ESSF 1301	PE 1301	PE 1301		PE 1301		PHED 1301	PES 1301	HLAC 1301
1302	Swimming III	ESSF 1302		PE 1302		PE 1302				
1303	Swimming IV									
1304	Swimming V									
1305	Swimming VI				PE 1305					
1310	Water Fitness					PE 1310				HLAC 1310
1315	Water Aerobics		PE 1315	PE 1315			PEHR 1315		PES 1315	
1320	Aqua Tone	ESSF 1320								
1325	Aqua Size	ESSF 1325								

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Physical Education		UU	USU	WSU	SUU	Snow	DSC	CEU	UVSC	SLCC
1330	Power Swim									HLAC 1330
1335	Diving I	ESSF 1335								HLAC 1335
1336	Diving II	ESSF 1336								
1337	Diving III									
1340	Lifeguard	ESSF 1340		PE 1340	PE 1340	PE 1340	PEHR 1340	PHED 1340		HLAC 1340
1345	Water Safety Instructor	ESSF 1345			PE 1345	PE 1345	PEHR 1345	PHED 1345		
1350	Scuba I	ESSF 1350		PE 1350	PE 1350		PEHR 1350		REC 1350	HLAC 1350
1351	Scuba II	ESSF 1351			PE 1355				REC 1351	HLAC 1351
1352	Scuba III	ESSF 1352								
1353	Scuba IV	ESSF 1353								
	Combatives: Generic Course Title	Prefix #								
1400	Self Defense	ESSF 1400	PE 1400	PE 1400				PHED 1400		
1405	Women's Self Defense								PES 1405	
1407	Rape Aggression Defense		PE 1407			PE 1407				
1410	Tai Chai I	ESSF 1410	PE 1410	PE 1410					PES 1410	HLAC 1410
1411	Tai Chai II	ESSF 1411		PE 1411						
1412	Tai Chai III			PE 1412						
1415	Martial Arts I	ESSF 1415							PES 1415	
1416	Martial Arts II	ESSF 1416								
1417	Martial Arts III									
1420	Judo I	ESSF 1420								
1421	Judo II	ESSF 1421								
1422	Judo III									
1425	Jiu Jitsu								PES 1425	
1430	Karate I	ESSF 1430	PE 1430							
1431	Karate II	ESSF 1431								
1432	Karate III									
1435	Kempo Karate			PE 1435					PES 1435	
1440	Aikido I	ESSF 1440	PE 1440						PES 1440	
1441	Aikido II	ESSF 1441								
1442	Aikido III									
1445	Tae Kwon-do I	ESSF 1445	PE 1445	PE 1445				RECR 1445		HLAC 1445
1446	Tae Kwon-do II	ESSF 1446		PE 1446						HLAC 1446
1447	Tae Kwon-do III			PE 1447						HLAC 1447
1450	Kung Fu I						PEHR 1450			HLAC 1450
1451	Kung Fu II									HLAC 1451
1455	Boxing									
	Adventure: Generic Course Title	Prefix #								
1500	Canoeing							RECR 1500	REC 1500	
1505	Kayaking I	ESSF 1505	PE 1505			PE 1505		RECR 1505	REC 1505	
1506	Kayaking II	ESSF 1506						RECR 1506	REC 1506	

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Physical Education		UU	USU	WSU	SUU	Snow	DSC	CEU	UVSC	SLCC
1507	Kayaking III	ESSF 1507								
1510	Fishing		PE 1510	PE 1510			PEHR 1510			
1512	Fly Tying		PE 1512					RECR 1040	REC 1512	
1513	Fly Casting		PE 1513					RECR 1050	REC 1513	
1515	Sailing		PE 1515	PE 1515						
1517	Board Sailing								REC 1517	
1518	Windsurfing									
1520	Hiking I		PE 1520	PE 1520				RECR 1520		HLAC 1520
1521	Hiking II			PE 1521						HLAC 1521
1523	Orienteering		PE 1523					RECR 1524		
1525	Mountaineering							RECR 1480	REC 1525	
1527	Rock Climbing I		PE 1527	PE 1527		PE 1527	PEHR 1527	RECR 1527	REC 1527	HLAC 1527
1528	Rock Climbing II			PE 1528					REC 1528	HLAC 1528
1530	Primitive Survival Skills						PEHR 1530			
1532	Outdoor Survival		PE 1532			PE 1538		RECR 1330		
1535	Backpacking						PEHR 1535	RECR 1210	REC 1535	
1538	Yurt Camping		PE 1538							
1540	Outdoor Related Activities									HLAC 1540
1542	Wilderness First Responder				PE 1542				REC 1542	
1543	First Aid		PE 1543	HLTH 1300	PE 1543	PE 1543	PEHR 1543	HEAL 1020		
1545	Outdoor Cooking						PEHR 1545			
1547	Spelunking									
1550	Mountain Biking I	ESSF 1550	PE 1550			PE 1550	PEHR 1550	RECR 1310	REC 1550	HLAC 1550
1551	Mountain Biking II	ESSF 1551								HLAC 1551
1555	Road Biking									
1557	Cycling			PE 1557						
1560	Horseback Riding					PE 1560		RECR 1440		
1565	In-Line Skating I	ESSF 1565								
1566	In-Line Skating II	ESSF 1566								
1567	In-Line Skating III									
1570	National Outdoor Leadership		PE 1570							
1575	Rodeo						PEHR 1575			
	Winter Sports: Generic Course Title	Prefix #								
1600	Winter Exploration		PE 1600							
1605	Skiing		PE 1605						REC 1605	
1610	Skiing/Snowboarding			PE 1610	PE 1610			PHED 1610		HLAC 1610
1615	Snowboarding		PE 1615	PE 1620					REC 1615	
1620	Ski Instructor								REC 1621	
1625	Cross Country Skiing		PE 1625		PE 1625	PE 1625		PHED 1625	REC 1625	
1630	Cross Country Skiing Classic			PE 1630				PHED 1630		
1635	Telemark Skiing		1635			PE 1635				

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Physical Education		UU	USU	WSU	SUU	Snow	DSC	CEU	UVSC	SLCC
1640	Back Country Skiing									
1645	Ski Touring									
1650	Skate Skiing									
1655	Snow Shoeing I		PE 1655							HLAC 1655
1656	Snow Shoeing II									HLAC 1656
1660	Ice Climbing									
1670	Ice Skating I	ESSF 1670	PE 1670						PES 1670	HLAC 1670
1671	Ice Skating II		PE 1671							
1672	Ice Skating III									
1675	Speed Skating									
1680	Curling		PE 1680							
Dance: Generic Course Title		Prefix #	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #
1700	Dance		PE 1700							
1705	Line Dance									
1710	Western Swing		PE 1710			PE 1710				
1715	Country Western Dance I	ESSF 1715								HLAC 1715
1716	Country Western Dance II	ESSF 1716								HLAC 1716
1720	Social Dance I		PE 1720				PEHR 1720			HLAC 1720
1721	Social Dance II									HLAC 1721
1725	Social Latin Dance									
1730	Folk Dance I	ESSF 1730		DANC 1520						HLAC 1730
1731	Folk Dance II	ESSF 1731								
1735	Latin American Dance I	ESSF 1735								
1736	Latin American Dance II	ESSF 1736								
1740	Ballroom Dance	ESSF 1740								
1745	Swing	ESSF 1745	PE 1745							
1750	Clogging									
1755	Tap	ESSF 1620		DANC 1580						
1760	Dance Promo									

Physics		UU	USU	WSU	SUU	Snow	DSC	CEU	UVSC	SLCC
PHYS	2006 Generic Course Title	Prefix #								
1010	Elementary Physics	PHYS 1010		PHYS 1010						
1040	Elementary Astronomy		PHYS 1040	PHYS 1040	PHYS 1040		PHYS 1040	PHYS 1040	PHYS 1040	PHYS 1040
1050	The Solar System	PHYS 1050							PHYS 1050	
1060	Stars and Galaxies	PHYS 1060				PHYS 1060			PHYS 1060	
1070	Cultural Astronomy								PHYS 1070	
1080	Life in the Universe	PHYS 1080	PHYS 1080							
1500	Preparatory Physics	PHYS 1500								
2010	College Physics I	PHYS 2010		PHYS 2010						

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Physics		UU	USU	WSU	SUU	Snow	DSC	CEU	UVSC	SLCC
PHYS	2006 Generic Course Title	Prefix #								
2015	College Physics I Lab	PHYS 2015		PHYS 2015						
2020	College Physics II	PHYS 2020		PHYS 2020						
2025	College Physics II Lab	PHYS 2025		PHYS 2025						
2210	Physics for Scientists and Engineers I	PHYS 2210								
2215	Physics for Scientists and Engineers I Lab	PHYS 2215		PHYS 2215						
2220	Physics for Scientists and Engineers II	PHYS 2220								
2225	Physics for Scientists and Engineering II Lab	PHYS 2225		PHYS 2225						
2710	Introductory Modern Physics		PHYS 2710	PHYS 2710		PHYS 2710	PHYS 2710			PHYS 2710
2715	Introductory Modern Physics Lab									PHYS 2715
3740	Modern Physics	PHYS 3740							PHYS 3740	

Political Science		UU	USU	WSU	SUU	Snow	DSC	CEU	UVSC	SLCC
POLS	2006 Generic Course Title	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #
1020	Political Ideologies								POLS 1020	
1100	American/US National Government	POL S 1100	POLS 1100							
2100	Introduction to International Relations	POL S 2100	POLS 2100	POLS 2100	POLS 2100		POLS 2100	POLS 2100	POLS 2100	POLS 2100
2200	Introduction to Comparative Politics	POL S 2200	POLS 2200	POLS 2200	POLS 2200		POLS 2200	POLS 2200	POLS 2200	POLS 2200
2300	Political Thought/Ideology	POL S 2300	POLS 2300	POLS 2300	POLS 2300		POLS 2300	POLS 2300	POLS 2350	POLS 2300

Psychology		UU	USU	WSU	SUU	Snow	DSC	CEU	UVSC	SLCC
PSY	2006 Generic Course Title	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #				
1010	Introduction to Psychology	PSY 1010	PSY 1010	PSY 1010	PSY 1010	PSY 1010				
1100	Human Development across the Life Span	FCS 1500	PSY 1100	CHF 1500	PSY 1110	HFST 1500	PSY 1100	PSY 1100	PSY 1100	PSY 1100
1210	Personal Development and Growth		PSY 1210		PSY 1210		PSY 1210	PSY 1210		PSY 1210
1400	Introduction to Experimental Analysis		PSY 1400			PSY 1400				
2200	Ethnicity/Multicultural Psychology				PSY 2200			PSY 2200		
2300	Introduction to Abnormal Psychology							PSY 2300		PSY 2300
2370	Introduction to Psychology of Gender			PSY 2370	PSY 2370			PSY 2370		PSY 2370
2500	Introduction to Social Psychology					PSY 2500		PSY 2500		PSY 2500
2710	Introduction to Brain and Behavior			PSY 2710						PSY 2710

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Social Work		UU	USU	WSU	SUU	Snow	DSC	CEU	UVSC	SLCC
SW	2006 Generic Course Title	Prefix #	Prefix #							
1010	Introduction to Social Welfare	SW 1010	SW 1010	SW 1010		SW 1010		SOC 1070	SOSC 2600	SW 1010
2100	Human Behavior in the Social Environment	SW 2100	SW 2100	SW 2100		SW 2100				SW 2100
2400	Social Work with Diverse Populations		SW 2400	SW 2200		SW 2400				

Sociology		UU	USU	WSU	SUU	Snow	DSC	CEU	UVSC	SLCC
SOC	2006 Generic Course Title	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #
1010	Introduction to Sociology	SOC 1010	SOC 1010	SOC 1010	SOC 1010	SOC 1010	SOC 1010	SOC 1010	SOC 1010	SOC 1010
1020	Social Problems	SOC 1020	SOC 1020	SOC 1020	SOC 1020	SOC 1020	SOC 1020	SOC 1020	SOC 1020	SOC 1020
1200	Sociology of the Family						SOC 1200		SOC 1200	SOC 1500
2370	Gender Roles		SOC 2370		SOC 2370			SOC 2910	SOC 2370	SOC 2370
2400	Soc. Intermountain West									SOC 2400
2600	Marriage and Family			CHF 1400	SOC 2600					SOC 2600
2630	Race and Ethnic Relations				SOC 2630					SOC 2630
2680	Sociology of Aging			GERT 2900						SOC 2680

Special Education		UU	USU	WSU	SUU	Snow	DSC	CEU	UVSC	SLCC
SP ED	2006 Generic Course Title	Prefix #	Prefix #	Prefix #	Prefix #					
2010	Into to Special Education						EDUC 2010			EDU 2010

Theater		UU	USU	WSU	SUU	Snow	DSC	CEU	UVSC	SLCC
THEA	2006 Generic Course Title	Prefix #	Prefix #	Prefix #	Prefix #	Prefix #				
1013	Survey of Theater/Introduction to Theatre	THEA 1013	THEA 1013	THEA 1013	THEA 1013	THEA 1013				
1023	Introduction to Film		THEA 1023	THEA 1023	THEA 1023	THEA 1023	THEA 1023	THEA 1023	THEA 1023	THEA 1023
1033	Acting I	THEA 1033	THEA 1033	THEA 1033	THEA 1033	THEA 1033				
1113	Voice and Diction		THEA 1113	THEA 1030	THEA 1113		THEA 1113	THEA 1113	THEA 1113	
1223	Make-up	THEA 1223	THEA 1223	THEA 1223	THEA 1223	THEA 1223				
1513	Stage Craft		THEA 1513		THEA 1513	THEA 1513	THEA 1513	THEA 1513	THEA 1513	THEA 1513
1713	Script Analysis	THEA 1713	THEA 1713	THEA 1713	THEA 1713			THEA 1713	THEA 1713	
2033	Acting II	THEA 2033		THEA 2033	Upper Div	THEA 2033	THEA 2033	THEA 2033	THEA 2033	THEA 2033
2203	Costume Construction	THEA 2203		THEA 2203	THEA 2203	THEA 2203	THEA 2203		THEA 2203	
2443	Acting for Musical Theater			THEA 2443						THEA 2443
2513	Introduction to Design						THEA 1170	THEA 2510	THEA 2513	THEA 2513
	Theater History and Literature			THEA 3303		THEA 1031 1032				

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April 11, 2007

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: USHE – Regent/Trustee Acknowledgement and Disclosure Form

The Commissioner has been working closely with Presidents of the USHE Colleges and Universities and the Attorney General to develop a statement regarding the ethical duties of Regents, College and University Trustees, and others with important administrative roles at the institutions.

All who serve in these official capacities have common law duties of good faith and fair dealing and loyalty to the institutions. Additionally, the Utah Public Officers and Employees Act (Utah Code Ann. § 67-16-1 et. seq) provides specific standards, and highlights certain relationships where there may be a conflict of interest between the person's public duties and that person's private financial interests.

The attached "Statement Regarding Ethical Duties" is intended to emphasize ethical standards and duties of those who serve on governing boards of our institutions of higher education. It is **NOT** intended to provide a detailed description of each action which is or is not permissible under both common law and statutory standards. The purpose of the Acknowledgement and Disclosure Form allows each board member to confirm understanding of and commitment to act in harmony with the ethical duties of the office.

All Regents, Trustees, Presidents, and the Commissioner should review the "Statement Regarding Ethical Duties." All of the officers listed above should complete the attached "Acknowledgement and Disclosure Form" no later than August 1, 2007. Individual institutions may replace the attached form with an institutionally-specific form if approved by the Board of Regents not later than July 27.

Commissioner's Recommendation

The Commissioner recommends that the Board of Regents approve the attached "Statement Regarding Ethical Duties of Officers and Employees." The Commissioner further recommends that all Regents, Trustees, Presidents, and the Commissioner complete the attached "Acknowledgement and Disclosure Form" or a Board-approved institutionally-specific form no later than August 1, 2007.

Please note that the University of Utah has been working on a similar policy and has requested the option of submitting a policy at a later date that might better fit the University of Utah's needs. Such a policy would be submitted to the Regents for approval.

Richard E. Kendell
Commissioner of Higher Education

REK/MHS/TA
Attachments

**UTAH SYSTEM OF HIGHER EDUCATION
STATEMENT REGARDING
ETHICAL DUTIES OF OFFICERS AND EMPLOYEES**

By accepting the opportunity for public service either as an employee, an officer, or a board member within the Utah System of Higher Education, a person is placed under an affirmative duty to comply with various standards governing the ethical conduct of employees, officers, and board members. Key standards are found in the Utah Public Officers and Employees Ethics Act, provisions of the Internal Revenue Code governing ethical duties of trustees of non-profit organizations, and common law principles defining fiduciary duties.

“Trustees are bound by common-law fiduciary duties, including the duty of care, the duty of obedience, and the duty of loyalty. The duty of loyalty nearly always has been held to require a trustee to place the institution’s interests above his or her personal interests.”¹

The specific purpose of the Utah Public Officers and Employees Ethics Act is stated as follows:

The purpose of this chapter is to set forth standards of conduct for officers and employees of the state of Utah and its political subdivisions in areas where there are actual or potential conflicts of interest between their public duties and their private interests. In this manner the Legislature intends to promote the public interest and strengthen the faith and confidence of the people of Utah in the integrity of their government. It does not intend to deny any public officer or employee the opportunities available to all other citizens of the state to acquire private economic or other interests so long as this does not interfere with his full and faithful discharge of his public duties. (Sec. 67-16-2)

To allow full and faithful performance of public duties consistent with the requirements of the law, the State Board of Regents has adopted the following disclosure form. Awareness of ethical standards and completion of this form (where required) by designated officers, employees, and board members is intended to assist individuals in complying with the law. Understanding and compliance will also assure each person holding a public position to access the “opportunities available to all other citizens of the state to acquire private economic or other interests” in a manner that does not interfere with the full and faithful discharge of public duties.

The statutes and common law duties referenced above prohibit public officers and employees from operating in situations where private and personal financial interests and employment create substantial conflicts of interest with the person’s public duties. In some situations, the

¹“A Guide to Updating the Board’s Conflict of Interest Policy”, Association of Governing Boards of Universities and Colleges, 2006, p.4.

public agency will participate in transactions where an officer or employee (or his/her spouse or minor child) has a private financial interest. If the relationship is disclosed and the person abstains from all participation in the action of the public agency, there would likely be no violation of these provisions.

This information and disclosure form is not intended to address every situation where a conflict of interest may arise. Regents and Trustees may want to seek clarification with respect to specific situations and relationships.

ACKNOWLEDGMENT AND DISCLOSURE FORM

I serve in the following position as a public officer or employee: _____

Agency or Institution: _____

I have served in this position since: _____

I understand that I have a duty to avoid all unlawful conflicts of interest with respect to the agency in which I serve, as indicated above. This includes maintaining employment or engaging in business or professional activities which would reasonably require or induce me to disclose non-public information received as part of my official duties or to use such information to further substantially my personal economic interest or to secure special privileges for myself or others.

I agree that I will not seek or accept compensation or a gift of substantial value if that would tend to influence a reasonable person to depart from the faithful performance of assigned public duties. (Note: The law exempts "an occasional non-pecuniary gift having a value of not in excess of \$50." The Procurement Code does not include a \$50. exemption. In a situation which is part of or may reasonably lead to the procurement of goods or services, great care must be taken to avoid receipt of a gift or gratuity in ANY amount.) This does not include meals and activities which are part of official meetings or activities.

I agree that I will not accept compensation for assisting any person with respect to a transaction with the agency/institution indicated above without prior disclosure of the private relationship, in a manner as required by law.

I agree to disclose all relationships between the agency/institution indicated above and any business in which I am the owner of a substantial interest or in which I am an officer, director, agent, or employee. This includes businesses regularly doing business with the agency/institution indicated above and real or potential competitors with that agency/institution.

I understand that I may not use non-public information relating to agency/institutional plans, business strategies, etc. in furtherance of financial interest of my own or of a business entity in which I own a substantial interest or am an employee, officer, director or agent. (Note: The law specifically exempts from disclosure "instances where the total value of the financial interest does not exceed \$2,000.")

The following are entities which have ongoing business relationships with the agency/institution indicated above where I own a substantial interest or am the president or an officer or employee of the entity.

Name	Position of Interest
_____	_____
_____	_____
_____	_____

I have read the Statement Regarding Ethical Duties provided by the Utah System of Higher Education.

Dated: _____

Name: _____

Signed: _____

April 11, 2007

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Utah State University – Approving Resolution, Refunding of 2004 Student Housing Revenue Bonds.

Utah State University seeks approval to refund its Student Housing Revenue Bonds, Series 2004, in order to achieve net present value savings. The projected net present return savings of a refunding would be 3.436 percent or \$1,390,040. The estimated gross savings is \$1,576,087.

The University requests approval of the attached resolution authorizing the issuance and sale of up to \$43,000,000 aggregate principal amount of Utah State University of Agriculture and Applied Science (USU) Student Fee and Housing System Revenue Refunding Bonds of the Board; fixing certain maximum terms for the Bonds; and providing for related matters. Representatives of the institution, the financial advisor, and bond counsel will be present at the April 20, 2007, meeting to respond to questions. Decision parameters for the bonds are also attached.

This refunding is scheduled to be endorsed by the Utah State University Board of Trustees on April 13. The law firm of Chapman and Cutlet is serving as bond counsel.

Commissioner's Recommendation

It is the recommendation of the Commissioner that the Board approve the Supplemental Resolution Authorizing the Issuance and Sale of up to \$43,000,000 for the USU Student Fee and Housing System Revenue Refunding Bonds, Series 2007.

Richard E. Kendell
Commissioner of Higher Education

REK/MHS
Attachments

Utah State University
Student Fee and Housing System Revenue Refunding Bonds, Series 2007
Preliminary Summary Sheet

Proposed Issue: Student Fee and Housing System Revenue Refunding Bonds, Series 2007

Total Approximate Issue Size: \$42,875,000

Use of Funds: To generate debt service savings by refunding the previously issued Series 2004 Student Fee and Housing System Revenue Bonds; satisfy any debt service reserve fund requirements; and pay associated costs of issuance.

Detail of Proposed Series 2007 Bonds:

Principal Amount: Not to exceed \$43,000,000

Interest Rate: Not to exceed 5.50%

Maturity Date: Not to exceed 29 years

Aggregate Discount: Not to exceed 2%

Bond Rating: AAA (insured)

Underlying Rating: AA from S&P utilizing the State Moral Obligation

Source of Repayment: Student Fees and Housing System Revenues

Timetable Considerations: The University is prepared to move forward with the transaction, once authorization is granted by the Board of Regents, with a negotiated bond sale tentatively scheduled for on or after April 25, 2007. A.G. Edwards will act as lead underwriter (60%) and Wells Fargo will serve as co-managing underwriter (40%).

**STATE BOARD OF REGENTS OF
THE STATE OF UTAH**

**SUPPLEMENTAL RESOLUTION
AUTHORIZING THE ISSUANCE AND SALE OF**

**UP TO \$43,000,000
UTAH STATE UNIVERSITY OF AGRICULTURE AND APPLIED SCIENCE
STUDENT FEE AND HOUSING SYSTEM
REVENUE REFUNDING BONDS, SERIES 2007**

Adopted April 20, 2007

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SUPPLEMENTAL RESOLUTION AUTHORIZING THE ISSUANCE AND SALE OF UP TO \$43,000,000 AGGREGATE PRINCIPAL AMOUNT OF UTAH STATE UNIVERSITY OF AGRICULTURE AND APPLIED SCIENCE STUDENT FEE AND HOUSING SYSTEM REVENUE REFUNDING BONDS, SERIES 2007, OF THE STATE BOARD OF REGENTS OF THE STATE OF UTAH; AND PROVIDING FOR RELATED MATTERS.

WHEREAS, pursuant to the provisions of Section 53B-1-103, Utah Code Annotated 1953, as amended (the "*Utah Code*"), the State Board of Regents of the State of Utah (the "*Board*") is authorized to act as the governing authority of Utah State University of Agriculture and Applied Science (the "*University*");

WHEREAS, on March 25, 1994, the Board adopted its Resolution Providing for the Issuance of Utah State University of Agriculture and Applied Science Student Fee and Housing System Revenue Bonds, as heretofor amended and supplemented (the "*Master Resolution*");

WHEREAS, the Board has, on behalf of the University, pursuant to Title 53B, Chapter 21 and Section 63B-13-202, each of the Utah Code, heretofore issued its Utah State University of Agriculture and Applied Science Student Fee and Housing System Revenue Refunding Bonds, Series 2004 (the "*Series 2004 Bonds*") pursuant to the Master Resolution and a supplemental resolution thereto;

WHEREAS, pursuant to the applicable provisions of law, the Board has authority to refund the Series 2004 Bonds in order to benefit the Board and the University;

WHEREAS, in order to achieve a more favorable schedule of debt service and to achieve debt service savings with respect to the Series 2004 Bonds, the Board considers it necessary and desirable and for the benefit of the Board and the University to issue, pursuant to the Master Resolution and applicable law, a series of Student Fee and Housing System Revenue Refunding Bonds as hereinafter provided, for the purpose of providing funds to refund all or a portion of the Series 2004 Bonds and to pay all costs incident to the authorization and issuance of such refunding bonds;

WHEREAS, it is the finding and determination of the Board that the refunding of such outstanding bonds of the Board is beneficial to the Board and the University;

WHEREAS, the form of an Escrow Agreement has been prepared and distributed to the Board and the University, and the Board and the University have examined the provisions of the Escrow Agreement and desire at this time to approve the terms and provisions of the Escrow Agreement and to authorize the execution and delivery thereof by a Designated Officer of the Board and the countersignature and attestation thereof by the Secretary of the Board;

WHEREAS, the Board deems it advisable and in the interests of the University to adopt a resolution supplementing the Master Resolution for the purpose, among other things, of authorizing the issuance and confirming the sale of the Series 2007 Bonds (defined below) for the purposes described above; and

WHEREAS, Section 11-27-4 of the Utah Code provides for the publication of a Notice of Refunding Bonds to be Issued, and the Board desires to publish such a notice at this time in compliance with said Section with respect to the Series 2007 Bonds;

NOW, THEREFORE, BE IT RESOLVED by the State Board of Regents of the State of Utah as follows:

ARTICLE I

DEFINITIONS

Section 101. Definitions. (a) Except as provided in subsection (b) of this Section, all defined terms contained in the Master Resolution when used in this Series 2007 Supplemental Resolution shall have the same meanings as set forth in the Master Resolution.

(b) As used in this Series 2007 Supplemental Resolution, unless the context shall otherwise require, the following terms shall have the following meanings:

“*Cede*” means Cede & Co., the nominee of DTC, and any successor nominee of DTC with respect to the Series 2007 Bonds pursuant to Section 211 hereof.

“*Continuing Disclosure Undertaking*” means the Continuing Disclosure Undertaking of the Board and the University, in substantially the form attached hereto as *Exhibit A*, dated the date of the delivery of the Bonds, for the purpose of providing continuing disclosure information under Rule 15c2-12 adopted by the Securities and Exchange Commission under the Securities Exchange Act of 1934, as may be amended from time to time.

“*Designated Officer*” means (i) with respect to the Board, its Chair, Vice Chair, or, in the absence of the Chair and the Vice Chair, the Chair of its Budget and Finance Subcommittee, and (ii) with respect to the University, its President, Vice President for Administrative Services or its Assistant Vice President for Finance.

“*DTC*” means The Depository Trust Company, New York, New York, and its successors and assigns.

“*Escrow Account*” means the Escrow Account established in the Escrow Agreement.

“*Escrow Agent*” means Wells Fargo Bank, N.A., of Salt Lake City, Utah, in its capacity as escrow agent.

“*Escrow Agreement*” means the Escrow Agreement, by and between the Board, the University and the Escrow Agent, providing for payment of the redemption price of and interest on the Refunded Bonds prior to their maturity and upon their redemption date pursuant to call for redemption, in substantially the form attached hereto as *Exhibit CO*.

“*Financial Advisor*” means, initially, Zions Bank Public Finance, as financial advisor to the Board and the University and any successor thereto.

“*Letter of Representations*” means the Blanket Issuer Letter of Representations from the Board to DTC, dated July 1, 1995.

“*Master Resolution*” means that certain Resolution Providing for the Issuance of Utah State University of Agriculture and Applied Science Student Fee and Housing System Revenue Bonds, adopted by the Board on March 25, 1994, as heretofore amended and supplemented.

“*Participants*” means those broker-dealers, banks and other financial institutions from time to time for which DTC holds Series 2004 Bonds as securities depository.

“*Person*” means natural persons, firms, partnerships, associations, corporations, trusts, public bodies and other entities.

“*Purchase Contract*” means that certain Bond Purchase Contract to be entered into among the Board, the University and the Underwriter, pursuant to which the Series 2007 Bonds are to be sold to the Underwriter.

“*Record Date*” means, with respect to the Series 2007 Bonds, the fifteenth day of the month next preceding each respective interest payment date.

“*Redemption Price*” means, with respect to the Series 2007 Bonds, the principal amount payable upon redemption thereof pursuant to this Series 2007 Supplemental Resolution.

“*Refunded Bonds*” means all of the Board’s currently outstanding Series 2004 Bonds in the aggregate principal amount of \$40,470,000 and maturing on April 1 of each of the years, in the principal amounts and bearing interest at the rates per annum as follows:

MATURITY DATE (APRIL 1)	PRINCIPAL AMOUNT	INTEREST RATE
2016	\$1,220,000	4.50%
2017	1,275,000	5.25
2018	1,325,000	5.25
2019	1,400,000	5.25
2020	1,475,000	5.25
2021	1,550,000	5.25
2022	1,625,000	5.25
2023	1,725,000	5.25

MATURITY DATE (APRIL 1)	PRINCIPAL AMOUNT	INTEREST RATE
2024	1,800,000	5.25
2025	1,900,000	5.25
2029	8,625,000	5.00
2030	2,450,000	5.00
2035	14,100,000	5.00

“*Resolution*” means the Master Resolution as supplemented by this Series 2007 Supplemental Resolution.

“*Series 1994 Bonds*” means, collectively, the Board’s Federally Taxable Utah State University of Agriculture and Applied Science Student Fee and Housing System Refunding Revenue Bond, Series 1994A, and the Board’s Utah State University of Agriculture and Applied Science Student Fee and Housing System Improvement and Refunding Revenue Bonds, Series 1994B.

“*Series 1999A Bonds*” means the Board’s Utah State University of Agriculture and Applied Science Student Fee and Housing System Refunding Revenue Bonds, Series 1999A.

“*Series 2004 Bonds*” means the Utah State University of Agriculture and Applied Science Student Fee and Housing System Revenue Bonds, Series 2004.

“*Series 2007 Bonds*” means the Utah State University of Agriculture and Applied Science Student Fee and Housing System Revenue Refunding Bonds, Series 2007, authorized by this Series 2007 Supplemental Resolution.

“*Series 2007 Debt Service Reserve Requirement*” means the amount, if any, required in Section 304 hereof to be on deposit from time to time in the Series 2007 Debt Service Reserve Subaccount.

“*Series 2007 Debt Service Reserve Subaccount*” means the Series Subaccount established in the Debt Service Reserve Account in the Principal and Interest Fund pursuant to Section 5.07(a) of the Master Resolution and Section 304 hereof.

“*Series 2007 Debt Service Subaccount*” means the Series Subaccount established in the Debt Service Account in the Principal and Interest Fund pursuant to Section 5.06(a) of the Master Resolution and Section 303 hereof.

“*Series 2007 Supplemental Resolution*” means this resolution, adopted by the Board on April 20, 2007, authorizing the issuance and confirming the sale of the Series 2007 Bonds.

“*Tax Certificate*” means any agreement or certificate of the Board and the University that they, or either of them, may execute in order to assure the excludability of interest on the Series 2007 Bonds from gross income of the owners thereof for federal income tax purposes.

“Trustee” means Wells Fargo Bank, N.A., of Salt Lake City, Utah, and its successors and permitted assigns under the Master Resolution.

“Underwriter” means _____, as the underwriter for the Series 2007 Bonds pursuant to the Purchase Contract.

The terms “hereby”, “hereof”, “hereto”, “herein”, “hereunder”, and any similar terms as used in this Series 2007 Supplemental Resolution, refer to this Series 2007 Supplemental Resolution.

Section 102. Authority for Series 2007 Supplemental Resolution. This Series 2007 Supplemental Resolution is adopted pursuant to the provisions of the Act and the Master Resolution.

ARTICLE II

AUTHORIZATION, TERMS AND ISSUANCE OF SERIES 2007 BONDS

Section 201. Authorization of Series 2007 Bonds, Principal Amount, Designation and Series. For the purposes specified in Section 202 hereof and in accordance with and subject to the terms, conditions and limitations established in the Master Resolution and this Series 2007 Supplemental Resolution, the Board hereby authorizes to be issued a series of Utah State University of Agriculture and Applied Science Student Fee and Housing System Revenue Refunding Bonds, in the aggregate principal amount of up to Forty-three Million Dollars (\$43,000,000), to be designated “Utah State University of Agriculture and Applied Science Student Fee and Housing System Revenue Refunding Bonds, Series 2007.”

Section 202. Purpose. (a) The Series 2007 Bonds are being issued to (i) to provide funds to refund the Refunded Bonds, (ii) to provide necessary reserves, and (iii) to pay the costs incident to the refunding of the Refunded Bonds and to the issuance of the Series 2007 Bonds.

(b) Except for the Series 1994 Bonds (which are no longer outstanding), the Series 1999A Bonds, the Series 2004 Bonds and the Series 2007 Bonds, the Board, on behalf of the University, has not issued any bonds, notes or other obligations pursuant to the Master Resolution or that are payable from or secured by a pledge of the Revenues or any portion thereof.

(c) The Board hereby finds and determines that (i) the principal amount of the Series 2007 Bonds issued pursuant to the Resolution is reasonable and necessary to accomplish the purposes set forth in this Section 202 and (ii) the parameters set forth in this Series 2007 Supplemental Resolution with respect to the principal amount, interest rates, purchase price and other terms for the Series 2007 Bonds are reasonable.

Section 203. Issue Date. The Issue Date of the Series 2007 Bonds shall be the date of issuance and delivery thereof (the “Issue Date”).

Section 204. Series 2007 Bonds. The Series 2007 Bonds shall mature on such dates and in such amounts as shall be determined pursuant to the authority delegated under Section 211(a) hereof (*provided, however*, that in no event shall the aggregate principal amount of the Series 2007 Bonds exceed the amount set forth in Section 201 of this Series 2007 Supplemental Resolution; *provided, further*, that in no event shall the final maturity of such Series 2007 Bonds be later than April 1, 2036) and shall bear interest (calculated on the basis of a year of 360 days consisting of twelve 30-day months) from their Issue Date, payable semiannually on April 1 and October 1 in each year, commencing October 1, 2007, or on such other dates and at the rates per annum as shall be determined pursuant to the authority delegated under Section 211(a) hereof (*provided, however*, that in no event shall the stated interest rate on any Series 2007 Bond exceed five and a half percent (5.50%) per annum).

Section 205. Denomination and Numbers. The Series 2007 Bonds shall be issued only as fully registered Bonds, without coupons, in the denominations of \$5,000 and any whole multiple thereof. The Series 2007 Bonds shall be numbered from one (1) consecutively upwards with the prefix “R-” preceding each number.

Section 206. Paying Agent. Wells Fargo Bank, N.A., of Salt Lake City, Utah, is hereby appointed the Paying Agent for the Series 2007 Bonds, subject to Section 7.02 of the Master Resolution. Principal and Redemption Price of the Series 2007 Bonds shall be payable at the principal corporate trust office of the Paying Agent, in Salt Lake City, Utah, or of its successor as Paying Agent. Payment of interest on any Series 2007 Bonds shall be made to the Owner thereof and shall be paid by check or draft mailed to the Owner thereof as of the close of business on the Record Date at such Owner’s address as it appears on the registration books of the Board maintained by the Trustee or at such other address as is furnished to the Trustee in writing by such Owner as provided in the Master Resolution.

Section 207. Redemption and Redemption Price; Additional Notice of Redemption.
(a) [Except as provided in subsection (c) of this Section 207, the Series 2007 Bonds maturing on or before _____ are not subject to redemption prior to maturity. The Series 2007 Bonds maturing on or after _____, shall be subject to redemption, in whole or in part (in whole multiples of \$5,000), at the election of the University, from such maturities or portions thereof as the University may select, on any business day on or after _____, upon notice as provided in Section 4.03 of the Master Resolution, and at a Redemption Price equal to 100% of the principal amount of each Series 2007 Bond to be redeemed plus accrued interest thereon to the redemption date, but without premium. Notwithstanding the foregoing, the redemption dates and Redemption Prices set forth in this Section 207(a) may be changed pursuant to the authority delegated under Section 211(a) hereof, but not to exceed a redemption premium of 101% of the principal amount of Series 2007 Bonds to be redeemed.]

(b) The Series 2007 Bonds may be subject to sinking fund redemption in part, upon notice given as provided in the Master Resolution and herein, at a Redemption Price equal to 100% of the principal amount of each Series 2007 Bond or portion thereof to be redeemed, together with accrued interest thereon to the redemption date. The mandatory sinking fund installments and the mandatory sinking fund payment dates for the Series 2007 Bonds shall be determined pursuant to the authority delegated under Section 211(a) hereof. Upon redemption of

any Series 2007 Bond, which is subject to mandatory sinking fund redemption, other than by operation of sinking fund redemption as described in this subsection, an amount equal to the principal amount so redeemed shall be credited toward a part or all of any one or more of the sinking fund redemption amounts for such Series 2007 Bonds in such order as the University shall elect by providing the Trustee with a Written Request of the University making such election as provided in Section 5.05(c) of the Master Resolution.

(c) The Series 2007 Bonds are subject to extraordinary optional redemption prior to maturity, in whole or in part (in whole multiples of \$5,000), from time to time at the election of the University, from such maturities or portions thereof as the University may select, on any business day in the event that (i) the Student Housing System or any portion thereof is damaged, destroyed or taken in a condemnation proceeding and (ii) the University elects not to repair, rebuild or replace the affected portion of the Student Housing System. To make the election to redeem the Series 2007 Bonds as provided under this subsection, the University shall deliver to the Board and the Trustee a Written Certificate of the University giving notice of the damage to or destruction of the Student Housing System and describing the extent thereof, stating the specific reasons for the election, identifying the specific source and amount of funds from which the extraordinary optional redemption is to be made, specifying the date on which the extraordinary optional redemption is to occur and identifying the Series 2007 Bonds that are to be so redeemed. The source of funds for such an extraordinary optional redemption is limited to the proceeds of any insurance, other than business interruption insurance or public liability insurance, paid with respect to the damage or destruction of the Student Housing System, plus all amounts required to be paid as deductibles with respect to such insurance, and the proceeds of any condemnation award that are made available by reason of one or more such occurrences. In the event of such an extraordinary optional redemption, the Series 2007 Bonds to be redeemed shall be redeemed at a Redemption Price equal to 100% of the principal amount of the Series 2007 Bonds to be redeemed, plus accrued interest thereon to the redemption date, but without premium.

(d) In the event any Series 2007 Bonds are called for redemption, in addition to the notice described in Section 4.03 of the Master Resolution, the Trustee shall give further notice of such redemption as set out below, but no defect in such further notice nor any failure to give all or any portion of such further notice shall in any manner defeat the effectiveness of a call for redemption if notice thereof is given as described in Section 4.03 of the Master Resolution.

(i) Such further notice of redemption given hereunder shall contain (A) the CUSIP numbers of all Series 2007 Bonds being redeemed; (B) the date of issue of the Series 2007 Bonds as originally issued; (C) the rate of interest borne by each Series 2007 Bond being redeemed; (D) the maturity date of each Series 2007 Bond being redeemed; and (E) any other descriptive information needed to identify accurately the Series 2007 Bonds being redeemed.

(ii) Each further notice of redemption shall be sent at least 35 days before the redemption date by registered or certified mail or overnight delivery service to:

The Depository Trust Company
Call Notification Department
55 Water Street, 50th Floor
New York, NY 10041-0099
Tele — (212) 855-7207, -7208 or -7209
Fax — (212) 855-7232, -7233, -7234 or -7235

and to all other registered securities depositories then in the business of holding substantial amounts of obligations of types comprising the Series 2007 Bonds designated to the Trustee by the an Authorized Officer and to the Rating Agency and to any other nationally recognized information services as designated by an Authorized Officer to the Trustee.

(iii) Upon the payment of the Redemption Price of the Series 2007 Bonds being redeemed, each check or other transfer of funds issued for such purpose shall bear the CUSIP number identifying, by issue and maturity, the Series 2007 Bonds being redeemed with the proceeds of such check or other transfer.

Section 208. Sale of Series 2007 Bonds. (a) The sale of the Series 2007 Bonds is hereby approved as follows:

(i) The Series 2007 Bonds authorized to be issued herein shall be sold to the Underwriter at an aggregate price as shall be determined pursuant to the authority delegated under Section 211(a) hereof (*provided, however*, that in no event shall the aggregate price for the Series 2007 Bonds, excluding accrued interest, be an amount less than the aggregate principal amount of the Series 2007 Bonds *minus* an aggregate underwriter's discount and original issue discount that does not exceed 2.00% of the aggregate principal amount of the Series 2007 Bonds), on the terms and conditions to be set forth in the Purchase Contract and upon the basis of the representations therein set forth.

(ii) To evidence the acceptance by the Board of the Purchase Contract, a Designated Officer of the Board is hereby authorized and directed to execute and deliver, and the Secretary of the Board to attest, the Purchase Contract substantially in the form attached hereto as *Exhibit B*, with such changes, omissions, insertions and revisions as such Designated Officer shall deem advisable, his or her execution and delivery thereof to constitute conclusive evidence of such approval. The Board hereby ratifies, confirms and approves all actions heretofore taken on behalf of the Board and the University by the Designated Officers, the Secretary of the Board and other officials of the Board and the University in connection with the sale of the Series 2007 Bonds.

(b) The Designated Officers and staff of the Board and the University are hereby authorized and directed to prepare or cause to be prepared a Preliminary Official Statement for distribution to prospective purchasers of the Series 2007 Bonds. The Preliminary Official Statement shall include descriptions of the Board, the University, the Resolution, the Series 2007 Bonds, the security and source of payment of the Series 2007 Bonds and such other information

as shall be deemed necessary or advisable by such Designated Officers and staff, taking into account the advice and recommendations of the Financial Advisor and disclosure counsel to the Board and the University. Concurrently with its distribution to prospective purchasers, the Preliminary Official Statement shall be “deemed final” by a Designated Officer of the University for purposes of Rule 15c2-12 of the U.S. Securities and Exchange Commission. Following the sale of the Series 2007 Bonds, such Designated Officers shall prepare or caused to be prepared a final Official Statement, with such changes as shall be necessary to conform to the final terms and provisions of the Series 2007 Bonds. The final Official Statement shall be executed on behalf of the Board by one of its Designated Officers and on behalf of the University by one of its Designated Officers.

(c) The use and distribution by the Underwriter of the Preliminary Official Statement and the final Official Statement is hereby authorized and approved.

Section 209. Continuing Disclosure Undertaking. A Designated Officer of the Board and a Designated Officer of the University are hereby authorized, empowered and directed to execute and deliver, and the Secretary of the Board to seal, countersign and attest, the Continuing Disclosure Undertaking in substantially the same form as now before the Board and attached hereto as *Exhibit A*, or with such changes therein as such Designated Officers shall approve, their execution thereof to constitute conclusive evidence of their approval of such changes. When the Continuing Disclosure Undertaking is executed and delivered on behalf of the Board and the University as herein provided, the Continuing Disclosure Undertaking will be binding on the Board and the University and the officers, employees and agents of the Board and the University, and the officers, employees and agents of the Board and the University are hereby authorized, empowered and directed to do all such acts and things and to execute all such documents as may be necessary to carry out and comply with the provisions of the Continuing Disclosure Undertaking as executed. Notwithstanding any other provision of this Resolution, the sole remedies for failure to comply with the Continuing Disclosure Undertaking shall be the ability of the beneficial owner of any Bond to seek mandamus or specific performance by court order, to cause the Board and the University to comply with its obligations under the Continuing Disclosure Undertaking.

Section 210. Delivery of Series 2007 Bonds. The Series 2007 Bonds shall be delivered to the Underwriter, upon compliance with the provisions of Section 3.02 of the Master Resolution, at such time and place as provided in, and subject to, the provisions of the Purchase Contract.

Section 211. Delegation Pursuant to Section 53B-21-102(3)(m) of the Utah Code; Further Authority. (a) As authorized by Section 53B-21-102(3)(m) of the Utah Code, the Board hereby delegates to the Designated Officers of the Board the authority for and on behalf of the Board to approve, prior to the original issuance of the Series 2007 Bonds, the following terms for the Series 2007 Bonds within the applicable parameters for such terms as set forth in this Series 2007 Supplemental Resolution:

(i) the final principal amount of the Series 2007 Bonds for purposes of Section 201 hereof;

(ii) the maturity dates (whether by term or serial maturities), principal amount maturing on each such date, the interest payment dates, and interest rates for the Series 2007 Bonds for purposes of Section 204 hereof;

(iii) the final redemption dates and Redemption Prices for purposes of Section 207(a) hereof;

(iv) the mandatory sinking fund installments and the mandatory sinking fund payment dates for the Series 2007 Bonds for purposes of Section 207(b) hereof;

(v) the aggregate price to be paid for the Series 2007 Bonds pursuant to the Purchase Contract for purposes of Section 208(a)(i) hereof;

(vi) the final terms and provisions of the Purchase Contract for purposes of Section 208(a)(ii) hereof;

(vii) the final changes to the Official Statement for purposes of Section 208(b) hereof;

(viii) the type of credit enhancement, if any, for the Series 2007 Bonds, such determination being based on a finding by the Financial Advisor that the credit enhancement, if any, would be advantageous to and produce savings on a present value basis for the University, provided that the terms and provisions of any such credit enhancement shall be included in a written certificate of an Authorized Officer; and

(ix) such other terms and provisions for the Series 2007 Bonds as the Designated Officers of the Board, as appropriate, shall determine are necessary or advisable in connection with the issuance, sale and delivery of the Series 2007 Bonds and as are consistent with the terms and provisions of this Series 2007 Supplemental Resolution.

(b) As authorized by Section 53B-21-102(3)(m) of the Utah Code, the Board hereby further delegates to the Designated Officers of the Board the authority for and on behalf of the Board to (i) approve the amounts of the proceeds of sale of the Series 2007 Bonds and certain other moneys to be used and deposited as provided in Section 302 and (ii) determine the Series 2007 Debt Service Reserve Requirement for purposes of Section 304 hereof.

(c) The Designated Officers, the Secretary of the Board, and all other officers of the Board and the University are, and each of them is, hereby authorized to do or perform all such acts and to execute all such certificates, documents and other instruments as may be necessary or advisable to provide for the issuance, sale and delivery of the Series 2004 Bonds.

Section 212. Book-Entry System; Limited Obligation of Board. The Series 2007 Bonds shall be initially issued in the form of a separate, single, certificated, fully registered Bond for each of the maturities established pursuant to Section 204 hereof. Upon initial issuance, the ownership of each such Series 2007 Bond shall be registered in the registration books kept by the

Trustee in the name of Cede, as nominee of DTC. Except as provided in Section 214 hereof, all of the Series 2007 Bonds shall be registered in the registration books kept by the Trustee in the name of Cede, as nominee of DTC.

With respect to Series 2007 Bonds registered in the registration books kept by the Trustee in the name of Cede, as nominee of DTC, the Board, the University, the Trustee and the Paying Agent shall have no responsibility or obligation to any such Participant or to any Person on behalf of which such a Participant holds an interest in the Series 2007 Bonds. Without limiting the immediately preceding sentence, the Board, the University, the Trustee and the Paying Agent shall have no responsibility or obligation with respect to (a) the accuracy of the records of DTC, Cede or any Participant with respect to any ownership interest in the Series 2007 Bonds, (b) the delivery to any Participant or any other Person, other than a Bondowner, as shown in the registration books kept by the Trustee, of any notice with respect to the Series 2007 Bonds, including any notice of redemption, or (c) the payment to any Participant or any other Person, other than a Bondowner, as shown in the registration books kept by the Trustee, of any amount with respect to the principal of or premium, if any, or interest on the Series 2007 Bonds. The Board, the University, the Trustee and the Paying Agent may treat and consider the Person in whose name each Series 2007 Bond is registered in the registration books kept by the Trustee as the holder and absolute owner of such Series 2007 Bond for the purpose of payment of principal, premium and interest with respect to such Series 2007 Bond, for the purpose of giving notices of redemption and other matters with respect to such Series 2007 Bond, for the purpose of registering transfers with respect to such Series 2007 Bond and for all other purposes whatsoever. The Paying Agent shall pay all principal of and premium, if any, and interest on the Series 2007 Bonds only to the respective Bondowners, as shown in the registration books kept by the Trustee, or their respective attorneys duly authorized in writing, as provided in Section 206 hereof, and all such payments shall be valid and effective to fully satisfy and discharge the University's obligations with respect to payment of principal of and premium, if any, and interest on the Series 2007 Bonds to the extent of the sum or sums so paid. No Person other than a Bondowner, as shown in the registration books kept by the Trustee, shall receive a certificated Series 2007 Bond evidencing the obligation of the University to make payments of principal, premium, if any, and interest pursuant to the Series 2007 Supplemental Resolution. Upon delivery by DTC to the University of written notice to the effect that DTC has determined to substitute a new nominee in place of Cede, and subject to the provisions herein with respect to Record Dates, the word "*Cede*" in this Series 2007 Supplemental Resolution shall refer to such new nominee of DTC; and upon receipt of such a notice the University shall promptly deliver a copy of the same to the Trustee and the Paying Agent.

Section 213. Letter of Representations. The Letter of Representations has been executed and delivered by the Board to DTC. The execution and delivery of the Letter of Representations shall not in any way limit the provisions of Section 212 hereof or in any other way impose upon the Board or the University any obligation whatsoever with respect to Persons having interests in the Series 2007 Bonds other than the Bondowners, as shown on the registration books kept by the Trustee. In the written acceptance of each Paying Agent and Trustee, such Paying Agent and Trustee, respectively, shall agree to take all action necessary for all representations of the Board in the Letter of Representations with respect to the Paying Agent and Trustee, respectively, to at all times be complied with.

Section 214. Transfers Outside Book-Entry System. At the option of the University or upon receipt by the University of written notice from DTC to the effect that DTC has received written notice from Participants having interests, as shown in the records of DTC, in at least fifty percent (50%) of the aggregate principal amount of the then outstanding Series 2007 Bonds to the effect that:

(a) DTC is unable or unwilling to discharge its responsibilities and no substitute depository willing to undertake the functions of DTC hereunder can be found that is willing and able to undertake such functions upon reasonable and customary terms, or

(b) a continuation of the requirement that all of the Series 2007 Bonds be registered in the registration books kept by the Trustee in the name of Cede, as nominee of DTC, is not in the best interest of the beneficial owners of the Series 2007 Bonds,

such Series 2007 Bonds shall no longer be restricted to being registered in the registration books kept by the Trustee in the name of Cede, as nominee of DTC, but may be registered in whatever name or names Bondowners transferring or exchanging such Series 2007 Bonds shall designate, in accordance with the provisions of Article III of the Master Resolution.

Section 215. Payments to Cede. Notwithstanding any other provision of this Series 2007 Supplemental Resolution to the contrary, so long as any Series 2007 Bond is registered in the name of Cede, as nominee of DTC, all payments with respect to principal of and premium, if any, and interest on such Series 2007 Bond and all notices with respect to such Series 2007 Bond shall be made and given, respectively, in the manner provided in the appropriate Letter of Representations.

Section 216. Provision for Refunding the Refunded Bonds. It is hereby found and determined that, pursuant to the Escrow Agreement and the Resolution, moneys and governmental obligations permitted under the Act, the principal of and the interest on which, when due, will provide moneys that will be sufficient to pay, when due, pursuant to call for redemption, the redemption price of and interest due and to become due on, the Refunded Bonds, will be deposited with the Escrow Agent and provision thereby made for the refunding of the Refunded Bonds.

Section 217. Authorization of Escrow Agreement. The Escrow Agreement, in substantially the form set forth as *Exhibit C* hereto, with such insertions, changes and additions as shall be made with the approval of a Designated Officer of the Board and a Designated Officer of the University, their execution thereof to constitute conclusive evidence of such approval, is hereby in all respects authorized and approved. A Designated Officer of the Board and a Designated Officer of the University shall enter into the Escrow Agreement with the Escrow Agent establishing the Escrow Account from which redemption price of, and interest on, the Refunded Bonds shall be paid when due. After all the Refunded Bonds shall have become due and payable pursuant to call for redemption, any investments remaining in the Escrow Account shall be liquidated, and any proceeds of liquidation over and above the amount necessary to be retained for the payment of any Refunded Bonds not yet presented for payment,

including interest due and payable, shall be paid over to the University to be used for any lawful purpose consistent with the provisions of the Tax Certificate. Such Designated Officer and the Secretary of the Board and such Designated Officer of the University are hereby authorized and directed to execute, countersign, attest, seal and deliver the Escrow Agreement.

Section 218. Authorization of Redemption Prior to Maturity of Refunded Bonds. The Refunded Bonds are hereby irrevocably called for redemption on April 1, 2014, at the redemption price of one hundred percent (100%) of the principal amount of each such Series 2004 Bond so called for redemption plus accrued interest thereon to the date fixed for redemption. Notice of such redemption shall be given as provided in the Resolution and in accordance with the provisions of the Escrow Agreement.

Section 219. Legislative Appropriation. In order to (a) assure the maintenance of the Series 2007 Debt Service Reserve Subaccount in an amount equal to the Series 2007 Debt Service Reserve Requirement and (b) assure the payment of principal and interest on the Series 2007 Bonds, the Board shall cause the Chair, not later than the first day of December in each year, to certify to the Governor and Director of Finance of the State, the amount, if any, required to (i) restore the Series 2007 Debt Service Reserve Subaccount to the Series 2007 Debt Service Reserve Requirement or (ii) meet any projected shortfalls of payment of principal or interest or both for the following year on any Series 2007 Bonds issued hereunder. A copy of such Certificate shall be promptly delivered by the Chair to the Trustee. The Governor may request from the Legislature an appropriation of the amount so certified in the second preceding sentence. All sums appropriated by the Legislature, if any, and paid to the Board pursuant to the foregoing procedure shall be deposited respectively in the Series 2007 Debt Service Reserve Subaccount or in the Series 2007 Debt Service Subaccount, as applicable.

Section 220. Publication of Notice of Refunding Bonds to be Issued. In accordance with the provisions of Section 11-27-4 of the Utah Code, the Secretary of the Board shall cause a "Notice of Refunding Bonds to be Issued," in substantially the form attached hereto as *Exhibit D*, to be published one time in the *Salt Lake Tribune*, a newspaper of general circulation in the area service by the Board, and shall cause a copy of this Series 2007 Supplemental Resolution, together with a copy of the Master Resolution, to be kept on file in her office for public examination during the regular business hours of the Board until at least thirty (30) days from and after the date of publication of such Notice.

For a period of thirty (30) days from and after publication of the Notice of Refunding Bonds to be Issued, any person in interest shall have the right to contest the legality of this Series 2007 Supplemental Resolution (including the Master Resolution) or any provisions made for the security and payment of the Series 2007 Bonds, after such time no person shall have any cause of action to contest the regularity, formality or legality thereof for any cause.

ARTICLE III

ESTABLISHMENT OF ACCOUNTS AND SUBACCOUNTS AND APPLICATION OF SERIES 2007 BOND PROCEEDS AND OTHER MONEYS

Section 301. Series 2007 Cost of Issuance Account. There is hereby established a separate account designated as the “*Series 2007 Cost of Issuance Account*” to be held by the Trustee, moneys in which shall be used for the purpose of paying costs of issuance of the Series 2007 Bonds. Any moneys remaining in the Series 2007 Cost of Issuance Account on the earlier of (a) August 1, 2007, or (b) the date of the full and final payment of all costs of issuance of the Series 2007 Bonds, shall be transferred promptly to the Series 2007 Debt Service Subaccount.

Section 302. Application of Proceeds of Series 2007 Bonds and Other Moneys. From the proceeds of sale of the Series 2007 Bonds[, together with other available money of the University,] there shall be paid to the Trustee for use and deposit as follows:

(i) Into the Series 2007 Debt Service Subaccount, the amount or interest accrued, if any, on the Series 2007 Bonds from their Issue Date to the date of delivery of the Series 2007 Bonds;

(ii) Into the Series 2007 Debt Service Reserve Subaccount, the amount or a surety bond in the amount of the Series 2007 Debt Service Reserve Requirement determined pursuant to the authority delegated under Section 210(b) hereof;

(iii) Into the Escrow Account, the amount necessary, after taking into account to interest earning thereon, to refund the Refunded Bonds; and

(iv) Into the Series 2004 Cost of Issuance Account, the balance of the proceeds of the Series 2007 Bonds.

Section 303. Establishment of Series 2007 Debt Service Subaccount. Pursuant to Section 5.06(a) of the Master Resolution, there is hereby established a Series Subaccount in the Debt Service Account in the Principal and Interest Fund designated as the “*Series 2007 Debt Service Subaccount.*” Moneys shall be deposited into and paid from the Series 2007 Debt Service Subaccount in accordance with Sections 5.05(a)(i)(A) and 5.06(b), respectively, of the Master Resolution to pay Debt Service on the Series 2007 Bonds.

Section 304. Establishment of Series 2007 Debt Service Reserve Subaccount. Pursuant to Section 5.07(a) of the Master Resolution, there is hereby established a Series Subaccount in the Debt Service Reserve Account in the Principal and Interest Fund designated as the “*Series 2007 Debt Service Reserve Subaccount.*” Moneys shall be deposited into and paid from the Series 2007 Debt Service Reserve Subaccount if, when and as required by the Master Resolution, to remedy deficiencies in the Series 2007 Debt Service Subaccount in accordance with Section 5.07 of the Master Resolution. The Series 2007 Debt Service Reserve Requirement shall be an amount determined pursuant to the authority delegated under Section 210(b) hereof.

Section 305. Renewal and Replacement Fund. The Renewal and Replacement Reserve Fund Requirement shall remain \$500,000 following the issuance of the Series 2007 Bonds.

ARTICLE IV

FORM OF SERIES 2007 BOND

Section 401. Form of Series 2007 Bonds. Subject to the provisions of the Master Resolution, each Series 2007 Bond shall be in substantially the following form, with such insertions or variations as to any redemption or amortization provisions and such other insertions or omissions, endorsements and variations as may be required or permitted by the Resolution (including, but not limited to, such changes as may be necessary if the Series 2007 Bonds at any time are no longer held in book-entry form as permitted by Section 214 hereof):

[FORM OF BOND]

Registered

Registered

Number R-_____

\$_____

UNITED STATES OF AMERICA

STATE OF UTAH

STATE BOARD OF REGENTS OF THE STATE OF UTAH

UTAH STATE UNIVERSITY OF AGRICULTURE AND APPLIED SCIENCE

STUDENT FEE AND HOUSING SYSTEM IMPROVEMENT REVENUE REFUNDING BOND

SERIES 2007

INTEREST
RATE:

MATURITY DATE:

DATED
DATE:

CUSIP:

_____%

April 1, _____

_____, 2007

REGISTERED OWNER:

PRINCIPAL AMOUNT: ----- DOLLARS-----

KNOW ALL MEN BY THESE PRESENTS that Utah State University of Agriculture and Applied Science, a body politic and corporate of the State of Utah (the "University") acting by and through the State Board of Regents of the State of Utah, its governing body (the "Board"), acknowledges itself indebted and for value received hereby promises to pay, in the manner and from the sources hereinafter provided, to the registered owner identified above or registered assigns, on the maturity date specified above, upon presentation and surrender hereof, the principal amount identified above (the "Principal Amount"), and to pay to the registered owner hereof interest on the balance of the Principal Amount from time to time remaining unpaid from the interest payment date next preceding the date of registration and authentication of this Bond, unless this Bond is registered and authenticated as of an interest payment date, in which event this Bond shall bear interest from such interest payment date, or unless this Bond is registered and authenticated prior to the first interest payment date, in which event this Bond shall bear interest from the dated date identified above (the "Dated Date"), or unless, as shown by the records of the hereinafter referred to Trustee, interest on the hereinafter referred to Bonds shall be in default, in which event this Bond shall bear interest from the date to which interest has been paid in full, or unless no interest has been paid on this Bond, in which event it shall bear interest from the Dated Date, at the interest rate per annum (calculated on the basis of a year of

360 days consisting of twelve 30-day months) specified above (the “*Interest Rate*”), payable semiannually on April 1 and October 1 of each year, beginning October 1, 2007, until payment in full of the Principal Amount. This Bond shall bear interest on overdue principal at the Interest Rate.

Principal of and premium, if any, on this Bond shall be payable at the principal corporate trust office of Wells Fargo Bank, N.A., in Salt Lake City, Utah, the paying agent of the Board, or its successor as such paying agent, in any coin or currency of the United States of America that at the time of payment is legal tender for the payment of public and private debts. Payment of the semiannual interest hereon shall be made to the registered owner hereof and shall be paid by check or draft mailed to the person who is the registered owner of record as of the close of business on the fifteenth (15) day of the month next preceding each interest payment date at the address of such registered owner as it appears on the registration books of the Board maintained by the Trustee (as hereinafter defined), or at such other address as is furnished in writing by such registered owner to the Trustee as provided in the Bond Resolution (as hereinafter defined).

This Bond is a special obligation of the University and is one of the Utah State University of Agriculture and Applied Science Student Fee and Housing System Revenue Bonds (the “*Bonds*”) issued under and by virtue of the provisions of Chapter 21 of Title 53B of the Utah Code Annotated 1953, as amended, the Utah Refunding Bond Act, Chapter 27 of Title 11 of the Utah Code Annotated 1953, as amended, and the Registered Public Obligations Act, Chapter 7 of Title 15 of the Utah Code Annotated 1953, as amended (collectively, the “*Act*”), and under and pursuant to the Resolution Providing For the Issuance of Utah State University of Agriculture and Applied Science Student Fee and Housing System Revenue Bonds, adopted on March 25, 1994 (the “*Master Resolution*”), as the same from time to time may be amended or supplemented by further resolutions of the Board, including the Supplemental Resolution authorizing the issuance of this Series of Bonds, adopted on April 20, 2007 (such Master Resolution and Supplemental Resolution and any and all such further resolutions being herein collectively called the “*Bond Resolution*”), for the purpose of providing funds (a) to refund a portion of the Bonds, (b) to provide necessary reserves and (c) to pay expenses incident thereto and to the issuance of the Series 2007 Bonds (as defined below).

THE UNIVERSITY IS OBLIGATED TO PAY PRINCIPAL AND REDEMPTION PRICE OF AND INTEREST ON THIS BOND SOLELY FROM THE REVENUES AND OTHER FUNDS OF THE UNIVERSITY PLEDGED THEREFOR UNDER THE TERMS OF THE BOND RESOLUTION. THIS BOND IS NOT A DEBT OF THE STATE OF UTAH, THE BOARD OR THE UNIVERSITY WITHIN THE MEANING OF ANY CONSTITUTIONAL OR STATUTORY LIMITATION OF INDEBTEDNESS. PURSUANT TO THE BOND RESOLUTION, SUFFICIENT REVENUES HAVE BEEN PLEDGED AND WILL BE SET ASIDE INTO SPECIAL FUNDS BY THE UNIVERSITY TO PROVIDE FOR THE PROMPT PAYMENT OF THE PRINCIPAL OF AND INTEREST ON THIS BOND AND ALL BONDS OF THE SERIES OF WHICH IT IS A PART.

As provided in the Bond Resolution, bonds, notes and other obligations may be issued from time to time in one or more series in various principal amounts, may mature at different times, may bear interest at different rates and may otherwise vary as provided in the Bond Resolution, and the aggregate principal amount of such bonds, notes and other obligations that

may be issued is not limited. In addition to bonds, notes and other obligations issued pursuant to the Bond Resolution, the University may execute Contracts and incur Security Instrument Repayment Obligations as provided in the Bond Resolution. All bonds, notes and other obligations issued and to be issued under the Bond Resolution (including, but not limited to, the Series 2007 Bonds), all Contracts and all Security Instrument Repayment Obligations are and will be equally and ratably secured by the pledge and covenants made in the Bond Resolution, except as otherwise expressly provided or permitted in or pursuant to the Bond Resolution.

This Bond is one of a Series of Bonds designated as “*Utah State University of Agriculture and Applied Science Student Fee and Housing System Revenue Bonds, Series 2007*” (herein called the “*Series 2007 Bonds*”), limited to the aggregate principal amount of _____ (\$_____), and duly issued under and by virtue of the Act and under and pursuant to the Bond Resolution. Copies of the Bond Resolution are on file at the office of the Secretary of the Board, in Salt Lake City, Utah, at the office of the Vice President for Business and Finance of the University, in Logan, Utah, and at the principal corporate trust office of Wells Fargo Bank, N.A., in Salt Lake City, Utah, as trustee under the Bond Resolution (said trustee and any successors thereto under the Bond Resolution being herein called the “*Trustee*”). Reference to the Bond Resolution and to the Act is made for a description of the pledge and covenants securing the Series 2007 Bonds, the nature, manner and extent of enforcement of such pledge and covenants, the terms and conditions upon which the Series 2007 Bonds are issued, and upon which additional Bonds, notes and other obligations may be issued thereunder, Contracts may be executed thereunder and Security Instrument Repayment Obligations may be incurred thereunder, and a statement of the rights, duties, immunities and obligations of the Board, the University and the Trustee. Such pledge and other obligations of the Board and the University under the Bond Resolution may be discharged at or prior to the maturity or redemption of the Series 2007 Bonds upon the making of provision for the payment thereof on the terms and conditions set forth in the Bond Resolution.

To the extent and in the respects permitted by the Bond Resolution, the Bond Resolution may be modified or amended by action on behalf of the Board taken in the manner and subject to the conditions and exceptions prescribed in the Bond Resolution. The owner of this Bond shall have no right to enforce the provisions of the Bond Resolution or to institute action to enforce the pledge or covenants made therein or to take any action with respect to an event of default under the Bond Resolution or to institute, appear in or defend any suit or other proceeding with respect thereto, except as provided in the Bond Resolution.

This Bond is transferable, as provided in the Bond Resolution, only upon the books of the University kept for that purpose at the principal corporate trust office of the Trustee, by the registered owner hereof in person or by such owner’s attorney duly authorized in writing, upon surrender hereof to the Trustee together with a written instrument of transfer satisfactory to the Trustee, duly executed by the registered owner or such duly authorized attorney. Thereupon, the Board and the University shall issue in the name of the transferee a new Series 2007 Bond of the same aggregate principal amount and Series, designation, maturity and interest rate as the surrendered Series 2007 Bond, all as provided in the Bond Resolution and upon the payment of the charges therein prescribed. The Board, the University, the Trustee and any paying agent may treat and consider the person in whose name this Series 2007 Bond is registered as the holder and

absolute owner hereof for the purpose of receiving payment of, or on account of, the principal or Redemption Price hereof and interest due hereon and for all other purposes whatsoever, and neither the Board, the University, the Trustee nor any paying agent shall be affected by any notice to the contrary.

The Series 2007 Bonds are issuable solely in the form of fully registered Bonds, without coupons, in denominations of \$5,000 and any whole multiple thereof.

The Series 2007 Bonds maturing on or before _____ are not subject to redemption prior to maturity, except pursuant to extraordinary optional redemption as described below. The Series 2007 Bonds maturing on or after _____, are subject to redemption, in whole or in part (in whole multiples of \$5,000), at the election of the University, from such maturities or portions thereof as the University may select, on any business day on or after _____, upon notice given as hereinafter set forth, and at a Redemption Price equal to 100% of the principal amount of each Series 2007 Bond to be redeemed plus accrued interest thereon to the redemption date, but without premium.

[The Series 2007 Bonds maturing on April 1, _____, shall be subject to sinking fund redemption in part on the dates and in the amounts as provided by the Bond Resolution.]

The Series 2007 Bonds are subject to extraordinary optional redemption prior to maturity, in whole or in part (in whole multiples of \$5,000), from time to time at the option of the University, from such maturities or portions thereof as the University may select, on any business day in the event that (a) the Student Housing System or any portion thereof is damaged, destroyed or taken in a condemnation proceeding and (b) the University elects not to repair, rebuild or replace the affected portion of the Student Housing System in accordance with the Bond Resolution. The source of funds for such an extraordinary optional redemption is limited to the proceeds of any insurance, other than business interruption insurance or public liability insurance, paid with respect to the damage or destruction of the Student Housing System, plus all amounts required to be paid as deductibles with respect to such insurance, and the proceeds of any condemnation award that are made available by reason of one or more such occurrences. In the event of such an extraordinary optional redemption, the Series 2007 Bonds to be redeemed shall be redeemed at a Redemption Price equal to 100% of the principal amount of the Series 2007 Bonds to be redeemed, plus accrued interest thereon to the redemption date, but without premium.

Notice of redemption shall be given by the Trustee by first class mail, not less than thirty (30) nor more than forty-five (45) days prior to the redemption date, to the registered owner of each Series 2007 Bond to be redeemed, at such owner's address as it appears on the bond registration books maintained by the Trustee, or at such address as such owner may have filed in writing with the Trustee for that purpose as provided in the Bond Resolution, but neither failure to mail such notice nor any defect in any notice so mailed shall affect the sufficiency of the proceedings for the redemption of any of the Series 2007 Bonds.

If notice of redemption shall have been given as aforesaid, the Series 2007 Bonds or portions thereof specified in said notice shall become due and payable at the applicable

redemption price on the redemption date therein designated, and if, on the redemption date, moneys for the payment of the redemption price of all the Series 2007 Bonds to be redeemed, together with interest to the redemption date, shall be available for such payment on said date, then from and after the redemption date interest on such Series 2007 Bonds shall cease to accrue and become payable.

Less than all of a Bond in a denomination in excess of \$5,000 may be so redeemed, and in such case, upon the surrender of such Bond, there shall be issued to the registered owner thereof, without charge therefor, for the unredeemed balance of the principal amount of such Bond, at the option of such owner, Bonds in any of the authorized denominations, all as more fully set forth in the Bond Resolution. If less than all of the Series 2007 Bonds maturing on any single date are to be so redeemed, the particular Series 2007 Bonds to be redeemed shall be selected by the Trustee as provided in the Bond Resolution.

Except as otherwise provided herein and unless the context clearly indicates otherwise, words and phrases used herein shall have the same meanings as such words and phrases in the Bond Resolution.

This Bond shall not be valid until the Certificate of Authentication hereon shall have been manually signed by the Trustee.

(Signature page follows.)

IN WITNESS WHEREOF, THE STATE BOARD OF REGENTS OF THE STATE OF UTAH has caused this Bond to be executed on behalf of the University by the Chair of the Board, countersigned by the President of the University and attested by the Secretary of the Board and has caused the official seal of the Board to be impressed hereon, all as of the Dated Date.

STATE BOARD OF REGENTS OF
THE STATE OF UTAH

By _____
Chair

COUNTERSIGNED:

By _____
President of Utah State University
of Agriculture and Applied Science

ATTEST:

Secretary

[SEAL]

[FORM OF TRUSTEE'S CERTIFICATE OF AUTHENTICATION]

This Bond is one of the Bonds described in the within mentioned Bond Resolution and is one of the Utah State University of Agriculture and Applied Science Student Fee and Housing System Revenue Refunding Bonds, Series 2007.

WELLS FARGO BANK, N.A.,
as Trustee

By _____
Authorized Officer

Date of registration and authentication: _____

[FORM OF ASSIGNMENT]

The following abbreviations, when used in the inscription on the face of the within Bond, shall be construed as though they were written out in full according to applicable laws or regulations.

TEN COM	—	as tenants in common	UNIF GIFT TRAN ACT —
TEN ENT	—	as tenants by the entirety	_____ Custodian _____
JT TEN	—	as joint tenants with right of survivorship and not as tenants in common	(Cust) (Minor) under Uniform Transfers to Minors Act of _____ (State)

Additional abbreviations may also be used though not in the above list.

FOR VALUE RECEIVED the undersigned hereby sells, assigns and transfers unto

INSERT SOCIAL SECURITY OR OTHER
IDENTIFYING NUMBER OF ASSIGNEE

(Please Print or Typewrite Name and Address of Transferee)

the within Bond of the STATE BOARD OF REGENTS OF THE STATE OF UTAH and hereby
irrevocably constitutes and appoints _____

attorney, to register the transfer of said Bond on the books kept for registration thereof, with full
power of substitution in the premises.

Dated: _____ Signature: _____

SIGNATURE GUARANTEED:

NOTICE: Signature(s) must be guaranteed by an “eligible guarantor institution” meeting the requirements of the Trustee, which requirements include membership or participation in STAMP or such other “signature guarantee program” as may be determined by the Trustee in addition to, or in substitution for, STAMP, all in accordance with the Securities Exchange Act of 1934, as amended.

NOTICE: The signature to this assignment must correspond with the name as it appears upon the face of the within Bond in every particular, without alteration or enlargement or any change whatever.

ARTICLE V

APPOINTMENT OF THE TRUSTEE

Section 501. Appointment of the Trustee. For the benefit and protection of the Bonds and the Owners of the Bonds from time to time, Wells Fargo Bank, N.A., a national banking association having the powers of a trust company, doing business and having its principal corporate trust office in Salt Lake City, Utah, is hereby appointed as Trustee. The Trustee shall signify acceptance of the duties and obligations imposed upon it by the Resolution and provide its address for purposes of notices delivered pursuant to the Resolution by executing and delivering to the Board and the University a written acceptance thereof prior to the delivery of any Series 2007 Bonds.

ARTICLE VI

MISCELLANEOUS

Section 601. Arbitrage Covenant for Series 2007 Bonds; Covenant to Maintain Tax Exemption. (a) The Designated Officers and other appropriate officials of the Board and the University are hereby authorized and directed to execute such Tax Certificates as shall be necessary to establish that (i) the Series 2007 Bonds are not “arbitrage bonds” within the meaning of Section 148 of the Code and the regulations promulgated or proposed thereunder, (ii) the Series 2007 Bonds are not and will not become “private activity bonds” within the meaning of Section 141 of the Code, (iii) all applicable requirements of Section 149 of the Code are and will be met, (iv) the covenants of the Board and the University contained in this Section will be complied with and (v) interest on the Series 2007 Bonds is not and will not become includible in gross income of the Owners thereof for federal income tax purposes under the Code and applicable regulations promulgated or proposed thereunder.

(b) The Board covenants and certifies to and for the benefit of the Owners from time to time of the Series 2007 Bonds that:

(i) the Board and the University will at all times comply with the provisions of any Tax Certificates;

(ii) the Board and the University will at all times comply with the rebate requirements contained in Section 148(f) of the Code, including, without limitation, the entering into any necessary rebate calculation agreement to provide for the calculations of amounts required to be rebated to the United States, the keeping of records necessary to enable such calculations to be made and the timely payment to the United States of all amounts, including any applicable penalties and interest, required to be rebated;

(iii) no use will be made of the proceeds of the issue and sale of the Series 2007 Bonds, or any funds or accounts of the Board and the University that may be

deemed to be proceeds of the Series 2007 Bonds, pursuant to Section 148 of the Code and applicable regulations, which use, if it had been reasonably expected on the date of issuance of the Series 2007 Bonds, would have caused the Series 2007 Bonds to be classified as “arbitrage bonds” within the meaning of Section 148 of the Code;

(iv) the Board and the University will not provide any service or use or permit the use of any of its facilities or properties in such manner that would cause the Series 2007 Bonds to be “private activity bonds” described in Section 141 of the Code;

(v) no bonds or other evidences of indebtedness of the Board and the University have been or will be sold or delivered within a period beginning fifteen (15) days prior to the sale of the Series 2007 Bonds and ending fifteen (15) days following the delivery of the Series 2007 Bonds, other than the Series 2007 Bonds, that are reasonably expected to be paid out of substantially the same source of funds as the Series 2007 Bonds; and

(vi) the Board and the University will not take any action that would cause interest on the Series 2007 Bonds to be or to become ineligible for the exclusion from gross income of the Owners of the Series 2007 Bonds as provided in Section 103 of the Code, nor will the Board and the University omit to take or cause to be taken, in timely manner, any action, which omission would cause interest on the Series 2007 Bonds to be or to become ineligible for the exclusion from gross income of the Owners of the Series 2007 Bonds as provided in Section 103 of the Code.

Pursuant to these covenants, the Board obligates itself and the University to comply throughout the term of the issue of the Series 2007 Bonds with the requirements of Section 103 of the Code and the regulations proposed or promulgated thereunder.

Section 602. Ratification. All proceedings, resolutions and actions of the Board, the University and their respective officers taken in connection with the sale and issuance of the Series 2007 Bonds are hereby ratified, confirmed and approved.

Section 603. Severability. It is hereby declared that all parts of this Series 2007 Supplemental Resolution are severable, and if any section, paragraph, clause or provision of this Series 2007 Supplemental Resolution shall, for any reason, be held to be invalid or unenforceable, the invalidity or unenforceability of any such section, paragraph, clause or provision shall not affect the remaining sections, paragraphs, clauses or provisions of this Series 2007 Supplemental Resolution.

Section 604. Conflict. All resolutions, orders and regulations or parts thereof heretofore adopted or passed that are in conflict with any of the provisions of this Series 2007 Supplemental Resolution are, to the extent of such conflict, hereby repealed.

Section 605. Captions. The table of contents and captions or headings herein are for convenience of reference only and in no way define, limit or describe the scope or intent of any provisions or sections of this Series 2007 Supplemental Resolution.

Section 606. Effective Date. This Series 2007 Supplemental Resolution shall take effect immediately upon its adoption and approval.

(Signature page follows.)

ADOPTED AND APPROVED this 20th day of April, 2007.

STATE BOARD OF REGENTS OF THE STATE OF
UTAH

By _____
Jed H. Pitcher
Chair

ATTEST:

Joyce Cottrell
Secretary

[SEAL]

EXHIBIT A

[ATTACH FORM OF CONTINUING DISCLOSURE UNDERTAKING]

EXHIBIT B

[ATTACH FORM OF PURCHASE CONTRACT]

EXHIBIT C

[ATTACH FORM OF ESCROW AGREEMENT]

EXHIBIT D

NOTICE OF REFUNDING BONDS TO BE ISSUED

NOTICE IS HEREBY GIVEN pursuant to the provisions of Section 11-27-4, Utah Code Annotated 1953, as amended, that on April 20, 2007, the State Board of Regents of the State of Utah (the "*Board*"), acting for and on behalf of Utah State University of Agriculture and Applied Science (the "*University*"), adopted a resolution (the "*Supplemental Resolution*") providing for the issuance, on behalf of the University, of the Board's Utah State University of Agriculture and Applied Science Student Fee and Housing System Revenue Refunding Bonds, Series 2007 (the "*Series 2007 Bonds*") in the maximum aggregate principal amount of Forty-three Million Dollars (\$43,000,000). The Series Bonds are to bear interest at a rate of not to exceed five and a half percent (5.50%) per annum and are to mature over a period not to exceed twenty-nine (29) years from their date or dates. The Series 2007 Bonds are to be sold at a discount from par, expressed as a percentage of principal amount, of not to exceed two percent (2.00%).

The proceeds of sale of the Series 2007 Bonds are to be used for the purpose of obtaining funds to (a) refund all or a portion of the Board's currently outstanding Utah State University of Agriculture and Applied Science Student Fee and Housing System Revenue Bonds, Series 2004, (the "*Refunded Bonds*"), (b) provide necessary reserves and (c) to pay the costs incident to the refunding of the Refunded Bonds and to the issuance of the Series 2007 Bonds.

The Series 2007 Bonds are to be issued and sold by the Board pursuant to the that certain Resolution Providing for the Issuance of Utah State University of Agriculture and Applied Science Student Fee and Housing System Revenue Bonds of the Board, adopted by the Board on March 25, 1994, as heretofore amended and supplemented (the "*Master Resolution*"), and as further amended and supplemented by the Supplemental Resolution providing specifically for the issuance of the Series 2007 Bonds.

A copy of the Supplemental Resolution (including a copy of the Master Resolution) is on file in the office of the Secretary of the Board, 60 South 400 West, 5th Floor Salt Lake City, Utah, where it may be examined during regular business hours of the Board from 8:00 a.m. to 5:00 p.m. The Supplemental Resolution shall be so available for inspection for a period of at least thirty (30) days from and after the date of the publication of this notice.

NOTICE IS FURTHER GIVEN that, pursuant to law, for a period of thirty (30) days from and after the date of the publication of this notice, any person in interest shall have the right to contest the legality of the above-described Supplemental Resolution or the Series 2007 Bonds or any provisions made for the security and payment of the Series 2007 Bonds. After such time, no person shall have any cause of action to contest the regularity, formality or legality thereof for any cause.

DATED this 20th day of April, 2007.

Joyce Cottrell, Secretary
State Board of Regents of the State of Utah

STATE OF UTAH)
)
COUNTY OF WASHINGTON)

I, the undersigned, do hereby certify that I am the duly qualified and acting Secretary of the State Board of Regents of the State of Utah (the “*Board*”). I further certify that the above and foregoing constitutes a true, complete and correct copy of a Supplemental Resolution adopted at a regular meeting of the Board held on April 20, 2007, as the resolution is recorded in the regular official book of minutes of the proceedings of the Board kept in the office of the Secretary.

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed or imprinted hereon the official seal of the Board, this day, April 20, 2007.

Secretary

[SEAL]

April 11, 2007

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Utah State University – Proposed Lease with Granite School District

Utah State University (USU) requests approval to enter into a ground lease with Granite School District for instructional and conference space. The University currently leases 11,186 square feet in Salt Lake City. The new lease expands the amount of space to 25,689 square feet at a new location - the Granite Education Center, 2500 South State, 5th floor.

The annual lease cost will increase from \$201,743 (\$18.04/square foot plus a percent of operating expenses) to \$224,808 including utility costs (approx. \$12/square foot). The University will also pay 55 percent of the cost of remodeling and capital improvements for the designated space. The USU cost for improvements is approximately \$900,000.

The primary reason for this new lease is to acquire a better facility at a more economical rate. The new space will include a much-needed 144-person capacity conference room.

Commissioner's Recommendation

The Commissioner recommends approval of the ground lease between USU and the Granite School District.

Richard E. Kendell
Commissioner of Higher Education

Attachment
REK/MHS

Granite Lease Fact Sheet
Utah State University
April 5, 2007

1. Current Lease in Atrium building in Salt Lake City will not end until August 31, 2008. Rhonda Menlove has shared that her area has the funding to cover the overlap with the new lease with Granite School District that is slated to begin August 1, 2007.
 - a. 11,186 rentable and 9,561 useable square feet.
 - b. Rent for September 1, 2007 through August 31, 2008 = \$201,743 or \$18.04/square foot plus a percent of operating expenses.
2. Granite Lease on 5th floor of Granite Education Center located on 2500 South Street, Salt Lake City.
 - a. 25,689 square feet to include a large group conference center that will accommodate 150 people. Conference center will be shared with Landlord.
 - b. Annual lease payment of \$224,808 to include utility costs (approx. \$12/square foot).
 - c. Capital Improvements – One time advance payment of \$900,000 based on current estimated total cost to finish the 5th floor of \$1,644,096. If bid comes in lower than estimate, payment will be adjusted downward from \$900,000. If comes in higher than estimated, tenant and landlord will re-negotiate.
 - d. Program growth will be possible due to the additional space (this information is still in the process of being edited and is confidential at this point).

Program Expansion with Granite School District Move

B.S. in Elementary Education (anchor program): The Granite School District has come to USU-Salt Lake to partner with them in their new educational center. This vertical integration has been developed to serve Salt Lake educators better. With the many schools that offer educational programs in the area, the needs are still not being met. The education community has asked USU to step up and deliver more of our teacher education programs. Just this fall the Jordan School District needed to hire over 500 teachers to fill vacancies created by retiring employees. In dealing with communities in Provo, Salt Lake, and Ogden, school districts comment regarding how well prepared our students are from the very first day on the job thus cutting down on training costs and attrition rates.

B.S. / Master's degree in Natural Resources: All the major administrative offices for the US Forest Service, Bureau of Land Management, Utah Divisions of Water Quality and Wildlife Resources are housed along the Wasatch Front Region. The Utah Department of Natural Resources also resides in Salt Lake City. These agencies are looking to replace an aging workforce along with expanding in areas that USU and its graduates could help them in meeting their employment needs. We receive a number of requests to offer a bachelor's or master's degree in natural resources and could fill a sizable need with a resident program. The new space also offers USU the ability to host large meetings and conferences with a 144-person capacity room - let me know what else you need – thanks.

April 11, 2007

MEMORANDUM

TO: State Board of Regents
FROM: Richard E. Kendell
SUBJECT: Weber State University – Campus Master Plan

Background

Regent policy requires approval of campus master plans every two years, a process traditionally done during Regent visits to campus. Master plans also come to the Regents when there is a need to approve a recently updated plan.

Issue

Weber State University seeks approval of its master plan during the April 2007 meeting of the Board. Maps and plans for Weber State University will be hand carried to the Board meeting. Weber State University officials will be present to describe details of the updated plan and will respond to questions from the Board.

Commissioner's Recommendation

The Commissioner recommends the Board review the Weber State University Master Plan and approve subsequent to the formal presentation.

Richard E. Kendell
Commissioner of Higher Education

REK/MHS
Attachment

April 11, 2007

MEMORANDUM

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

Background

Regent policy requires approval of campus master plans every two years, a process traditionally done during Regent visits to campus.

Issue

Dixie State College seeks approval of its master plan during the April 2007 meeting of the Board. There have been no significant changes to the College's Master Plan since the Regents last approved it in April 2005. Maps and plans for Dixie State College will be hand carried to the Board meeting. Dixie State College officials will be present with more detailed information and will respond to questions from the Board.

Commissioner's Recommendation

The Commissioner recommends the Board review the Dixie State College Master Plan and approve subsequent to the formal presentation.

Richard E. Kendell
Commissioner of Higher Education

REK/MHS/KLH
Attachment

April 11, 2007

MEMORANDUM

TO: State Board of Regents
FROM: Richard E. Kendell
SUBJECT: Dixie State College - Delegation for Stadium Seating

Dixie State College plans to replace bleacher seating in Hansen Stadium. The existing bleachers were acquired in two phases in 1973 and 1985 and are now inadequate and potentially unsafe. The initial estimate for new seating for Hansen Stadium is one million dollars. This includes an expansion of approximately 4,000 seats.

A number of community organizations have pledged financial support, including one organization which has made a lead pledge of \$400,000. Some small pledges are staggered over a three-to-five year period. The College will seek bridge financing to accommodate these pledges.

The College intends to make a request to DFCM and the State Building Board for delegation authority, allowing College staff to supervise the purchase and installation of the new seating system. Vice President Stan Plewe and Ned Carnahan, Executive Director of Campus Services, have extensive experience supervising similar projects.

Commissioner's Recommendation

The Commissioner recommends approval of Dixie State College's request for delegation authority for the purchase and installation of new stadium seating, subject to approval by the Commissioner of the final plan of financing for the purchase.

Richard E. Kendell
Commissioner of Higher Education

REK/MHS
Attachment

April 11, 2007

MEMORANDUM

TO: State Board of Regents
FROM: Richard E. Kendell
SUBJECT: Action: Consent Calendar, Finance, Facilities, and Accountability Committee

The Commissioner recommends that the Regents approve the following items on the Finance, Facilities, and Accountability Committee Consent Calendar:

- 1) **USHE – UofU and USU – Capital Facilities Delegation Reports (Attachment 1).** In accordance with the capital facilities delegation policy adopted by the Regents and by the State Building Board, the attached reports are submitted to the Board for review. Officials from the institutions will be available to answer any questions that the Regents may have.

- 2) **Weber State University - Land Exchanges.**
Weber State University - Proposed Land Exchange with South Ogden City (Attachment 2). Attached is information and a map detailing a pending land exchange that Weber State University is proposing to enter into with South Ogden City. Both parcels are near Dee Events Center. Weber State needs the South Ogden parcel to have room for an indoor practice facility and South Ogden City need Weber State's parcel to enable direct access to an underground storage tank they own and maintain. Both parcels have been appraised and South Ogden City will pay the difference in the two appraisals. They will split the closing costs.

Weber State University - Proposed Land Exchange with the LDS Church (Attachment 3). Weber State University would gain land through which secondary water lines feed the Davis Campus. The exchange also widens a narrow feature between two larger Weber State University pieces and will facilitate improved access between future buildings and parking. Both parcels involved in the land exchange are appraised at \$236,500. The exchange worked out to be an equal value, equal area exchange.

Richard E. Kendell
Commissioner of Higher Education

REK/MHS/MV
Attachments

Proposed Land Exchange with South Ogden City

Purpose:

For Weber State University:

To gain a contiguous block of land for potential construction of an indoor Football practice field.

For South Ogden:

To gain direct street access to their existing underground water storage tank.

The Numbers:

	<i>Area Acres</i>	<i>Appraised Total \$'s</i>	<i>Per Acre \$'s/acre</i>
To South Ogden	0.674	\$ 95,500	\$ 141,691
To WSU	0.739	\$ 87,000	\$ 117,727
Difference		\$ 8,500	

Transaction Cost:

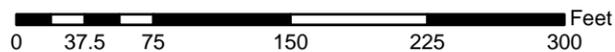
	<i>Weber State University</i>		<i>South Ogden City</i>	
Survey	\$ 1,500	\$ 750	\$	750
Closing	\$ 700	\$ 350	\$	350
<i>Each Party pays its own:</i>				
Recording	\$ 40	\$ 40		
Title Insurance	\$ 650	\$ 650		
		<u>\$ 1,790</u>		
Difference in Value		<u>\$ 8,500</u>		
Gain in Cash		<u><u>\$ 6,710</u></u>		



WEBER STATE UNIVERSITY

Facilities Management

R. Sirken
26 May 2006



1 inch equals 100.000000 feet

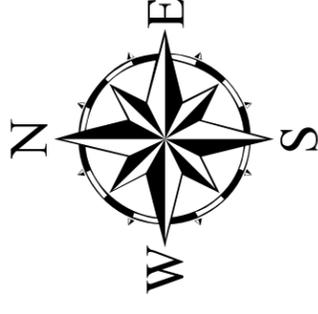
Proposed Land Exchange South Ogden City and Weber State University



WEBER STATE
UNIVERSITY

Davis Campus Proposed Land Exchange with LDS Church

Legend	
Property NAME	
	LDS
	LDS to WSU
	WSU
	WSU to LDS



1 inch equals 333 feet

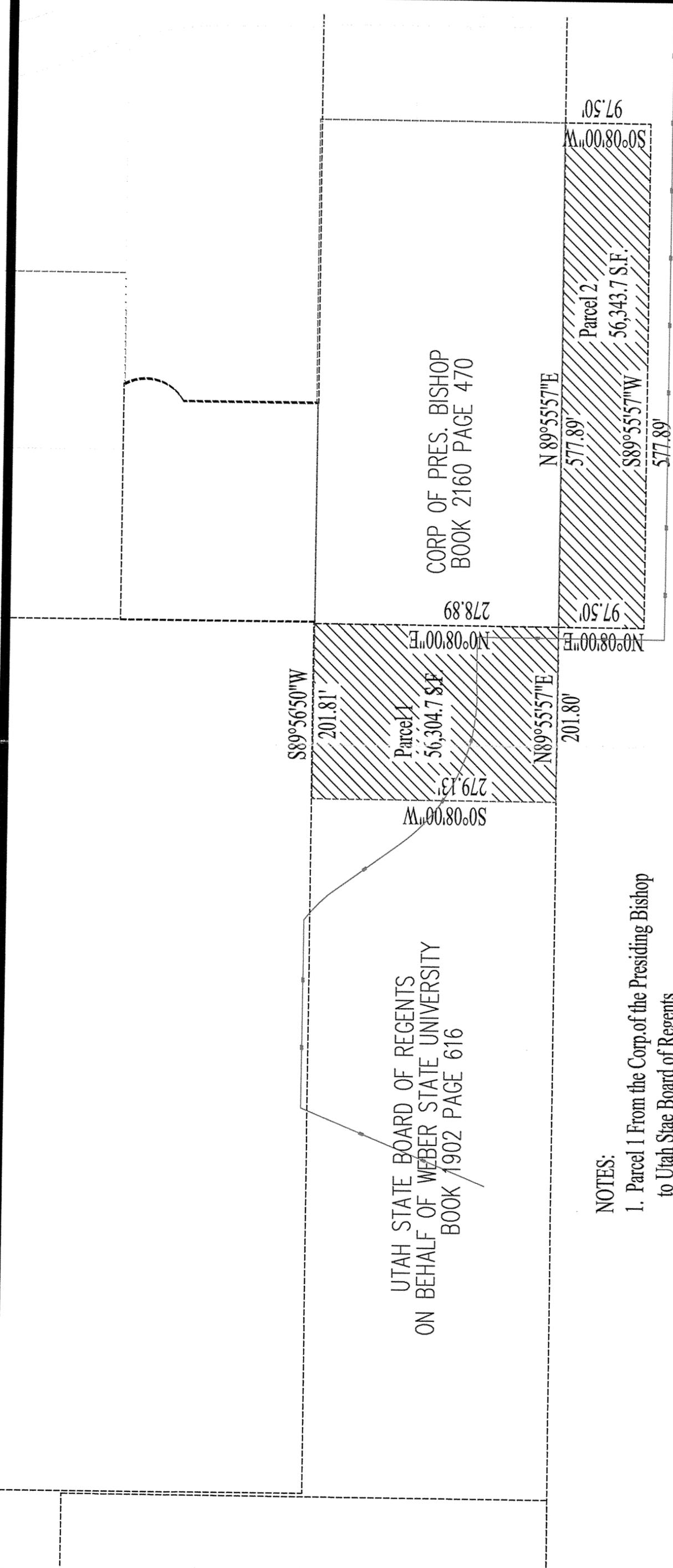




NO.	DATE	DESCRIPTION

DATE: 08/07/03
 DRAWN BY: J. PALMER
 CHECKED BY:
 SCALE: 0" = 100.00'
 DWG NO.:
 PROJ.# 00000

BOUNDARY REALIGNMENT
 AT DAVIS CAMPUS



UTAH STATE BOARD OF REGENTS
 ON BEHALF OF WEBER STATE UNIVERSITY
 BOOK 1902 PAGE 616

CORP OF PRES. BISHOP
 BOOK 2160 PAGE 470

NOTES:

1. Parcel 1 From the Corp.of the Presiding Bishop to Utah Stae Board of Regents.
2. Parcel 2 From the Utah State Board of Regents to the Corp. of the Presiding Bishop.

UTAH STATE BOARD OF REGENTS
 ON BEHALF OF WEBER STATE UNIVERSITY
 BOOK 1945 PAGE 164

SCALE 1" = 10'-0"

April 11, 2007

MEMORANDUM

TO: State Board of Regents
FROM: Richard E. Kendell
SUBJECT: USHE – Final Report on 2007-2008 Tuition and Fees

During the March 9 meeting, the State Board of Regents approved the 2007-2008 tuition and fee increases for nine of the ten USHE institutions, excluding Utah State University. The Board authorized its Executive Committee to finalize the 2007-2008 second-tier tuition increase for Utah State University at a later date to accommodate the completion of the USU Truth-in-Tuition hearings. The Regent Executive Committee met April 2, 2007 and finalized the USU second tier tuition increase at 3%. This percentage increase was consistent with the information presented during the March meeting.

In addition to the actions taken regarding tuition, fees were finalized by the Commissioner for Weber State University, Dixie State College and Utah Valley State College. Fee increases for Weber State University (5.5%) and Utah Valley State College (6.45%) remained at the same levels as presented during the March 9 meeting. Dixie State College reduced their proposed fee increase by \$6 per year for students resulting in an 11.22% increase rather than a 12.76% increase overall.

Attachment 1 reflects the approved tuition and fee amounts approved by the Regents for full-time undergraduate students for 2007-2008 and the associated percentage increases from 2006-07 rates.

Commissioner's Recommendation

Information only.

Richard E. Kendell
Commissioner of Higher Education

REK/MHS/KLH
Attachments

UTAH SYSTEM OF HIGHER EDUCATION

2007-08 TUITION AND FEE RATES

FOR UNDERGRADUATE STUDENTS

Fifteen Credit Hour Load - Academic Year

	Resident Tuition and Fees			Non-resident Tuition and Fees		
	2006-07	2007-08	% Change	2006-07	2007-08	% Change
U of U	\$4,663	\$4,987	7.0%	\$14,593	\$15,662	7.3%
USU	\$3,949	\$4,199	6.3%	\$11,449	\$12,224	6.8%
WSU	\$3,432	\$3,664	6.7%	\$10,415	\$11,135	6.9%
SUU	\$3,565	\$3,796	6.5%	\$10,603	\$11,327	6.8%
Snow	\$2,164	\$2,262	4.5%	\$7,498	\$7,889	5.2%
Dixie	\$2,492	\$2,728	9.5%	\$9,056	\$9,447	4.3%
CEU	\$2,091	\$2,161	3.3%	\$7,670	\$7,964	3.8%
UVSC	\$3,308	\$3,528	6.7%	\$10,338	\$11,029	6.7%
SLCC	\$2,404	\$2,536	5.5%	\$7,519	\$7,958	5.8%
USHE Average			6.2%			6.0%

	Resident Tuition Only			Non-resident Tuition Only		
	2006-07	2007-08	% Change	2006-07	2007-08	% Change
U of U	\$3,972	\$4,270	7.5%	\$13,902	\$14,945	7.5%
USU	\$3,378	\$3,614	7.0%	\$10,878	\$11,639	7.0%
WSU	\$2,793	\$2,989	7.0%	\$9,776	\$10,460	7.0%
SUU	\$3,060	\$3,274	7.0%	\$10,098	\$10,805	7.0%
Snow	\$1,784	\$1,882	5.5%	\$7,118	\$7,509	5.5%
Dixie	\$2,100	\$2,292	9.0%	\$8,664	\$9,011	4.0%
CEU	\$1,749	\$1,819	4.0%	\$7,329	\$7,622	4.0%
UVSC	\$2,812	\$3,000	6.7%	\$9,842	\$10,501	6.7%
SLCC	\$2,046	\$2,169	6.0%	\$7,161	\$7,591	6.0%
USHE Average			6.6%			6.1%

April 11, 2007

MEMORANDUM

TO: State Board of Regents
FROM: Richard E. Kendell
SUBJECT: USHE – 2007-2008 Capital Improvement Funding

Issue

A key element of the USHE's effort to maintain existing facilities is the use of Capital Improvement funds (money dedicated to projects that cost less than \$1.5 million and do not add new square footage). The USHE makes up approximately two-thirds of the total value of state facility assets and this year will receive 60% of the \$67.4 million allocated for specific projects (an additional \$5.6 million is allocated for "statewide programs").

Each state agency, college and university works with the state Division of Facilities Construction and Management (DFCM) to identify and prioritize needs. DFCM presents a recommendation to the Building Board. The attached document provides detail on all funded projects for all agencies as approved during the Building Board's April 11 meeting.

Commissioner's Recommendation

Information only.

Richard E. Kendell
Commissioner of Higher Education

REK/MHS/KLH
Attachment



Utah State Building Board

Jon M. Huntsman, Jr.
Governor

4110 State Office Building
Salt Lake City, Utah 84114
Phone (801) 538-3018
Fax (801) 538-3267

MEMORANDUM

To: Utah State Building Board
From: F. Keith Stepan
Date: April 11, 2007
Subject: **Allocation of FY2008 Capital Improvement Funds**

Recommendation

Attached are DFCM's recommendations for the allocation of the FY 2008 Capital Improvement funds. DFCM has reviewed each project requested by state agencies and institutions of higher education and determined the highest priority needs across the state. DFCM suggests that an opportunity be provided for agencies and institutions to comment on the proposed allocations. At the conclusion of the discussion, the Board should take action to approve the allocation of capital improvement funds.

Background

DFCM's recommendations for the allocation of capital improvement funds were developed under the process approved by the Board. The total cost of all requests received this year totaled over \$160 million. Funding from the Legislature totaled \$73 million. Narrowing the list of projects to identify the highest priority needs represents an enormous undertaking by DFCM staff. In developing its recommendations, DFCM placed the greatest priority on issues raised in facility condition assessments and on critical repairs to HVAC, structural, electrical, and infrastructure. Repairs and upgrades addressing life safety issues were given the highest priority.

Several documents are attached to explain and support DFCM's recommendations. The first document entitled Summary of Replacement Costs of Facilities vs Share of FY 2008 Capital Improvement Funding shows how the recommended funding is allocated among state agencies and institutions of higher education compared to the share of the facility replacement cost that each classification generates. The second document entitled Summary of Capital Improvement Funding FY 2004 – FY 2008 provides a five-year overview of the allocation of capital improvement funding to each agency and institution. The third document entitled FY 2008 Capital Improvement Projects shows DFCM's recommendations for this year's allocation of improvement funds. The amount in the request column reflects the original request for the project. The next column shows the amount recommended by DFCM for the project.

At the Board meeting DFCM will hand out a document entitled FY 2007 Capital Improvement Project Status Report. This performance report documents the percentage of projects completed or under construction that were approved by the Board last year. This report measures DFCM's annual performance in completing the projects within the year.

FKS:KDB:sle
Attachments

Division of Facilities Construction and Management
Summary of Replacement Costs of Facilities Versus
Share of FY 2008 Capital Improvement Funding

Agency/Institution	FY 2008 Funding	Percent FY 2008 Funding	Percent Replacement Cost
Total Higher Education	\$ 40,753,100	60%	60%
Total State Agencies	\$ 26,659,474	40%	40%
Subtotal	\$ 67,412,574	100%	100%
Statewide Funding Issues	\$ 5,647,326		
Grand Total	\$ 73,059,900		

Summary of Capital Improvement Funding FY2004 - FY2008

Agency	FY2004	%	FY2005	%	FY2006	%	FY2007	%	FY2008	%	Total	%
Higher Education												
College of Eastern Utah	\$ 1,081,000	3%	\$ 1,075,800	3%	\$ 1,743,900	3%	\$ 1,024,600	2%	\$ 974,300	1%	\$ 5,899,600	2%
Dixie College	\$ 1,145,500	3%	\$ 1,242,000	3%	\$ 1,427,800	3%	\$ 1,290,100	2%	\$ 1,779,600	3%	\$ 6,885,000	3%
Salt Lake Community College	\$ 1,731,300	4%	\$ 1,770,200	4%	\$ 2,460,600	5%	\$ 3,588,900	6%	\$ 3,848,000	6%	\$ 13,399,000	5%
Snow College	\$ 975,500	3%	\$ 1,100,000	3%	\$ 1,945,000	4%	\$ 1,847,500	3%	\$ 1,793,300	3%	\$ 7,661,300	3%
Southern Utah University	\$ 1,649,100	4%	\$ 2,757,500	7%	\$ 1,857,800	4%	\$ 2,525,100	4%	\$ 2,510,400	4%	\$ 11,299,900	4%
University of Utah	\$ 6,722,300	17%	\$ 6,959,800	17%	\$ 9,406,000	18%	\$ 11,638,800	19%	\$ 13,035,400	19%	\$ 47,762,300	18%
Utah State University	\$ 3,913,000	10%	\$ 4,146,000	10%	\$ 5,265,000	10%	\$ 6,432,800	11%	\$ 7,328,500	11%	\$ 27,085,300	10%
Utah Valley State College	\$ 2,021,600	5%	\$ 2,151,000	5%	\$ 2,787,600	5%	\$ 2,682,800	4%	\$ 3,279,000	5%	\$ 12,922,000	5%
Weber State University	\$ 2,801,000	7%	\$ 2,487,800	6%	\$ 3,394,200	7%	\$ 3,795,700	6%	\$ 4,152,800	6%	\$ 16,631,500	6%
UCAT	\$ 1,712,700	4%	\$ 883,700	2%	\$ 1,254,500	2%	\$ 1,841,200	3%	\$ 2,051,800	3%	\$ 7,743,900	3%
Total Higher Education	\$ 23,753,000	61%	\$ 24,573,800	61%	\$ 31,542,400	61%	\$ 36,667,500	61%	\$ 40,753,100	60%	\$ 157,289,800	61%
State Agencies												
Agriculture	\$ 407,000	1%	\$ 148,300	0%	\$ 450,000	1%	\$ 146,600	0%	\$ -	0%	\$ 1,151,900	0%
Alcoholic Beverage Control	\$ 193,400	0%	\$ 89,100	0%	\$ 434,400	1%	\$ 383,600	1%	\$ 346,100	1%	\$ 1,446,600	1%
Capitol Preservation Board	\$ 586,000	2%	\$ 806,700	2%	\$ 1,472,300	3%	\$ 1,538,500	3%	\$ 1,694,500	3%	\$ 6,098,000	2%
Community & Economic Dvlp.	\$ -	0%	\$ 30,000	0%	\$ 125,000	0%	\$ 485,600	1%	\$ 250,000	0%	\$ 890,600	0%
Corrections	\$ 2,472,900	6%	\$ 2,606,600	6%	\$ 3,693,723	7%	\$ 3,327,900	5%	\$ 4,041,800	6%	\$ 16,142,923	6%
Courts	\$ 1,019,000	3%	\$ 1,439,500	4%	\$ 1,875,200	4%	\$ 2,120,000	3%	\$ 2,093,900	3%	\$ 8,547,600	3%
DFCM	\$ 601,400	2%	\$ 2,147,600	5%	\$ 1,990,400	4%	\$ 3,111,500	5%	\$ 4,510,100	7%	\$ 12,361,000	5%
Environmental Quality	\$ 498,200	1%	\$ -	0%	\$ 313,600	1%	\$ 318,000	1%	\$ -	0%	\$ 1,129,800	0%
Fairpark	\$ 700,000	2%	\$ 253,600	1%	\$ 304,000	1%	\$ 515,200	1%	\$ 607,400	1%	\$ 2,380,200	1%
Health	\$ 198,000	1%	\$ 724,000	2%	\$ 466,300	1%	\$ 743,800	1%	\$ 250,100	0%	\$ 2,382,200	1%
Human Services	\$ 2,020,400	5%	\$ 2,143,900	5%	\$ 2,600,800	5%	\$ 3,050,000	5%	\$ 3,067,200	5%	\$ 12,882,300	5%
National Guard	\$ 1,309,000	3%	\$ 583,100	1%	\$ 1,060,500	2%	\$ 1,503,800	2%	\$ 1,254,000	2%	\$ 5,710,400	2%
Natural Resources	\$ 2,445,200	6%	\$ 2,637,300	6%	\$ 3,210,400	6%	\$ 3,415,000	6%	\$ 4,493,300	7%	\$ 16,201,200	6%
Public Ed/Rehab/Deaf & Blind	\$ 142,200	0%	\$ 99,300	0%	\$ 87,700	0%	\$ 188,400	0%	\$ 600,000	1%	\$ 1,117,600	0%
Public Safety	\$ 1,202,000	3%	\$ 321,000	1%	\$ 382,500	1%	\$ 119,500	0%	\$ 667,400	1%	\$ 2,692,400	1%
Tax Commission	\$ -	0%	\$ 51,000	0%	\$ 86,000	0%	\$ 199,200	0%	\$ 126,500	0%	\$ 462,700	0%
Transportation	\$ 838,500	2%	\$ 1,183,600	3%	\$ 1,072,000	2%	\$ 1,855,800	3%	\$ 1,760,400	3%	\$ 6,710,300	3%
Veterans Affairs									\$ 236,374	0%	\$ 236,374	0%
Workforces Services	\$ 538,400	1%	\$ 774,200	2%	\$ 545,900	1%	\$ 909,900	2%	\$ 660,400	1%	\$ 3,428,800	1%
Total State Agencies	\$ 15,171,600	39%	\$ 16,038,800	39%	\$ 20,170,723	39%	\$ 23,932,300	39%	\$ 26,659,474	40%	\$ 101,972,897	39%
Subtotal	\$ 38,924,600	100%	\$ 40,612,600	100%	\$ 51,713,123	100%	\$ 60,599,800	100%	\$ 67,412,574	100%	\$ 259,262,697	100%
Statewide Funding	\$ 3,790,100		\$ 3,444,300		\$ 4,448,477		\$ 4,993,500		\$ 5,647,326		\$ 22,323,703	
Grand Total	\$ 42,714,700		\$ 44,056,900		\$ 56,161,600		\$ 65,593,300		\$ 73,059,900		\$ 281,586,400	

FY 2008 Capital Improvements

Approved by Utah State Building Board April 11, 2007

Agency/Institution	Request	DFCM Recommend
College of Eastern Utah		
San Juan Campus: New Maintenance Shop Building	\$ 250,000	\$ 325,300
Remodel Space for Music Building Demolition/Replacement	\$ 500,000	\$ 440,000
BDAC Building Air Handler Replacement	\$ 200,000	\$ 209,000
Career Ctr Bldg: Upgrade Guardrails/Exit Doors/Handrails/Electrical	\$ 186,000	\$ -
P & R Bldg: Upgrade Restroom ADA/Exterior/HVAC	\$ 193,000	\$ -
		\$ 974,300
Dixie State College		
Science Bld: Remodel Classrooms for Biology/Microbiology/Physiology Labs	\$ 1,607,500	\$ 1,600,000
Campus wide Traffic Study	\$ 20,000	\$ 20,000
Roofing: Technology Building	\$ 160,000	\$ 159,600
Hurst Field: Building Sealing and Dewatering System Upgrade	\$ 1,386,000	\$ -
Paving: Springville Ampatheater Paving Repairs	\$ 150,000	\$ -
		\$ 1,779,600
Salt Lake Community College		
Replace Elevators and Controls at all Campuses	\$ 625,000	\$ 625,000
Redwood Campus: Utility Tunnel Expansion Phase II	\$ 1,875,000	\$ 1,802,500
Redwood Campus: Boiler Replacement and Control Upgrades	\$ 971,500	\$ 839,700
Paving: Redwood Road Main Campus Slurry	\$ 80,000	\$ 80,200
Roofing: Administration Building	\$ 225,000	\$ 311,500
Roofing: Library	\$ 200,000	\$ 189,100
Carpet and Paint Upgrades At All Campus Locations	\$ 250,000	\$ -
Miller Campus: Emergency Generator for Building 5-8	\$ 112,500	\$ -
		\$ 3,848,000
Snow College		
Fire Alarm System Upgrade Ephram and Richfield Campus	\$ 695,000	\$ 750,000
Trades Building: Upgrade Classroom Flooring	\$ 225,000	\$ 177,000
Washburn Building Exterior Doors and Air Compressor	\$ 100,000	\$ 144,800
Paving: Snow South Overlay/Repair for Shop Parking Lot	\$ 100,000	\$ 82,500
Paving: West Campus Parking Lot	\$ 125,000	\$ 350,000
Roofing: High Tech Building	\$ 300,000	\$ 289,000
Concrete Replacement at Ephram and Richfield Campus	\$ 100,000	\$ -
Paving: Main Campus Parking Paving Repair	\$ 75,000	\$ -
		\$ 1,793,300

Agency/Institution	Request	DFCM Recommend
Southern Utah University		
Student Center Chiller Replacement	\$ 418,200	\$ 418,200
Heat Plant Fuel Tanks and Emergency Generator Phase II	\$ 208,200	\$ 208,200
Swimming Pool Replaster	\$ 250,000	\$ 250,000
Campus Fire Systems	\$ 200,000	\$ 218,800
Teacher Education Building: Fire Lane and Water Line	\$ 175,000	\$ 175,000
Campus Master Plan	\$ 62,500	\$ 62,500
Campus Utility Master Plan	\$ 125,000	\$ 125,000
ADA Accessibility Issues	\$ 219,000	\$ 219,000
Library/Centrum/Eng Tech Concrete Settlement and Water Damage	\$ 375,000	\$ 375,000
Paving: Multipurpose/Library Parking Paving Improvements	\$ 125,000	\$ 125,000
Roofing: Harris 2 & 3	\$ 150,000	\$ 139,000
Roofing: Mountain Center	\$ 75,000	\$ 150,200
Roofing: Randal Jones Theater	\$ 50,000	\$ 44,500
Entrance Door Replacement & Electronic Access Control	\$ 125,000	\$ -
Harris Center Building Renovation	\$ 312,500	\$ -
		\$ 2,510,400
University of Utah		
MEB Fume Hood & Hazardous Gas System Upgrade	\$ 1,300,000	\$ 2,239,600
Park Bldg Exterior Restoration - PH III	\$ 800,000	\$ 333,000
Security System Upgrade	\$ 400,000	\$ 400,000
Upper Campus Heating System Upgrade	\$ 1,200,000	\$ 1,609,600
MEB HVAC Make Up Air Upgrade	\$ 1,100,000	\$ 353,000
Regulated Waste Facility Floor and Electrical Repairs	\$ 200,000	\$ 165,000
East Campus HVAC System Upgrades	\$ 500,000	\$ 500,000
HTW Lines Replacement	\$ 1,500,000	\$ 1,496,000
Campus Landscape Irrigation Central Control System	\$ 900,000	\$ 1,184,000
General Asbestos Abatement - Campus wide	\$ 50,000	\$ 50,000
HEDCO Fume Hood Upgrades PH II	\$ 1,700,000	\$ 1,332,200
Campus Central Monitoring & Control System Upgrade - PH II	\$ 400,000	\$ 349,000
Student Services Fire Alarm Replacement	\$ 150,000	\$ 150,000
Drought Tolerant Landscaping & Water Conservation Upgrades	\$ 300,000	\$ 200,000
Law Library - Replace Chiller	\$ 410,000	\$ 128,000
Physics Building Drainage Improvements	\$ 100,000	\$ 100,000
Roofing: Park Building Roof	\$ 1,350,000	\$ 1,350,000
Roofing: Eccles Institute of Human Genetics (#533) Design Only	\$ 195,000	\$ 45,000
Roofing: Graduate School of Social Work Building (#026)	\$ 40,000	\$ 40,000
Roofing: Marriott Center for Dance	\$ 50,000	\$ 50,000
Paving: Central Campus from Alumni to North Campus	\$ 150,000	\$ 150,000
Paving: Lot #66	\$ 90,000	\$ 90,000
Paving: Lot #22	\$ 225,000	\$ 225,000
Paving: Lot #30	\$ 165,000	\$ 165,000
Paving: Salt Pond: Install Sump, Crack Seal and Slurry Seal	\$ 20,000	\$ 20,000

Agency/Institution	Request	DFCM Recommend
University of Utah - Continued		
Paving: Park Circle: Type II Slurry Seal & Repair Soft Spots	\$ 25,000	\$ 25,000
Paving: East Hospital Road to Rehab: Roto-mill with 2" Overlay	\$ 94,000	\$ 94,000
Paving: Upper Loop Road below HCI: Roto-mill with 2" Overlay	\$ 85,000	\$ 85,000
Paving: Red Butte Road: Roto Mill with 2" Overlay	\$ 107,000	\$ 107,000
Replace Heating Control Valves-Blds 533,025 & 054	\$ 200,000	\$ -
Seismic Study-Assess 5 Seismically Challenged Buildings on Campus	\$ 150,000	\$ -
		\$ 13,035,400
Utah State University		
Vernal Campus Admin Office HVAC Improvements	\$ 160,000	\$ 160,000
Campus-wide Health, Life Safety, and Code Compliance Projects	\$ 150,000	\$ 150,000
Engineering Lab Emergency Lighting Upgrades	\$ 205,000	\$ 205,000
Engineering Lab Fire Alarm	\$ 250,000	\$ 250,000
Miscellaneous Fume Hoods	\$ 500,000	\$ 500,000
Campus-wide Medium Voltage Upgrades	\$ 400,000	\$ 400,000
Campus-wide Fire Alarm Upgrades	\$ 300,000	\$ 300,000
Chillers at CEP	\$ 1,500,000	\$ 1,500,000
Steam and Condensate Upgrade at Maeser and Old Main Tunnels	\$ 500,000	\$ 500,000
Access Control	\$ 200,000	\$ 200,000
Classroom Upgrades	\$ 200,000	\$ 800,000
Commissioning	\$ 225,000	\$ 225,000
Electrical Feed at CEP	\$ 200,000	\$ 200,000
A/C & Controls Upgrade Campus-wide	\$ 450,000	\$ 450,000
Renovate Military Science	\$ 80,000	\$ 80,000
Campus-wide Ventilation	\$ 200,000	\$ 200,000
Tanner Fountain	\$ 325,000	\$ 325,000
Fire Extinguishers	\$ 20,000	\$ 20,000
800 East & 1400 North (DHIA) & Water Lab Gas Line Replacements	\$ 50,000	\$ 50,000
Roofing: Family Life and Breezeway	\$ 200,000	\$ 230,000
Roofing: Motor Pool	\$ 175,000	\$ 173,500
Roofing: CPD	\$ 300,000	\$ 280,000
Roofing: Health and Wellness Center	\$ 30,000	\$ 30,000
Planning & Design Fund	\$ 100,000	\$ 100,000
		\$ 7,328,500
Utah Valley State College		
Science Building Remodel Phase III	\$ 1,250,000	\$ 1,250,000
LRC Remodel Planning Money	\$ 125,000	\$ 125,000
Energy Conservation Projects Identified Through ESCO	\$ 375,000	\$ 152,000
Tartan Surface Repair PE Building	\$ 125,000	\$ 145,000
Gunther Trades HVAC Design	\$ 120,000	\$ 120,000
Sprinkling System/Pump Station Upgrade	\$ 250,000	\$ 250,000
Exterior Lighting Repair	\$ 125,000	\$ 125,000
Exterior Building Renovation	\$ 225,000	\$ 225,000

Agency/Institution	Request	DFCM Recommend
Utah Valley State College - Continued		
ADA Compliance ISES Code	\$ 36,300	\$ 36,300
Correct HVAC Problems at MATC Campus Bldg MT134 and MT139	\$ 75,000	\$ 75,000
Paving: Heat Plant Access Road Reconstruction	\$ 95,000	\$ 94,500
Paving: Main Campus Slurry	\$ 75,000	\$ 75,000
Paving: Advancement Building Parking Improvements	\$ 50,000	\$ 50,000
Roofing: Heat Plant Plaza Waterproofing & Remodel	\$ 600,000	\$ 556,200
Energy Conservation Devices	\$ 581,300	\$ -
		\$ 3,279,000
Weber State University		
Heating Plant: Boiler Replacement	\$ 1,750,000	\$ 1,750,000
Visual Arts Building Storm Drainage Study	\$ 18,800	\$ 18,800
North Library Concrete Replacement and Irrigation System Upgrades	\$ 410,000	\$ 872,700
Playfields Irrigation System Replacement	\$ 152,000	\$ 152,000
Science Lab North Curtain Wall Weatherproofing	\$ 325,000	\$ 455,800
Training & Learning Center HVAC Upgrades	\$ 500,000	\$ 563,000
Paving: W-5 Upper Parking Improvements	\$ 90,000	\$ 90,000
Roofing: Social Science	\$ 295,000	\$ 250,500
Stadium Athletic Complex Piping Replacement and Showers Repairs	\$ 312,500	\$ -
Tech Ed Bldg & Science Lab: Upgrade Compressed Air System	\$ 298,300	\$ -
		\$ 4,152,800
UCAT		
MATC		
Maintenance Building Code Upgrades	\$ 65,000	\$ 65,000
Bridgerland ATC		
West Campus Renovation and Improvement	\$ 450,000	\$ 429,000
Brigham City Education Center Upgrades	\$ 100,000	\$ 100,000
Paving: Paving Improvements	\$ 21,000	\$ 21,000
Main Campus Carpeting	\$ 31,300	\$ -
Davis ATC		
Chilled and Condensed Pipe Roof Top Support Replacement	\$ 175,000	\$ 206,000
HVAC Upgrade Building C	\$ 71,400	\$ 122,800
Paving: East Parking Lot Resurface	\$ 125,000	\$ 138,700
Information Technology Server Room HVAC Upgrade	\$ 22,000	\$ -
Ogden/Weber ATC		
Campus Water Main Replacement	\$ 375,000	\$ 375,000
Roofing: Children's North and South Buildings	\$ 100,000	\$ 122,000
Paving: Main Parking Lot Paving Repairs	\$ 135,000	\$ -
Uintah Basin ATC		
Culinary Arts Program Relocation/Remodel	\$ 632,500	\$ 472,300
Administration Office Remodel	\$ 500,000	\$ -
		\$ 2,051,800
Utah System of Higher Education Total		\$ 40,753,100

Agency/Institution	Request	DFCM Recommend
Alcoholic Beverage Control		
Store #19 Pacific Ave: Replace Rooftop Units	\$ 56,000	\$ 56,000
Store #27 MOAB: Install Dock Lift	\$ 62,500	\$ 62,100
Paving: Main Warehouse Paving & Concrete Improvements	\$ 75,000	\$ 79,900
Roofing: Store #19 Pacific Ave.	\$ 87,500	\$ 98,000
Roofing: Price Store #7	\$ 60,000	\$ 50,100
Store #19 Pacific Ave: Exterior Lighting	\$ 32,000	\$ -
Store #20: Repair and Replace Worn Doors	\$ 20,000	\$ -
		\$ 346,100
Capitol Preservation Board		
State Office Bldg: Upgrade Controls	\$ 250,000	\$ 250,000
Daughters of Utah Pioneers: Upgrade Fire System	\$ 150,000	\$ 150,000
Daughters of Utah Pioneers: Exterior Stone Work	\$ 100,000	\$ 100,000
Daughters of Utah Pioneers: Carriage House Electrical Upgrade	\$ 900,000	\$ 900,000
Roofing: Daughters of Utah Pioneer Carriage House	\$ 30,000	\$ 44,500
Capitol Hill Upgrades and Improvements	\$ 250,000	\$ 250,000
Travel Council: Seal Sandstone and Upgrade Restroom Facilities	\$ 1,000,000	\$ -
		\$ 1,694,500
Community and Culture		
Utah Arts Council: Restoration of Exterior	\$ 250,000	\$ 250,000
Rio Grande Depot: Interior Upgrades, Carpet, Paint, Lighting, etc.	\$ 244,700	\$ -
		\$ 250,000
Corrections		
A-Block Slider Door Actuator Replacement/Bared Cell Doors Design	\$ 75,000	\$ 74,700
Conversion of Numatic Controls to Digital Controls (DDC)	\$ 500,000	\$ 500,000
Orange Street Classroom Addition	\$ 500,000	\$ 500,000
Draper Prison Security Upgrades	\$ 1,005,200	\$ 1,005,200
Administration Building Generator	\$ 71,600	\$ 71,600
Admin and Academy Underground Power	\$ 131,300	\$ 131,300
NUCC Generator	\$ 298,400	\$ 298,400
Bonneville AP&P Generator	\$ 214,900	\$ 214,900
Administration Cooling System Replacement	\$ 157,000	\$ 163,200
Dolphin Water Treatment System / Chiller Plant	\$ 94,000	\$ 95,500
CUCF Site Glazing Improvements	\$ 54,900	\$ 54,900
CUCF Education Building Fire System and Life Safety	\$ 196,800	\$ 196,800
AP&P: Fire Sprinkler & System Replacement	\$ 110,000	\$ 84,100
CUCF: Replace Heat Exchanger and Resolve Hard Water Issues	\$ 154,000	\$ 155,000
Paving: Draper Training Academy Overlay	\$ 150,000	\$ 153,200
Paving: Draper Pursuit Road Paving Improvements	\$ 240,000	\$ 343,000
APP Shower/Restroom Repairs	\$ 340,000	\$ -
		\$ 4,041,800

Agency/Institution	Request	DFCM Recommend
Courts		
Statewide Court Security Upgrades: Doors and Entrances	\$ 656,000	\$ 652,000
Brigham Courts: Terrazzo Floor/Front Entrance Remodel	\$ 172,000	\$ 172,000
Orem Courts: Security System Replacement	\$ 62,500	\$ 70,000
Cedar City Courts: Security System Replacement	\$ 50,000	\$ 93,000
Farmington Courts: Security and Access Control Upgrade	\$ 82,000	\$ 92,000
Ogden Juvenile Court: Exterior Lighting	\$ 85,000	\$ 10,000
Richfield Court: Replace Boiler and Chiller	\$ 200,000	\$ 215,900
Ogden Court: Install Fire Alarm System	\$ 75,000	\$ 220,800
Ogden Court: Sewer and Ground Water Ejector Pumps/Controls	\$ 75,000	\$ 75,000
Layton Court: Replace Boiler	\$ 87,500	\$ 87,500
Ogden Juvenile Court: Replace Boilers	\$ 94,000	\$ 104,100
Ogden District Court: Customer Service Counter Remodel	\$ 228,700	\$ 228,700
Paving: Provo Courts Asphalt Slurry Seal	\$ 40,000	\$ 40,000
Roofing: Vernal Juvenile Courts	\$ 50,000	\$ 32,900
Layton Court: Replace Computer Room A/C Unit	\$ 32,000	\$ -
Ogden Court: Replace Front Door Automatic Openers	\$ 12,500	\$ -
		\$ 2,093,900
DFCM		
Post Building: Remodel Vacant POST Bldg at Rampton Complex	\$ 2,500,000	\$ 2,500,000
Heber Wells Bldg: Elevator Upgrade	\$ 1,300,000	\$ 1,300,000
Archives: Humidity Control System	\$ 150,000	\$ 150,000
Heber Wells Building: HVAC Upgrade	\$ 560,100	\$ 560,100
Cedar City Regional Ctr: Replace Fire Alarm System	\$ 69,000	\$ -
Brigham Regional Ctr: Lighting Upgrade/ADA Exit Signs/Lighting	\$ 651,000	\$ -
		\$ 4,510,100
FairPark		
Grand Building: Boiler Replacement	\$ 72,500	\$ 115,746
Reimburse FairPark For Improvement Projects Funded by FairPark	\$ 116,134	\$ 116,134
Promontory Hall: HVAC/Restroom ADA/Exhaust Fans/Fixtures	\$ 263,500	\$ 243,134
Paving: Grandstand NW Parking Paving	\$ 125,000	\$ 132,386
Install Storm Drain and Sanitary Sewer System	\$ 82,000	\$ -
Upgrade Doors and Locks Throughout FairPark	\$ 75,000	\$ -
Discovery and Bonneville Bldgs: Secondary Electrical System	\$ 12,000	\$ -
		\$ 607,400
Health		
Cannon Health Bldg: Upgrade AHU Fan Correct Airflow Restrictions	\$ 250,000	\$ 250,100
Cannon Health Bldg: Replace Unions in Hot Water Distribution Piping	\$ 94,000	\$ -
Paving: Children's Clinic Parking Paving Improvements	\$ 35,000	\$ -
		\$ 250,100

Agency/Institution	Request	DFCM Recommend
Human Services		
USH: MS Building HVAC Upgrades	\$ 700,000	\$ 700,000
DHS/DJJS/Decker Lake Control Room	\$ 234,000	\$ 217,000
USH: Substation Improvements	\$ 62,500	\$ 86,000
DHS/ Moab Security Remodel	\$ 100,000	\$ 121,200
DMC: HVAC Control Upgrade	\$ 450,000	\$ 450,000
DHS/DJJS/Weber Valley Power Service	\$ 78,000	\$ 93,100
USH: Generator / Forensics	\$ 282,000	\$ 335,900
DHS/ Provo Regional Center Tenant Improvement	\$ 187,500	\$ 214,300
DMC: Security Door Upgrade	\$ 132,000	\$ 92,000
Castle County Youth Center Fencing	\$ 22,000	\$ 22,000
Slate Canyon Youth Center Walkway Repairs	\$ 10,500	\$ 10,000
Iron County Youth Crisis Center Fire Alarm Upgrade	\$ 13,000	\$ 13,000
Paving: Farmington Bay YC Parking Improvements	\$ 50,000	\$ 32,200
Paving: Wasatch Youth Center Paving Improvements	\$ 65,000	\$ 35,900
Paving: Salt Lake Valley Detention Slurry Seal	\$ 35,000	\$ 21,500
Paving: Weber Valley Detention Slurry Seal	\$ 38,000	\$ 27,400
Paving: Slate Canyon Paving Improvements	\$ 50,000	\$ 49,200
Paving: Vernal HS Complex Paving Repairs	\$ 65,000	\$ 71,000
Paving: DHS/DCFS/Richfield Family Support Parking Lot	\$ 23,700	\$ 23,700
Paving: State Hospital: Youth Center Access Road Parking	\$ 65,000	\$ 65,000
Roofing: Lightening Peak Youth Corrections	\$ 150,000	\$ 274,300
Roofing: Mill Creek Youth Corrections	\$ 30,000	\$ 30,000
Roofing: Vernal DHS Office	\$ 35,000	\$ 82,500
DHS/DJJS/Millcreek Recommissioning of HVAC	\$ 57,200	\$ -
		\$ 3,067,200
Veterans Affairs		
Veteran's Cemetery Master Planning and Improvement Projects	\$ 236,374	\$ 236,374
National Guard		
American Fork Armory: Boiler Replacement	\$ 161,300	\$ 161,300
Brigham City: Replace Boiler	\$ 86,000	\$ 154,500
Ogden Armory: Replace Boiler /Piping/Hot Water Controls	\$ 125,000	\$ 299,000
Paving: Mount Pleasant Armory Paving Repair, Crack Seal, Slurry	\$ 150,000	\$ 129,700
Paving: Brigham City Armory Slurry Seal	\$ 35,000	\$ 33,700
Paving: Springville Armory Paving Repairs, Crack Seal, Slurry	\$ 25,000	\$ 17,300
Paving: Fillmore Armory Maintenance Area Drainage & Concrete	\$ 25,000	\$ 28,000
Paving: Blanding Armory Paving Repairs, Crack Seal, Slurry	\$ 65,000	\$ 57,800
Roofing: Jake Garn Roof Replacement	\$ 300,000	\$ 284,000
Beaver Armory: Install fire Alarm	\$ 50,000	\$ 88,700
Springville Armory: Restroom Remodel ADA/Exterior Windows	\$ 600,000	\$ -
Lehi Armory: Install Fire Alarm	\$ 50,000	\$ -
		\$ 1,254,000

Agency/Institution	Request	DFCM Recommend
Natural Resources		
Admin Bldg: HVAC System Renovation Design	\$ 100,000	\$ 100,000
Admin Bldg: Restroom Plumbing/Sewer Upgrade	\$ 60,000	\$ 60,000
Parks: East Canyon Upgrades BOR Partnership	\$ 1,250,000	\$ 1,250,000
Parks: Otter Creek Restroom Renovation	\$ 437,500	\$ 450,000
Parks: Edge of Cedars St Park Security System	\$ 94,000	\$ 94,000
Paving: Goblin Valley Goblin Parking Area Paving Improvements	\$ 225,000	\$ 259,300
Parks: Roofing Palisade State Park Maintenance Shed	\$ 10,000	\$ 10,000
Parks: Roofing Wasatch Mountain State Park Residence	\$ 20,000	\$ 20,000
Parks: Yuba St Park Oasis Campground Restroom/Showers/Drain Field	\$ 437,500	\$ -
Parks: Bear Lake St Park Revendezvous Beach Electrical Upgrades	\$ 219,000	\$ -
DWR: Springville Hatchery Water Filtration Treatment (Whirling Disease)	\$ 1,500,000	\$ 1,500,000
DWR: Springville Hatchery UV Water Treatment (Whirling Disease)	\$ 750,000	\$ 750,000
DWR: Springville Hatchery - Oxygen Injection in Raceways	\$ 250,000	\$ -
DWR: Springville Hatchery - Enclosure of Raceways	\$ 1,125,000	\$ -
		\$ 4,493,300
Office of Education		
Admin Bldg: Elevator Upgrade	\$ 600,000	\$ 600,000
Buffmire Building Tenant Finish Shop Area	\$ 100,000	\$ -
Paving: Board of Education Main Parking Paving Improvements	\$ 75,000	\$ -
		\$ 600,000
Public Safety		
Driver License: Remodel North Salt Lake Driver License Office	\$ 650,000	\$ 667,400
Richfield Regional Office Upgrade	\$ 250,000	\$ -
		\$ 667,400
Tax Commission		
Tax Commission: Replace Variable Speed Drives	\$ 137,500	\$ 126,500
UDOT		
Calvin Rampton Building: Cafeteria Rooftop AC/Heating Replacement	\$ 252,000	\$ 252,000
Calvin Rampton Building: Replace 3rd Floor Carpet	\$ 82,000	\$ 207,500
Greendale Junction Maintenance Station: Replace Existing Building	\$ 875,000	\$ 932,000
Paving: Calvin Rampton Building Admin. Parking Paving Improvements	\$ 125,000	\$ 123,800
Roofing: Green River Station	\$ 50,000	\$ 50,100
Roofing: Station 4328 Gunnison Metal Roof	\$ 100,000	\$ 100,000
Roofing: Moab Office	\$ 15,000	\$ 15,000
Roofing: Station 244/245 Salt Lake City	\$ 50,000	\$ 30,000
Roofing: Station 236 Wanship	\$ 50,000	\$ 50,000
Fairview Canyon Maintenance Station: Replace Existing Building	\$ 1,062,500	\$ -
Maintenance Testing Facility: Replace Shop Overhead Doors	\$ 134,000	\$ -
		\$ 1,760,400

Agency/Institution	Request	DFCM Recommend
Workforce Services		
Cedar City Office: Replace Boiler and Condensing Unit	\$ 125,000	\$ 130,800
Cedar City Office: Replace Front Stairs and Ramp, Repair Garage	\$ 94,000	\$ 94,000
Richfield Office: Fire Alarm Upgrade	\$ 14,000	\$ 31,000
METRO: Repair Damage to Parking Structure	\$ 198,000	\$ 198,000
Paving: Ogden Employment Center	\$ 53,800	\$ 53,800
Paving: Provo Employment Center	\$ 65,000	\$ 52,600
Paving: Midvale WFS Paving Repairs	\$ 45,000	\$ 45,000
Roofing: Vernal Workforce Services	\$ 70,000	\$ 55,200
Provo Office: Foundation Waterproofing/Landscaping/Concrete/Railing	\$ 144,000	\$ -
Administration Bldg: Interior Lighting Upgrades	\$ 570,000	\$ -
		\$ 660,400
Statewide Programs		
Capital Improvement Project Management and Audits	\$ 1,876,000	\$ 1,876,000
Facility Condition Assessment Program	\$ 350,000	\$ 350,000
Hazardous Materials Survey & Assessment Program	\$ 230,000	\$ 230,000
Hazardous Materials Emergency Abatement	\$ 230,000	\$ 230,000
Roofing Preventative Maintenance	\$ 440,000	\$ 440,000
Roofing Emergency Program	\$ -	\$ -
Roofing Seismic Program	\$ 100,000	\$ 100,000
Paving Preventative Maintenance	\$ 500,000	\$ 500,000
Paving UCI	\$ 250,000	\$ 250,000
Emergency Fund	\$ 800,000	\$ 800,000
Planning & Design Fund	\$ 871,326	\$ 871,326
Land Option Fund	\$ -	\$ -
		\$ 5,647,326

Total FY 2008 Improvement Funding

\$ 73,059,900

April 7, 2007

MEMORANDUM

TO: State Board of Regents
FROM: Richard E. Kendell
SUBJECT: UHEAA – Information Update

Issue

The Utah Higher Education Assistance Authority (UHEAA) Board of Directors met on March 22, 2007 under the direction of UHEAA Board Chairman, David Jordan. The board reviewed several action and information items including a detailed report of the status of 529 plans throughout the nation, and approved revisions to the Utah Educational Savings Plan (UESP) fee structure. The board also approved UHEAA's investment reports and discussed how UHEAA uses payment forbearances to help borrowers manage their student loan debt. The board discussed a recent ruling by the U.S. Department of Education which will reduce program revenues on UHEAA's 9.5% floor loan portfolio. The board also reviewed the material from the executive director's oral report, which is included as an attachment.

Recommendation

This report is for information only. No action is needed.

Richard E. Kendell
Commissioner of Higher Education

REK/DAF
Attachment

Utah Higher Education Assistance Authority

Board of Directors
March 22, 2007

Executive Director's Oral Report
David A. Feitz

100-Day Plan Follow Up

- Independent Risk Assessment
- Request for Proposal (RFP)
 - Blue Pages: Report G
- RFP distributed March 14, 2007
 - Distributed to:
 - Major Accounting Firms
 - Consulting Firms
 - Moss Adams (Performed Weber State University's review)
 - Response Due Date: April 20, 2007



Utah State Legislature: 2007



- Our Best Year Ever for Student Aid
- Utah Centennial Opportunity Program for Education (UCOPE)
 - \$2 million increase in base funding
 - \$2 million additional in one-time funding
 - 41% increase
- New Century Scholarships
 - 49% increase

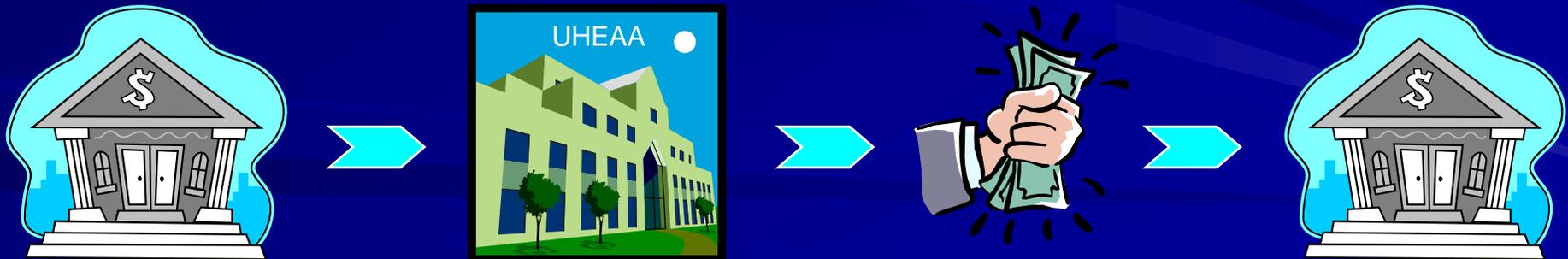
UHEAA Grant

Allocations Since Inception



Referral Lender Program

- Beehive Federal Credit Union
- Goldenwest Credit Union
- Refer Borrowers to UHEAA
- UHEAA Makes Loan
- UHEAA Pays Lender Referral Fee



Domain Names

- Inappropriate use of uheaa.com and uheaa.net
- Purchase Complete

uheaa.biz

uheaa.bz

uheaa.cc

uheaa.info

uheaa.name

uheaa.tv

uheaa.us

uheaa.ws

uheaa.mobi



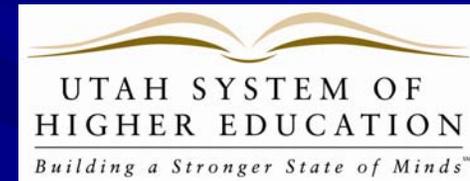
Domain Names

■ Plan: Trademark and Service Mark

– UHEAA logo



– USHE logo



■ Tagline: “Building a Stronger State of Minds”

– Utah Scholars logo

■ Tagline: “Achieve to Succeed”



Domain Names

■ Plan: Copyright

- UHEAA and UESP Brochures
- UESP Program Description
- UESP Enrollment Kit
- UHEAA and UESP Web Sites
- UHEAA and UESP Forms
- UESP Television Advertisements



■ Attorney Costs: Yellow Pages, Tab G

Xap Contract Renewal

- Great Success UtahMentor.org
- Averaging **2 million** page hits per month
- 115,000 Student Accounts
- Contract Expires: June 30, 2007
- Contract Renewal Negotiations
 - Stalled by Xap/CollegeNet Lawsuit

Xap Contract Renewal

- Current Direction: 4-Point Plan
 1. Develop Coalition Between UHEAA, Public Education, Higher Education, and Workforce Services
 2. Determine Payment Options for UtahMentor and Bridges/Choices
 3. One-Year Extension While Awaiting Lawsuit Resolution
 4. Develop RFP in anticipation of a longer-term contract

Xap Contract Renewal

■ Cost

– UtahMentor	\$422,000
– Choices: Public Education	\$232,000
– Currently paid for by public education	
– Choices: Libraries, Higher Education, Workforce Services	<u>\$137,000</u>
TOTAL	\$791,000

Xap Contract Renewal

UtahMentor

Choices



Integrated
College Outreach
System

\$791,000

Get prepared! Get money! Get Going... To College!

Come learn how to ...

- Decide where to go to college.
- Find grants, scholarships, and loans for college.
- Submit an application for college.
- Explore housing, classes, and jobs at any College or University.
- Understand the benefits of College for you!
- Counselors from the Washington County School District, the Utah System of Higher Education, and Dixie State College will help you to prepare to go to ANY college.
- They will actually help you apply for financial aid and for admission to the college or university of your choice.
- Date, Time, and Location: : Tuesday, March 27; 7:00 PM; Snow Canyon and Pine View High School computer labs.
- From 7:00–7:45, there will be a general session where you'll learn about a) the value of higher education; b) planning and preparing for college; and c) ways to pay for college.
- From 7:45 through 9:00, counselors will use the computer labs to help you fill out FAFSA applications and apply to their colleges of choice.
- If you would like on-the-spot help completing the FAFSA (Free Application for Federal Student Aid) you may want to bring Department of Education Pin Numbers for the student and one parent and 2006 taxes for student and parents. PIN numbers are available at (<http://www.pin.ed.gov>).



For-Profit Schools



- Local For-Profit Schools Being Purchased by Out-of-State Companies
- Leaving UHEAA for National Student Loan Organizations
- Latest: Stevens-Henager Moving to Sallie Mae
- Lost Annual Loan Volume:
 - Stevens-Henager \$15 million
 - University of Phoenix \$20 million
 - Utah College of Massage Therapy \$20 million

Washington Update



■ Headlines

– “Borrowed Time for Student Loans?”

Business Week

– “Student Lenders Face Further Federal Cuts”

Bloomberg

– “Washington Takes Swing at Student Loan Industry”

The Plain Dealer

– “Robbing Peter to Pay Pell”

Chronicle of Higher Education

Washington Update



■ House

- “College Student Relief Act of 2007” (H.R. 5)
- Cuts interest rate the students pay in half
- Reduces lender yield and guarantor funding

■ Senate

- “Student Aid Reward Act” (S. 572)
- Pays colleges to switch from FFELP to Direct Loan Program

Washington Update

Worry
List



■ President's Budget

- Cuts \$19 billion from FFELP
- No cuts in Direct Loans
- Reduces lender yield by 0.5%
- Increases Pell Grant to \$5,400 by 2012



Washington Update

Worry
List



■ Action Plan

- Meeting with financial aid directors in late March
- Congressional visits scheduled in April

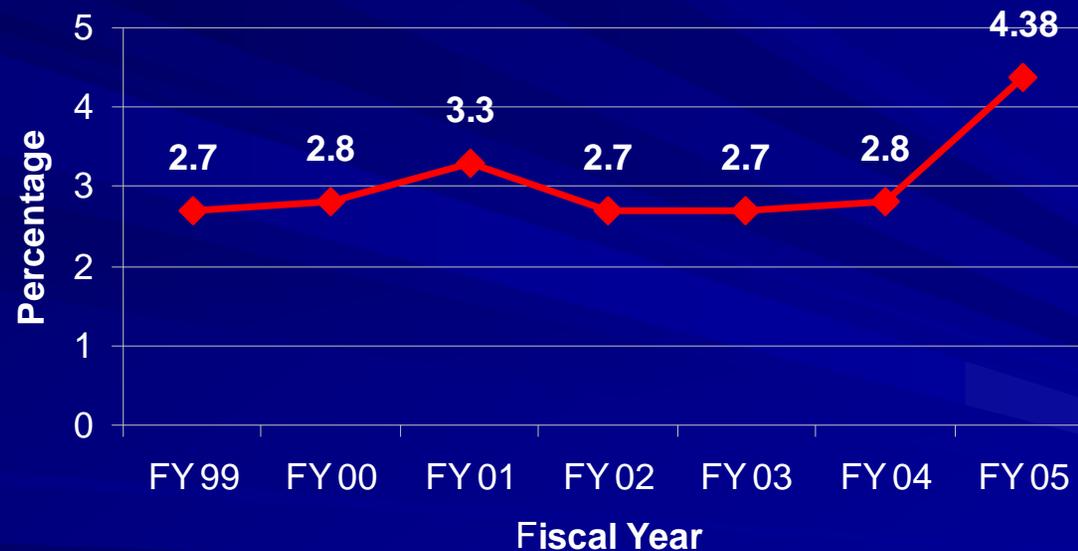


Cohort Default Rate

Worry List



- Sharp increase in UHEAA's cohort default rate: 2.8% to 4.38% (Green pages, Tab G)



Cohort Default Rate



■ Action plan

- Created a separate default prevention team
 - Focused solely on default prevention
 - Hand-selected staff
 - Led by an experienced veteran in default prevention
- Modified work hours to focus on evenings and Saturdays
- Enhanced skip tracing efforts to improve locate rates

Cohort Default Rate



■ Action Plan (cont.)

- Focused effort on providing special counseling to borrowers during their first two years of repayment and while in forbearance
- Initiated a special default prevention mail campaign to increase contact with borrowers who are difficult to reach by telephone

Cohort Default Rate



- Proposal to financial aid directors to use institution letterhead urging delinquent borrowers who are difficult to reach by telephone
- Default Prevention: Life-of-the-Loan Effort

Enhanced Telephone Service for Borrowers

- Round-the-clock telephone access to account information
- Payment by phone
- Forms by phone



Wells Fargo Risk Assessment of UHEAA

- Wells Fargo Reviewers: Data and Office Security March 12-13, 2007
- Two Years Ago: UHEAA was rated “high risk”



Wells Fargo Risk Assessment of UHEAA

- This Year: UHEAA received a favorable “low risk” rating
- Physical Security: Very Good
- Network Security: Excellent



April 11, 2007

MEMORANDUM

TO: State Board of Regents
FROM: Richard E. Kendell
SUBJECT: USHE - Information Technology Audits

Commissioner's staff has been asked by trustee and regent audit committee members to develop a central resource for auditing of information security. Under the direction of USHE CIO Dr. Steve Hess, IT security experts from institutions, the Office of the Commissioner, and the Utah Education Network have been assigned to five-person teams to conduct security audits of systems and networks at each USHE institution.

Information security audits will be scheduled one institution per month during 2007. The audit for Dixie State College took place in February. A confidential assessment of network strengths and weaknesses has been provided to DSC officials. An audit was conducted at Southern Utah University in March 2007 and a confidential analysis will soon be provided to SUU officials.

The schedule of remaining IT audits is attached. The Commissioner expresses appreciation for the efforts of these team members.

Commissioner's Recommendation

This memorandum is provided for information only.

Richard E. Kendell
Commissioner of Higher Education

REK/MHS
Attachments

USHE Security Audit Team Roster

This is a draft copy of the team roster for performing the USHE Network Security Audits for each institution. These assignments may change based on availability, and we may also roll in additional security staff per institution as appropriate.

Snow College South – Apr 26-27th

- Project Manager: Jason Tracy
- Project Team
 - Jason Tracy
 - Craig Curtis
 - Steve Scott
 - Matt Brace
 - Jerry Carpenter

Snow College Ephraim – May 24-25th

- Project Manager: Matt Brace
- Project Team
 - Matt Brace
 - Marlin Mason
 - Steve Scott
 - Troy Jessup
 - Craig Curtis

College of Eastern Utah – Jun 28-29th

- Project Manager: Steve Scott
- Project Team
 - Steve Scott
 - Eric Mantz or Designate
 - Jason Tracy
 - Troy Jessup
 - Marlin Mason

Utah Valley State College – Aug 23-24th

- Project Manager: Jason Tracy
- Project Team
 - Jason Tracy
 - Leroy Brown
 - Matt Brace
 - Troy Jessup
 - Patrick Bergen

Salt Lake Community College – Sep 27-28th

- Project Manager: Troy Jessup
- Project Team
 - Troy Jessup
 - Jason Tracy
 - Steve Scott
 - Matt Brace
 - Leroy Brown
 - Patrick Bergen

University of Utah – Oct 25-26th

- Project Manager: Matt Brace
- Project Team
 - Matt Brace
 - Troy Jessup
 - Steve Scott
 - Miles Johnson (USU)
 - Jason Tracy

Weber State University – Nov 15-16th

- Project Manager: Steve Scott
- Project Team
 - Steve Scott
 - Troy Jessup
 - Nate Henne
 - Jason Tracy
 - TBD

Utah State University – Dec 10-11th

- Project Manager: Troy Jessup
- Project Team
 - Troy Jessup
 - Miles Johnson
 - Matt Brace
 - Nate Henne
 - Jason Tracy

April 11, 2007

MEMORANDUM

TO: State Board of Regents
FROM: Richard E. Kendell
SUBJECT: Policy R212—Board Self-Evaluation and Orientation

Issue

The Board current has no policy requiring self-evaluation of the Board. Such a policy is needed not only to provide the Board with feedback about how it can improve its performance, but also to satisfy relevant accreditation standards.

Background

In 2005, the Board adopted Policies R208 (Resource and Review Teams) and R209 (Evaluation of Presidents), which require regular evaluation of institutional presidents. However, the Board presently has no policy requiring regular self-evaluation. Because it is a governing board, the Board's lack of such a policy affects institutional ability to comply with relevant accreditation standards, specifically Standard 6.B.6 of the standards used by the Northwest Commission on Colleges and Universities, which states: "The board regularly evaluates its performance and revises, as necessary, its policies to demonstrate to its constituencies that it carries out its responsibilities in an effective and efficient manner."

However, Board self-assessment also has broader purposes than simply meeting accreditation standards. According to the Association of Governing Boards of Universities and Colleges (AGB), periodic reviews "help boards grasp their responsibilities as corporate entities, reach consensus on and clarify their goals, find ways to strengthen their effectiveness, improve relationships among members (especially with their chief executives), and clarify mutual expectations."

With respect to self-evaluation procedures, AGB notes that "[t]he best board self-assessment strategies are to be definition, results-oriented. They help boards achieve consensus on specific goals and initiatives and improve how boards do their work." Among other things, AGB recommends that the Board select a facilitator to help the Board plan and conduct the process, and that the Board utilize a written survey as an important part of the process. Sample surveys from AGB and the Association of Community College Trustees are attached for your review.

This new policy calls for the Board to conduct a self-evaluation annually but does not prescribe the specific process. To allow for maximum flexibility, the policy states that decisions on when, where, and how

to conduct the evaluation would be made by the Board upon recommendation of the Board's Executive Committee.

Commissioner's Recommendation

The Commissioner recommends the Regents approve proposed policy R512 as presented.

Richard E. Kendell, Commissioner

REK:DSD:jc
Attachment

R212, Board Self-Evaluation and Orientation
[FINAL DRAFT 4-11-07]

R212-1. Purpose

The purpose of this policy is to require the Board of Regents to conduct an annual self-assessment of its performance as a governing and policy making body, in order to strengthen the Board's effectiveness. The policy is also intended to meet relevant accreditation standards for Utah's public colleges and universities.

R212-2. References

- 2.1. Standard 6.B.6 (Governance and Administration), Northwest Commission on Colleges and Universities Accreditation Standards ("The board regularly evaluates its performance and revises, as necessary, its policies to demonstrate to its constituencies that it carries out its responsibilities in an effective and efficient manner.").
- 2.2. Utah Code Ann. § 52-4-101 et seq. (Open and Public Meetings Act).

R212-3. Definitions

- 3.1. "Board"—the Utah State Board of Regents.
- 3.2. "CEO"—Commissioner of Higher Education and institutional presidents.
- 3.3. "Executive Committee"—Committee of the Board comprised of the Board Chair, Vice Chair, Immediate Past Chair, and the Chairs of the Board's three standing committees (Programs Committee, Finance & Facilities Committee, Strategic Planning & Communications Committee).
- 3.4. "Regents"—individual members of the Board.
- 3.5. "Trustees"—individual members of institutional Boards of Trustees.

R212-4. Policy

- 4.1. The Board shall conduct annually an evaluation of its performance as a governing and policy making body. The purpose of the self-evaluation is to assess the effectiveness of the Board as a whole.
- 4.2. The Executive Committee of the Board shall be responsible for reviewing potential self-evaluation instruments and recommending the instrument(s) and procedure(s) for conducting the evaluation, including, but not limited to, the use of anonymous surveys, on-line assessments, and outside consultants or facilitators as appropriate.

- 4.3. The Board will have the opportunity to review the Executive Committee's recommendations and will make the final determination about the instrument(s) and procedure(s) to be used in conducting the self-evaluation.
- 4.4. The self-evaluation will assess the Board's performance in several categories, which may include, but not be limited to:
 - 4.4.1. Board organization;
 - 4.4.2. Policy role;
 - 4.4.3. Policy direction;
 - 4.4.4. Relations with business, community, and political leaders;
 - 4.4.5. Board-CEO relations;
 - 4.4.6. Institutional and system operations;
 - 4.4.7. Institutional and system performance;
 - 4.4.8. Board commitment to legal principles and responsibilities;
 - 4.4.9. Board oversight of financial affairs and budgeting (protection and accounting of institutional and system assets);
 - 4.4.10. Board role in ensuring adequate and safe physical facilities;
 - 4.4.11. Board role in approving academic programs;
 - 4.4.12. Board commitment to the protection of academic freedom;
 - 4.4.13. Board commitment to diversity in staffing and service to students;
 - 4.4.14. Board leadership;
 - 4.4.15. Board advocacy for institutions and the system;
 - 4.4.16. Board education;
 - 4.4.17. Board goals;
 - 4.4.18. Board strengths and accomplishments;
 - 4.4.19. Quality of Board meetings;
 - 4.4.20. Board weaknesses and areas in need of improvement.
- 4.5. The Board may solicit input from the Commissioner, members of the Commissioner's senior staff, presidents, trustees, and others as part of the information it gathers for the self-evaluation.
- 4.6. The Board will annually conduct an orientation for new Board members, new trustees, and new presidents.
- 4.7. The Board will annually identify seminars, conferences, and trainings that provide opportunities for Board members to improve their Boardmanship skills, and for the Board to improve its overall performance.

April 11, 2007

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Institutional Reports on Campus Programs and Initiatives Related to Minority and Disadvantaged Students—Information Item

At their December 2006 meeting, the Regents approved, with some modifications, the prioritized recommendations of the USHE Task Force on Minority and Disadvantaged Students. These recommendations provide a framework for future programs that should be funded and implemented to improve the preparation, participation, and completion rates of minority and disadvantaged students in USHE institutions.

In addition, recognizing that USHE institutions are already addressing this issue through a variety of campus programs, the Strategic Planning and Communications Committee has asked for reports from USHE institutions on such programs so that it can be better informed about effective strategies currently underway. This month the Committee will hear reports from Dixie State College and Southern Utah University.

Commissioner's Recommendation

This item is for information only and requires no action.

Richard E. Kendell
Commissioner of Higher Education

REK:DSD:jc
Attachments

Report on Diversity Center
Dixie State College of Utah
April 2007

1. The historic mismatch between the service region demographic profile and the college student demographic profile (underserved population).
2. Full-time Coordinator of Diversity Center, Daneka Souberville, with traditional student service functions.
 - a. Recruiting.
 - b. Advisement.
 - c. Campus Life.
 - d. Financial Aid.
3. Underserved Populations Scholarship Funding
 - a. As supplement to Pell and other sources of need-based financial aid, DSC provides \$50,000 for underserved populations, out of approximately \$990,000 of “institutional aid.”
4. Campus-based organizations, activities, and clubs.
 - a. BSA, NASA, and soon an HSA.
 - b. Polynesian Club, International Student Club.
 - c. Diversity Week, World Week, Black History Week.
 - d. International Student Lunch.
5. Planned Diversity Requirement in General Education curriculum – approved, but not yet designed or implemented – coming soon.
6. Community Partnerships and Outreach.
 - a. Camino a Su Exito – traveling advisement and financial aid seminar at each regional high school (see attached).
 - b. IHC collaboration to increase Hispanic participation in DSC’s health science programs.
 - c. Fiesta Dixie – Latin American Fair at which DSC has a booth.
 - d. Open House at Catholic Church.
 - e. News and P.R. (see attached).

*Miercoles, el 25 de
Abril*

Camino a Su Exito

*Pine View High School
6:30-8:00pm*

¡Vengan a empezar su camino a una educación superior!

Esta sesión de información es para el estudiante latino y sus padres para aprender los requisitos necesarios y los recursos disponibles para ser exitoso en la Universidad.

Vamos a hablar de:

- *La importancia de la educación*
- *Los desafíos de latinos en educación*
- *El proceso de admisión y registración*
- *Ayuda financiera*
- *Apoys académicas y sociales*

Dixie State College

Daneka Souberbielle

225 S 700 E

St. George, UT 84770

Phone: 435-652-7733

Fax: 435-652-4011

E-mail: souberbielle@dixie.edu

DIXIE STATE
COLLEGE OF UTAH

U.S. 89 rumbo al norte. La carretera pasa por el centro de algunos pueblos pequeños, incluso

aunque quisiera aprovechar de los

• **Vea MINA en Página 5**



Rosa María Martínez / El Sol

Daneka Souberbielle, Underserved Population Adviser del Dixie College, dijo que ayuda a los estudiantes de las minorías a matricularse y a obtener becas estudiantiles.

Dixie State College trata de atraer al estudiante latino

Por **ROSA MARÍA MARTÍNEZ**

rmartinez@thespectrum.com

ST. GEORGE — La población latina en el Condado de Washington ha crecido en los últimos diez años y el Dixie State College desea hacer énfasis en la necesidad de que los jóvenes hispanos del sur de Utah decidan continuar sus estudios universitarios.

Daneka Souberbielle, consejera para la población carente del Dixie State College, (Underserved Population Adviser), dijo que en la mayoría de los casos la falta de información y el no conocer las fuentes de recursos disponibles

son los factores para que los jóvenes estudiantes latinos que terminan la escuela secundaria no continúen estudiando en la universidad.

“La gente piensa que no pueden entrar a la universidad y esta apreciación es sólo porque les falta información”, dijo Souberbielle.

Souberbielle dijo que el Dixie State College está tratando de educar e informar a las familias, especialmente a los padres, para que puedan ayudar a sus hijos en el proceso de aplicar para el ingreso a la universidad y para la

• **Vea DSC en Página 5**

April 11, 2007

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Update on Measuring Utah Higher Education Report—Information Item

Issue

At the March Board meeting, questions were raised about the accuracy of a chart in the *Measuring Utah Higher Education Report* that depicts very small numbers of students completing at least 20 credit hours during their first year of college. Based on the feedback received, we have been working to clarify the data and its representation in chart format.

Background

The chart at issue was an attempt to track an important predictor of degree completion, that is, completion of a certain number of credit hours during the first year of college. Because of confusion in both the way this statistic is described by Clifford Adelman in *The Toolbox Revisited* (U.S. Dept. of Ed., 2006) as well as the way that data was requested from, and provided by, institutions, the original chart does not provide helpful information.

Based on discussions with institutional research administrators, we propose two new charts, each of which would provide more specific information regarding the completion of credit hours during a student's first year at an institution. The difference in the two proposed charts relates to the definition of the student cohort. The first proposed chart would track a cohort of students who are "new" as one would typically view a new freshman, that is, a student enrolling in a USHE institution as a new matriculated undergraduate student.

With this cohort, we are concerned with "additive" credits, that is, credits that count toward a degree (not remedial credits) accumulated by the end of a student's true first calendar year of college. Adelman states in part:

"Less than 20 credits by the end of the first calendar year of enrollment (no matter in what term one started, whether summer, fall, winter, spring) is a serious drag on degree completion. The original *Tool Box* told the same story. It is all the more reason to begin the transition process in high school with expanded dual enrollment programs offering true postsecondary course work so that students enter higher education with a *minimum* of 6 additive credits to

help them cross that 20-credit line. Six is good, 9 is better, and 12 is a guarantee of momentum.”¹

The second proposed chart includes the first cohort but expands the cohort by including students the institution designates as “new” matriculated undergraduate students, which may include students who are transfer students, students seeking a second degree, or students who have stopped out for some period of time and returned to complete an undergraduate degree.

We have worked closely with institutional and USHE research analysts to more accurately define the student cohorts that should be measured and develop new proposed charts that will provide more helpful information to policymakers and stakeholders. Drafts of the proposed charts will be hand carried to the meeting. As soon as we have obtained institutional consensus on the details and presentation, we will incorporate the new charts on our Web site and include them in the 2008 version of Measuring Utah Higher Education.

Commissioner’s Recommendation

This item is for information only and requires no action.

Richard E. Kendell
Commissioner of Higher Education

DSD/KH:jc
Attachments

¹ Clifford Adelman, The Toolbox Revisited (U.S. Dept. of Ed., 2006), p. xx.

April 11, 2007

MEMORANDUM

TO: State Board of Regents
FROM: Richard E. Kendell
SUBJECT: Utah Scholars Update—Information Item

Issue

As part of its appropriation to the Utah System of Higher Education for fiscal year 2007-08, the Utah Legislature approved \$500,000 in one-time money for the purposes of expanding and sustaining this important initiative. Because of the importance of this initiative to the Regents' "Building a Stronger State of Minds" agenda, an update on the progress of the initiative to date is in order.

Background

The Utah K-16 Alliance, representing the State Board of Regents, the State Board of Education, the Office of the Governor, and the Utah Partnership, was awarded a \$300,000 federal grant to participate in the State Scholars Initiative in March 2006. As a recipient of the grant, the Alliance made a commitment to pilot the initiative in at least four (4) school districts and at least one (1) high school in each of the districts.

The Alliance also made a commitment to secure the involvement of business leaders in the community, and to develop a realistic sustainability plan. Over the course of the 2006-07 academic year, we have accomplished the following:

- Developed a Utah Scholars logo and student brochure (attached).
- Developed and implemented a Utah Scholars web site (www.utahscholars.org).
- Developed partnerships with and piloted the program in four (4) school districts (Davis School District, Granite School District, Jordan School District, and Park City School District), five (5) high schools (Woods Cross High School, Granger High School, Academy for Math, Engineering and Science [AMES], Hillcrest High School, and Park City High School) and eight (8) middle schools

(Mueller Park Jr. High, South Davis Jr. High, Millcreek Jr. High, Valley Jr. High, Westlake Jr. High, Midvale Middle School, Union Middle School, Treasure Mountain Middle School).

- Delivered over 60 classroom presentations on the Utah Scholars program to 8th grade students.
- Developed partnerships with more than 25 businesses to assist with the implementation of Utah Scholars, from delivering 8th grade presentations to providing incentives for participating students.
- Delivered multiple presentations on Utah Scholars to the Salt Lake Chamber, which led to the Chamber endorsing the program as one of its legislative priorities for 2007.
- Obtained commitments from approximately 210 eighth-grade students to participate in Utah Scholars and complete its rigorous curriculum.
- Recognized approximately 150 graduating seniors who have completed the Utah Scholars curriculum.

Next Steps

We are currently in the process of developing a budget and implementation plan for the \$500,000 in state funding appropriated by the Legislature. Specific steps that will be taken between now and June 2008 include:

- Hold a recognition banquet for graduating seniors at Woods Cross High School, Granger High School, the Academy for Math, Engineering & Science, Jordan High School, and Park City High School who have completed the Utah Scholars course of study. This event will be held on May 8, 2007, at 6:00 p.m. at the University of Utah's Tower at Rice-Eccles Stadium. Our special guest at the banquet will be Dr. Troy Justesen, Assistant Secretary, U.S. Department of Education, who oversees the national State Scholars Initiative.
- Hire a full-time Program Director.
- Develop and produce a promotional DVD to use with parents, students, educators, and business leaders.
- Expand Utah Scholars to more schools in the Davis, Granite, and Jordan School Districts, including schools targeted for attention by the University of Utah's Jack Kent Cooke Foundation grant.
- Expand Utah Scholars to a minimum of four (4), and possibly as many as sixteen (16), additional school districts, depending on school district and business interest.
- Continue developing formal partnerships with major Utah businesses to obtain meaningful incentives for participating students.

- Convene a state summit or symposium on policies related to a rigorous high school curriculum.
- Work with business, education, philanthropic, and political leaders to develop a proposal, and funding, for a substantial state scholarship fund to reward students who complete the Utah Scholars program.

Commissioner's Recommendation

This is an information item. No action is necessary.

Richard E. Kendell, Commissioner

REK:DSD:jc
Attachments

April 11, 2007

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Chief Academic Officers (CAO) Report

Background

The Council of Chief Academic Officers has written a series of research papers regarding recurring and important issues impacting higher education today. Many of the topics are timeless and will have relevance for years to come. Although the papers were authored by CAOs, they now include the work of the Chief Students Services Officers and their staffs as well and reflect many functions of higher education and campus programs. Ultimately, they are written to address our customers: the students. The papers have the potential to assist in the development of campus and system wide initiatives. Beginning with the April 2007 Board of Regents planning meeting, one paper will be presented during each meeting. They will be heard first in the Strategic Planning and Communications committee before they are presented to the Board.

Issue

During its 1999 spring planning meeting, the Board of Regents reviewed a presentation regarding quality in higher education. Although quality can be difficult to define as it relates to different aspects of higher education, the Chief Academic Officers have determined it must again be researched and some measures should be implemented. Snow College CAO Brad Winn has authored the paper pertaining to quality in higher education.

The paper originated to address a standard set by the governor of Utah, legislative inquiries, and the desire of the Utah System of Higher Education to deliver a quality education to every student. The paper defines the major approaches to quality in higher education and ultimately makes recommendations to address each approach. The Council of Chief Academic Officers will continue to use this paper as a guiding document to help structure its 2007-2008 priorities. The paper calls for a continuation of partnerships with the Legislature, the State of Utah, and other stakeholders to help "Build a Stronger State of Minds."

Commissioner's Recommendations

This is not an action item. The Commissioner recommends the Board discuss the recommendations in this and future papers and use them as needed to help define and implement the strategic direction.

Richard E. Kendell

REK/DS/AC

The Quality Imperative for Higher Education: Creating a World-Class Higher Education System

Bradley A. Winn
for the
Council of Chief Academic Officers¹
Utah System of Higher Education
April 2007

In his inaugural state of the state address, Governor Jon Huntsman, Jr. called for “a world-class education system that would make Utah students competitive with those from California to Connecticut and from Beijing to Brussels.” State Board of Regents Chair, Jed Pitcher, stated, “clearly, our children are our greatest asset and our great opportunity is to provide them with unsurpassed educational opportunities.” Commissioner of Higher Education, Rich Kendell, has continually emphasized that we need greater participation in higher education. But, greater participation without quality programs and services for students is a hollow promise. To this end the ten colleges and universities within the Utah System of Higher Education are actively engaged in improving quality and continue to sustain the highest standards of excellence.

The Council of Chief Academic Officers is committed to assuring and improving the quality of higher education in Utah. This commitment is shared by the respective college and university faculties, the Council of Presidents, the Commissioner of Higher Education, and the Utah State Board of Regents.

The purpose of this paper is to:

- (1) address the roles of both state government and higher education in sustaining and improving the quality of Utah’s higher education system,
- (2) present a research-based framework of key approaches to quality in higher education,
- (3) establish strategic priorities and action plans for quality improvement.

I. Roles for Sustaining and Improving Quality

The Utah System of Higher Education is committed to working in partnership with the State of Utah to sustain and improve quality within its ten colleges and universities. The

Chief Academic Officers recognize the dedication of faculty and staff across the System in this effort and support higher education receives from the Legislature, Governor's Office, and citizens of Utah.

The Role of Higher Education

The Board of Regents, the Office of the Commissioner, and institutional faculty and staff play a critical role in assuring and improving quality. This role includes investigating and implementing best practices, articulating and sharing key characteristics of quality, participating in accreditation and program reviews, making quality measures available for public discussion, setting high expectations and accountability standards, developing informed policies and practices, and objectively assessing performance in meeting the higher education needs of our citizens.

The Role of the State

The Legislature and the Governor's Office have key roles in promoting the benefits and consequences of higher education as a critical investment for the future of Utah. These governing bodies work in partnership with higher education to set strategic directions and discuss legislative issues and priorities. They challenge higher education, engage in dialogue regarding expectations, and review accountability and performance reports. Finally, they provide budgetary and policy support necessary to sustain a world-class higher education system and expand educational access to the citizens of Utah.

II. Key Approaches to Quality in Higher Education

The Chief Academic Officers recommend a multidimensional and integrated approach to improve quality in higher education.

Single measure approaches to quality are insufficient given the multiple roles filled and various constituencies served by public institutions of higher education. A review of the literature on quality and American higher education reveals several general themes or major approaches to quality (Table 1). These fundamental approaches to quality provide an important multidimensional framework for assuring and improving quality in higher education.

Table 1. Major Approaches to Quality in Higher Education Literature

Outcomes Quality	Content Quality
Productivity Quality	Value-added Quality
Resource Quality	Reputational Quality

The following is a brief explanation of the major approaches to and definitions of quality in higher education.

Outcomes Quality

The outcomes perspective is the view that focuses on the product or end result. This perspective is widely accepted, especially among those who require a certain standard of performance, e.g. the medical field. Patients are not concerned as much with the skills that medical doctors had when they entered medical school (resource view) or the process by which they gained their expertise (content view). Yet patients are concerned about the quality of doctors' knowledge and skills at the end of their schooling, when they begin to practice. Conformance to a predetermined standard defines the outcomes perspective of quality. Thus, quality is "conformance to mission specification and goal achievement within publicly accepted standards of accountability."² Accreditation standards have evolved from a focus on resource quality to outcomes quality requiring institutions to clearly define learning objectives and then demonstrate that the learning objectives are mastered by students.

Content Quality

A "traditional conception of institutional excellence may be termed the content view, which defines the quality or excellence of an institution in terms of what it teaches."³ The value of teaching practical professional and technical skills as well as teamwork, communication, critical thinking, civic responsibility, and quantitative literacy is well recognized in higher education.⁴ The value of exposing undergraduates to a general education, including the liberal arts and sciences, has also been well documented. "Liberal education is the cultivation of the intellect—to become familiar with the great outlines of knowledge, and the principles on which it rests, the scale of its parts, its light and shades, its great points and its little, and from this experience acquiring a habit of mind which lasts through life, of which the attributes are freedom, equitableness, calmness, moderation, and wisdom."⁵

Productivity Quality

The productivity perspective is focused on the relationship between inputs (resources) and outcomes (educational offerings and services). The ratio of outcomes to inputs is the productivity or efficiency of an institution. In this view, institutions of high quality get the best "bang for the buck." Additionally, productivity as a quality perspective is influenced by economic concerns. The public is calling for colleges and universities to cut costs and do more with less, to maximize the results and minimize the required resources. This perspective is referred to as the corporate view, where institutional quality is judged based on efficiency. Recent discussions have focused on cost-saving measures or "efficiencies," such as streamlining the curriculum, beginning college-level work in high school, utilizing teaching assistants and

part-time instructors, increasing class sizes, granting credit for work/life experiences, and offering distance education opportunities.

Value-added Quality

The problem with the outcome perspective is that one can not be sure if the college or university was a primary factor in a student's achievement. The student might have come to the institution with the abilities and skills already in hand. The value-added perspective focuses on the institution's impact by assessing the difference between the outcome and input. If a key purpose of the college or university is to educate, then the value-added approach is well suited for many institutions as a way of conceiving, assessing, and publicizing institutional quality.

Resource Quality

The understanding that institutional quality is manifest in its resources or inputs has long been prevalent. The resource perspective refers to an institution's inputs such as human resources or physical and financial resources. The credentials of the faculty, talents of current or incoming student body, and abilities of the administration and staff are cited as dimensions of quality. Financial, physical, information technology and library resources are key inputs that affect the quality of work of students, faculty and staff.

Reputational Quality

Reputation is a perceptual phenomenon. It is based on an institution's perceived excellence. Some hold the reputational view up as the best perspective because it is broader and can incorporate a range of quantitative and qualitative indicators. Others state that it is meaningless and those "who use one year's *U.S. News* rankings to trumpet their status...wait nervously to see whether the next year's rankings will make liars of them."⁶ A reputational or constituency-based approach for understanding institutional quality focuses on the perceptions of constituents. How well institutions provide for the needs of the individual, community, state, and American society becomes the driving criteria for quality.

Table 2 is a summary of the most frequently appearing approaches to and definitions of quality in the higher education literature.

TABLE 2. Summary of Major Approaches to Quality in Higher Education⁷

Approach	Definition	Example
Outcomes	Outcome quality focuses on conformance to mission specifications and goal achievement ⁸	Student and alumni achievement
Content	Content quality refers to the excellence of an institution in terms of what it teaches ⁹	Exposure to the liberal arts, sciences, and applied sciences
Productivity	Productivity view of quality refers to those institutions that can do more with less—those that are more efficient ¹⁰	Ratio of outcomes to inputs
Value-added	Value-added view of quality refers to the educational impact of the institution on its students and faculty members ¹¹	Difference between outcomes and inputs
Resource	Resource quality refers to those commodities which are inputs to the institution and are used in its various functions and activities ¹²	Human, intellectual physical, financial resources
Reputation	Reputational view of quality refers to name-brand recognition and perceptions of constituents ¹³	Rankings and ratings. Satisfaction of students, parents, alumni, faculty, community, governments, donors, recruiters, etc.

III. Strategic Priorities for Quality Improvement (2007 – 2008)

The Chief Academic Officers recommend that the following priorities be established to maintain and improve quality within the Utah System of Higher Education:

Outcomes Quality

- increase participation rates by 5% per year
- increase completion rates of all students
- increase completion rates of first-generation, female, and minority students
- increase completion rates of engineering and nursing students
- improve pass rates on professional certification and licensure exams
- improve retention rates
- survey alumni achievement

Content Quality

- develop new programs and update existing programs
- provide increased support for statewide “majors meetings”
- invest in ensuring rigor and focus of concurrent enrollment
- communicate the value of career and technical education as well as general education to economic development

Productivity Quality

- reduce student “waste” with improved advising
- institute student migration tracking system
- monitor total educational funding per FTE student

Value-added Quality

- work to close the “achievement gap”
- continue the writing assessment project

Resource Quality

- increase preparation of junior high and high school students through improving the rigor of courses taken and the successful completion of those courses
- establish a student scholars initiative and incorporate the Regents scholar award initiative to improve the preparation of new students; communicate other scholarship programs
- support high quality standards and credentials for faculty
- monitor student faculty ratios
- maximize faculty development and retention funding
- facilitate research grant and contract procurement
- facilitate and support the academic library consortium
- continue to upgrade information technology infrastructure
- secure business and political partners to enhance financial resources

Reputational/Constituency-based Quality

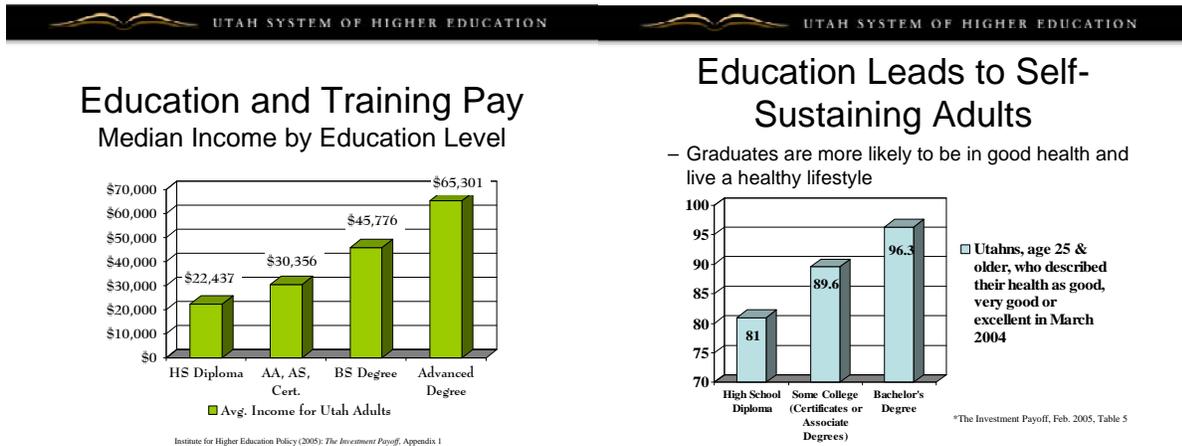
- survey employers, community, students, etc. to ascertain value of higher education
- market the value of higher education to K-12 children and their families
- publicize peer, regional and national rankings
- create and maintain positive, constructive relationships with state government and the general public
- advocate for value of higher education and its goals of increasing preparedness, participation, and completion among the citizens of Utah

IV Summary

The Chief Academic Officers recommend:

- (1) Working in productive partnership with the Legislature, Governor, and the general public to protect and improve quality
- (2) Sustaining and improving higher education quality through a multidimensional approach as listed above,
- (3) Establishing strategic priorities for each of the elements of quality within the Utah System of Higher Education

Never in history has education been more pivotal to the success of an individual or a society. In a knowledge era, the person without a quality education will be left behind in our state and in our nation.¹⁴



Working together the citizens of Utah, higher education, the Legislature, and the Governor's Office can create new opportunities through a world-class education system.

ENDNOTES

¹ Appreciation is acknowledged for suggestions and editing by Associate Commissioner Lucille Stoddard, Dr. John Francis, Dr. Joyce Kinkead, and members of the Council of Chief Academic Officers.

² Bogue, E.G., & Saunders, R.L. (1992). The evidence for quality: Strengthening the tests of academic and administrative effectiveness. San Francisco, CA: Jossey-Bass.

³ Astin, A. (1985). Achieving educational excellence. San Francisco, CA: Jossey-Bass.

⁴ AAC&U (2004). Liberal education and inclusive excellence: A guide to contemporary innovations. San Francisco, CA: Annual Conference.

⁵ Pusey, N.M. (1978). American higher education: 1945-1970. Cambridge, MA: Harvard University Press.

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April 11, 2007

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendall

SUBJECT: Report on Institutional Residency Requirements—Information Item

Issue

During the 2007 session, the Utah Legislature passed, and Governor Huntsman signed, H.B. 118, which dramatically changes the requirements for obtaining resident student status for purposes of tuition. Consequently, the Regents will need to adopt a new Board policy that complies with the new law by providing flexibility within certain parameters at the institutional level.

Background

Utah's current statute on resident student tuition (Utah Code Ann. § 53B-8-102), as well as Regent policy R512, require out-of-state students to maintain continuous Utah residency for three (3) years, or complete 60 credit hours while maintaining continuous Utah residency, whichever comes first, in order to be eligible for resident student tuition. H.B. 118 (attached) changes these requirements significantly.

As of July 1, 2007, when H.B. 118 takes effect, each USHE institution will have the discretion to set its own residency requirements, within certain parameters. At one end of the spectrum, each institution may grant resident student status to any student who, prior to registration, (1) has maintained continuous Utah residency status for one full year; (2) has signed a written declaration that he/she has relinquished residency in any other state; (3) has submitted objective evidence that he/she has established permanent residency in Utah; and (4) that he/she is not claimed as a dependent on the tax returns of any other person. At the other end of the spectrum, an institution may choose to maintain current residency rules. Institutions may also choose to implement residency requirements that fall somewhere between these parameters, and may also choose to implement different rules for undergraduate and graduate students.

This discretion was granted under H.B. 118 primarily because the financial implications of implementing a one-year rule may vary from institution to institution, and institutions wanted some flexibility in devising an implementation plan suited to their individual circumstances. The Office of the Commissioner has scheduled a meeting of campus residency, enrollment, and budget administrators on April 13, 2007 to discuss a broad range of issues related to H.B. 118 that will need to be addressed in a new version of policy R512, as well as

in institutional residency policies.

Based on the feedback received at this meeting, as well as feedback from presidents and other stakeholders, the Office of the Commissioner will be drafting a new version of policy R512 for review and adoption by the Board at its June meeting.

Commissioner's Recommendation

This item is for information only and requires no action.

Richard E. Kendell
Commissioner of Higher Education

DSD:jc
Attachment

1 **RESIDENCY REQUIREMENTS FOR IN-STATE**

2 **TUITION**

3 2007 GENERAL SESSION

4 STATE OF UTAH

5 **Chief Sponsor: Jack R. Draxler**

6 Senate Sponsor: Lyle W. Hillyard

7	Cosponsors:	Kevin S. Garn	Paul A. Neuenschwander
8	Sylvia S. Andersen	James R. Gowans	Patrick Painter
9	Jim Bird	Neil A. Hansen	Stephen E. Sandstrom
10	Carl W. Duckworth	Lynn N. Hemingway	LaWanna Lou Shurtliff
11	Julie Fisher	Fred R. Hunsaker	Richard W. Wheeler
12	Gage Froerer	Ronda Rudd Menlove	Scott L Wyatt

13

14 **LONG TITLE**

15 **General Description:**

16 This bill amends the definition of a resident student for tuition purposes within the state
17 system of higher education.

18 **Highlighted Provisions:**

19 This bill:

- 20 ▶ provides definitions;
- 21 ▶ repeals the requirements for a nonresident student to complete 60 semester hours or
22 have three years of residency prior to registration as a resident student;
- 23 ▶ requires a nonresident student to maintain continuous Utah residency status for one
24 full year prior to registration as a resident student;
- 25 ▶ modifies the provisions that require objective evidence to be submitted that the
26 student has taken overt steps to establish permanent residency in Utah;
- 27 ▶ allows exceptions to the general residency rules for:
 - 28 • a person who marries a Utah resident;
 - 29 • a dependent student who has at least one parent who has been domiciled in Utah
30 for at least 12 months;

31 • a person who has established domicile in Utah based on an employer requested
32 transfer to Utah, recruitment by a Utah employer, or a comparable work-related
33 move for full-time permanent employment in Utah;

34 • a person who is in residence in Utah to participate in a United States Olympic
35 athlete training program; or

36 • a person who has established domicile in Utah for reasons related to divorce, the
37 death of a spouse, or long-term health care responsibilities for an immediate
38 family member;

39 ▶ exempts certain students from paying the nonresident portion of total tuition; and

40 ▶ makes technical corrections.

41 **Monies Appropriated in this Bill:**

42 None

43 **Other Special Clauses:**

44 This bill takes effect on July 1, 2007.

45 **Utah Code Sections Affected:**

46 AMENDS:

47 **53B-8-102**, as last amended by Chapters 244 and 311, Laws of Utah 2006



49 *Be it enacted by the Legislature of the state of Utah:*

50 Section 1. Section **53B-8-102** is amended to read:

51 **53B-8-102. Definition of resident student.**

52 (1) As used in this section, "parent" means a student's biological or adoptive parent.

53 ~~[(+)]~~ (2) The meaning of "resident student" is determined by reference to the general
54 law on the subject of domicile, except as provided in this section.

55 ~~[(2)(a) A person]~~ (3) (a) Institutions within the state system of higher education may
56 grant resident student status to any student who has come to Utah and established residency for
57 the purpose of attending an institution of higher education ~~[shall]~~, and who, prior to registration
58 as a resident student:

- 59 (i) ~~[maintain]~~ has maintained continuous Utah residency status~~[:]~~ for one full year;
60 ~~[(A) while completing 60 semester credit hours at a regionally accredited Utah higher~~
61 ~~education institution or an equivalent number of applicable contact hours at the Utah College~~
62 ~~of Applied Technology; or]~~
63 ~~[(B) for three years regardless of the number of credit hours earned; and]~~
64 ~~[(ii) demonstrate by additional objective evidence, including]~~
65 (ii) has signed a written declaration that the student has relinquished residency in any
66 other state; and
67 (iii) has submitted objective evidence that the student has taken overt steps to establish
68 permanent residency in Utah and that the student does not maintain a residence elsewhere.
69 (b) Evidence to satisfy the requirements under Subsection (3)(a)(iii) includes:
70 (i) a Utah high school transcript issued in the past year confirming attendance at a Utah
71 high school in the past 12 months;
72 (ii) a Utah voter registration~~[:]~~ dated a reasonable period prior to application;
73 (iii) a Utah ~~[drivers]~~ driver license~~[:]~~ or identification card with an original date of
74 issue or a renewal date several months prior to application;
75 (iv) a Utah vehicle registration~~[:]~~ dated a reasonable period prior to application;
76 (v) evidence of employment in Utah~~[:]~~ for a reasonable period prior to application;
77 (vi) proof of payment of Utah resident income taxes~~[:]~~ and Utah banking connections;
78 the establishment of a domicile in Utah and that the student does not maintain a residence
79 elsewhere~~[:]~~ for the previous year;
80 ~~[(b) A member of the Utah National Guard who performs active duty service shall be~~
81 ~~considered to maintain continuous Utah residency under this Subsection (2).]~~
82 (vii) a rental agreement showing the student's name and Utah address for at least 12
83 months prior to application; and
84 (viii) utility bills showing the student's name and Utah address for at least 12 months
85 prior to application.
86 (c) A student who is claimed as a dependent on the tax returns of a person who is not a

87 resident of Utah is not eligible to apply for resident student status.

88 (4) An institution within the state system of higher education may establish stricter
89 criteria for determining resident student status, so long as the criteria do not require nonresident
90 students to do more than complete 60 credit hours while maintaining continuous Utah
91 residency, or maintain continuous Utah residency for 3 years, whichever comes first.

92 (5) (a) An institution within the state system of higher education may require students
93 transferring from another institution within the state system of higher education to demonstrate
94 completion of a minimum number of credit hours as a condition of receiving resident student
95 status, so long as those credit-hour policies do not require transferring students to complete
96 more than 60 credit hours prior to transferring.

97 (b) In the absence of a minimum credit-hour requirement, an institution shall honor the
98 decision of another institution within the state system of higher education to grant a student
99 resident student status, unless:

100 (i) the student obtained resident student status under false pretenses; or

101 (ii) the facts existing at the time of the granting of resident student status have changed.

102 (6) Within the limits established in Title 53B, Chapter 8, Tuition Waivers and
103 Scholarships, each institution within the state system of higher education may, regardless of its
104 policy on obtaining resident student status, waive nonresident tuition either in whole or in part,
105 but not other fees.

106 (7) In addition to the waivers of nonresident tuition under Subsection (6), each
107 institution may, as athletic scholarships, grant full waiver of fees and nonresident tuition, up to
108 the maximum number allowed by the appropriate athletic conference as recommended by the
109 president of each institution.

110 ~~[(3)]~~ (8) (a) (i) Personnel of the United States Armed Forces assigned to active duty in
111 Utah, and the immediate members of their families residing with them in this state are entitled
112 to resident status for tuition purposes.

113 (ii) Except as provided in Subsection ~~[(3)]~~ (8)(b), upon the termination of active duty
114 status, the military personnel and their family members are governed by the standards

115 applicable to nonmilitary persons.

116 (b) Military personnel who had Utah residency immediately prior to their active duty
117 status and who reestablish residency in Utah upon the termination of active duty status are
118 entitled to resident status for themselves and the immediate members of their families residing
119 with them for tuition purposes.

120 [~~(4)~~] (9) (a) Aliens who are present in the United States on visitor, student, or other
121 visas which authorize only temporary presence in this country, do not have the capacity to
122 intend to reside in Utah for an indefinite period and therefore are classified as nonresidents.

123 (b) Aliens who have been granted immigrant or permanent resident status in the United
124 States are classified for purposes of resident status according to the same criteria applicable to
125 citizens.

126 [~~(5)~~ ~~The board, after consultation with the institutions, shall make rules not~~
127 ~~inconsistent with this section:~~]

128 [~~(a)~~ ~~concerning the definition of resident and nonresident students;~~]

129 [~~(b)~~ ~~establishing procedures for classifying and reclassifying students;~~]

130 [~~(c)~~ ~~establishing criteria for determining qualifying credit hours and judging claims of~~
131 ~~residency or domicile;~~]

132 [~~(d)~~ ~~establishing appeals procedures; and~~]

133 [~~(e)~~ ~~other matters related to this section.~~]

134 [~~(6)~~] (10) Any American Indian who is enrolled on the tribal rolls of a tribe whose
135 reservation or trust lands lie partly or wholly within Utah or whose border is at any point
136 contiguous with the border of Utah, and any American Indian who is a member of a federally
137 recognized or known Utah tribe and who has graduated from a high school in Utah, is entitled
138 to resident student status.

139 [~~(7)~~] (11) A Job Corps student is entitled to resident student status if the student:

140 (a) is admitted as a full-time, part-time, or summer school student in a program of
141 study leading to a degree or certificate; and

142 (b) submits verification that the student is a current Job Corps student.

143 ~~[(8)]~~ (12) (a) A member of the Utah National Guard is entitled to resident student
144 status if the student:

145 ~~[(a)]~~ (i) is admitted as a full-time, part-time, or summer school student in a program of
146 study leading to a degree or certificate; and

147 ~~[(b)]~~ (ii) submits verification that the student is a member of the Utah National Guard.

148 (b) A member of the Utah National Guard who performs active duty service shall be
149 considered to maintain continuous Utah residency under this section.

150 (13) A person is entitled to resident student status and may immediately apply for
151 resident student status if the person:

152 (a) marries a Utah resident eligible to be a resident student under this section; and

153 (b) establishes his or her domicile in Utah as demonstrated by objective evidence as
154 provided in Subsection (3).

155 (14) Notwithstanding Subsection (3)(c), a dependent student who has at least one
156 parent who has been domiciled in Utah for at least 12 months prior to the student's application
157 is entitled to resident student status.

158 (15) (a) A person who has established domicile in Utah for full-time permanent
159 employment may rebut the presumption of a nonresident classification by providing substantial
160 evidence that the reason for the individual's move to Utah was, in good faith, based on an
161 employer requested transfer to Utah, recruitment by a Utah employer, or a comparable
162 work-related move for full-time permanent employment in Utah.

163 (b) All relevant evidence concerning the motivation for the move shall be considered,
164 including:

165 (i) the person's employment and educational history;

166 (ii) the dates when Utah employment was first considered, offered, and accepted;

167 (iii) when the person moved to Utah;

168 (iv) the dates when the person applied for admission, was admitted, and was enrolled
169 as a postsecondary student;

170 (v) whether the person applied for admission to an institution of higher education

171 sooner than four months from the date of moving to Utah;

172 (vi) evidence that the person is an independent person who is:

173 (A) at least 24 years of age; or

174 (B) not claimed as a dependent on someone else's tax returns; and

175 (vii) any other factors related to abandonment of a former domicile and establishment
176 of a new domicile in Utah for purposes other than to attend an institution of higher education.

177 (16) (a) A person who is in residence in Utah to participate in a United States Olympic
178 athlete training program, at a facility in Utah, approved by the governing body for the athlete's
179 Olympic sport, shall be entitled to resident status for tuition purposes.

180 (b) Upon the termination of the athlete's participation in the training program, the
181 athlete shall be subject to the same residency standards applicable to other persons under this
182 section.

183 (c) Time spent domiciled in Utah during the Olympic athlete training program in Utah
184 counts for Utah residency for tuition purposes upon termination of the athlete's participation in
185 a Utah Olympic athlete training program.

186 (17) (a) A person who has established domicile in Utah for reasons related to divorce,
187 the death of a spouse, or long-term health care responsibilities for an immediate family
188 member, including the person's spouse, parent, sibling, or child, may rebut the presumption of a
189 nonresident classification by providing substantial evidence that the reason for the individual's
190 move to Utah was, in good faith, based on the long-term health care responsibilities.

191 (b) All relevant evidence concerning the motivation for the move shall be considered,
192 including:

193 (i) the person's employment and educational history;

194 (ii) the dates when the long-term health care responsibilities in Utah were first
195 considered, offered, and accepted;

196 (iii) when the person moved to Utah;

197 (iv) the dates when the person applied for admission, was admitted, and was enrolled
198 as a postsecondary student;

199 (v) whether the person applied for admission to an institution of higher education
200 sooner than four months from the date of moving to Utah;
201 (vi) evidence that the person is an independent person who is:
202 (A) at least 24 years of age; or
203 (B) not claimed as a dependent on someone else's tax returns; and
204 (vii) any other factors related to abandonment of a former domicile and establishment
205 of a new domicile in Utah for purposes other than to attend an institution of higher education.

206 (18) The board, after consultation with the institutions, shall make rules not
207 inconsistent with this section:

- 208 (a) concerning the definition of resident and nonresident students;
- 209 (b) establishing procedures for classifying and reclassifying students;
- 210 (c) establishing criteria for determining and judging claims of residency or domicile;
- 211 (d) establishing appeals procedures; and
- 212 (e) other matters related to this section.

213 ~~[(9) Other institutions within the system shall honor a determination by an institution~~
214 ~~that a person is a resident student unless the determination was obtained by false pretenses or~~
215 ~~the facts which existed at the time of the determination have materially changed.]~~

216 (19) A student shall be exempt from paying the nonresident portion of total tuition if
217 the student:

- 218 (a) is a foreign national legally admitted to the Unites States;
- 219 (b) attended high school in this state for three or more years;
- 220 (c) graduated from a high school in this state or received the equivalent of a high
221 school diploma in this state.

222 Section 2. **Effective date.**

223 This bill takes effect on July 1, 2007.

April 11, 2007

MEMORANDUM

To: State Board of Regents
From: Richard E. Kendell
Subject: General Consent Calendar

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

- A. Minutes – Minutes of the Regular Board Meeting held March 9, 2007, at the Regents' Offices in Salt Lake City, Utah (Attached)
- B. Grant Proposals
 - 1. University of Utah – University of Arizona; "Angiogenesis and the Extracellular Matrix;" \$2,656,502. Jeffrey A. Weiss, Principal Investigator.
 - 2. University of Utah – National Science Foundation; "Lulea Forest Biorefinery;" \$2,498,361. Kevin J. Whitty, Principal Investigator.
 - 3. University of Utah – National Institutes of Health; "Neuronal Pathfinding;" \$2,067,953. Vladimir Hlady, Principal Investigator.
 - 4. University of Utah – National Institutes of Health; "Ventricular Fibrillation in a Globally Ischemic Heart;" \$1,681,875. Alexey V. Zaitsev, Principal Investigator.
 - 5. University of Utah – National Institutes of Health; "Nanoshells for Measuring Local Intracellular Ph;" \$1,249,999. Agnes Ostafin, Principal Investigator.
 - 6. University of Utah – National Institutes of Health; "Micellar Delivery;" \$1,087,887. Natalya Rapoport, Principal Investigator.
 - 7. University of Utah – US Department of Education; "AALA Model;" \$1,134,522. Mary Ann Christison, Principal Investigator.
 - 8. University of Utah – National Institutes of Health/National Institute on Drug Abuse; "Meth Toxicity;" \$1,868,750. Kristen A. Keefe, Principal Investigator.

9. University of Utah – National Institutes of Health; “Heparanomics;” \$1,844,000. Kubekean Balagurunathan, Principal Investigator.
10. University of Utah – National Institutes of Health/National Heart Lung & Blood Institute; “Muscle Function;” \$1,868,750. Mary C. Beckerle, Principal Investigator.
11. University of Utah – National Institutes of Health/National Cancer Institute; “DGK Delta in Growth;” \$1,681,875. Matthew K. Topham, Principal Investigator.
12. University of Utah – National Institutes of Health/National Center for Research; “Center for Clinical and Translational Science;” \$9,013,206. James P. Kushner, Principal Investigator.
13. University of Utah – National Institutes of Health; “Four Corners;” \$4,820,971. Marty Slattery, Principal Investigator.
14. University of Utah – National Institutes of Health; “Adipokines in Hemodialysis Patients;” \$3,269,797. Srinivasan Beddhu, Principal Investigator.
15. University of Utah – National Institutes of Health; “Genetics of Psoriasis;” \$2,833,723. Kristina P. Callis, Principal Investigator.
16. University of Utah – National Institutes of Health; “Studies of AMD;” \$1,880,316. Kang Zhang, Principal Investigator.
17. University of Utah – National Institutes of Health; “Studies of AMD;” \$1,868,750. Kang Zhang, Principal Investigator.
18. University of Utah – National Institutes of Health; “Porphyrin Biosynthesis;” \$1,868,750. James P. Kushner, Principal Investigator.
19. University of Utah – National Institutes of Health/National Cancer Institute; “Penumbra in Hematopoiesis;” \$1,868,750. Schickwann Tsai, Principal Investigator.
20. University of Utah – National Institutes of Health; “G Function in Vertebrate Photoreceptors (R01);” \$1,681,875. Yingbin Fu, Principal Investigator.
21. University of Utah – National Institutes of Health/National Institute for Child Health & Human Development; “Therapeutic Opportunity in SMA;” \$1,681,875. Kathryn J. Swoboda, Principal Investigator.
22. University of Utah – National Institutes of Health; “Mechanisms of Hypoxic Response;” \$1,495,000. Eric Lin Huang, Principal Investigator.

23. University of Utah – National Institutes of Health/National Institute for Allergy & Infectious Diseases; “Cloning GHVD Genes;” \$1,495,000. Thai M. Cao, Principal Investigator.
24. University of Utah – National Institutes of Health; “Metal Homeostasis;” \$1,495,000. Dennis R. Winge, Principal Investigator.
25. University of Utah – National Institutes of Health; “Progressive EAE;” \$1,470,250. Robert S. Fujinami, Principal Investigator.
26. University of Utah – National Institutes of Health/National Institute for Biomedical; “CT Z-Motion of X-Ray Source;” \$1,365,250. Frederic Noo, Principal Investigator.
27. University of Utah – Agency for Health Care Research; “Novel Health Resource;” \$1,199,999. Matthew H. Samore, Principal Investigator.
28. University of Utah – National Institutes of Health/National Institute for Biomedical; “SPELT;” \$1,196,000. Gengsheng Lawrence Zeng, Principal Investigator.
29. University of Utah – Agency for Health Care Research; “I-Teams;” \$1,182,524. Michael K. Magill, Principal Investigator.
30. University of Utah – National Institutes of Health/National Center for Complimentary & Altern; “Utah Center for Evaluation Mind-Body Interactions;” \$1,000,000. Yoshio Nakamura, Principal Investigator.
31. Utah State University – National Institutes of Health; “Modeling Acireductone Dioxygenases;” \$1,128,425. Lisa Berreau, Principal Investigator.
32. Utah State University – National Science Foundation; “NEESR-SG: Tips: Tools to Facilitate Widespread Use of Isolation and Protective Systems, a NEES/E-Defense Collaboration;” \$1,599,989.53. Keri Ryan, Principal Investigator.
33. Utah State University – Department of Health & Human Services; “Core Administration and Operations: Center for Persons with Disabilities;” \$2,500,000. Sarah Rule, Principal Investigator.
34. Utah State University – National Science Foundation; “The Great Salt Lake Basin Critical Zone Observatory, Integration of Critical Zone Processes in Closed Basin;” \$4,250,001. David Tarboton, Principal Investigator.
35. Utah State University – Goodrich Corporation; “DB-110 Reconnaissance System Generic Ground Setment (GGS);” \$2,466,225. Niel Holt, Principal Investigator.

36. Utah State University – US Air Force Research Laboratory; “Clean Sweep 3.1 Systems Engineering and Integration, Sensor Management, System Testing, and Modeling;” \$2,912,749. Niel Holt, Principal Investigator.
 37. Utah State University – US Air Force Research Laboratory; “Clean Sweep 3.2 Detection Algorithm Development;” \$1,512,887.57. Niel Holt, Principal Investigator.
- C. Grant Awards
1. University of Utah – National Institutes of Health/National Institute of General; “Conus Peptides and Their Receptor Targets;” \$1,362,689. Baldomero M. Olivera, Principal Investigator.
 2. Utah State University – NASA Jet Propulsion Laboratory, “Wide-Field Infra-red Survey Explorer (WISE);” \$1,566,388. John Elwell, Principal Investigator; Scott Schick, Co-Principal Investigator.
- D. Proposed Revision to Policy R851, *Guidelines for Retirement Programs* (Attached). The proposed revision conforms the policy to current statutory language and institutional best practices. It eliminates the requirement that employees who opt for early withdrawal from a retirement program must sign a waiver.

Richard E. Kendell, Commissioner

REK:jc
Attachments

MEETING OF THE STATE BOARD OF REGENTS
BOARD OF REGENTS OFFICES, SALT LAKE CITY, UTAH
MARCH 9, 2007

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MEETING OF THE STATE BOARD OF REGENTS
BOARD OF REGENTS OFFICES, SALT LAKE CITY, UTAH
March 9, 2007

Minutes

Regents Present

Jed H. Pitcher, Chair
Daryl C. Barrett
Janet A. Cannon
Rosanita Cespedes
David J. Grant
Ali Hasnain
Meghan Holbrook
Michael R. Jensen
David J. Jordan
Nolan E. Karras
Josh M. Reid

Regents Excused

Bonnie Jean Beesley, Vice Chair
Katharine B. Garff
Sara V. Sinclair
Marlon O. Snow

Office of the Commissioner

Richard E. Kendall, Commissioner of Higher Education
David L. Buhler, Associate Commissioner for Public Affairs
Troy Casarta, Accounting Officer
Joyce Cottrell, Executive Secretary
Amanda Covington, Director of Communications
David S. Doty, Director of Policy Studies and Assistant Commissioner
Carrie Flamm, Executive Director, Utah Student Association
Brian Foisy, Assistant Commissioner for Budget and Finance
Kimberly Henrie, Director of USHE Budget and Planning
Phyllis C. Safman, Assistant Commissioner for Academic Affairs
Mark H. Spencer, Associate Commissioner for Finance and Facilities
Lucille T. Stoddard, Associate Commissioner for Academic Affairs
Lynne N. Ward, Director, Utah Educational Savings Plan
Gary S. Wixom, Assistant Commissioner for Academic Affairs

USHE INSTITUTIONS

University of Utah

Michael K. Young, President
Paul T. Brinkman, Associate Vice President, Budget and Planning
Kenneth E. Nye, Associate Vice President, Facilities Management
David W. Pershing, Senior Vice President for Academic Affairs
Laura Snow, Special Assistant to the President and Secretary of the University

Utah State University

Raymond Coward, Provost

W. Glenn Ford, Vice President for Business and Finance
Steven H. Hanks, Vice Provost, International Affairs
Sydney M. Peterson, Chief of Staff
Whitney J. Pugh, Executive Director, Budget and Planning

Weber State University

F. Ann Millner, President
Norm Tarbox, Vice President for Administrative Services
Jan Winniford, Vice President of Student Affairs
Peter Owen, Student Body President

Southern Utah University

Michael T. Benson, President
Gregory L. Stauffer, Vice President for Administrative and Financial Services

Snow College

Richard W. Wheeler, Interim President

Dixie State College

Lee G. Caldwell, President
Donna Dillingham-Evans, Academic Vice President
Don Hinton, Acting Dean, Arts, Letters and Sciences
Scott Talbot, Executive Director, Business Services

College of Eastern Utah

Ryan L. Thomas, President
Mike King, Academic Vice President
Kevin Walthers, Vice President of Financial and Administrative Services
Aaron Hales, Student Body President

Utah Valley State College

William A. Sederburg, President
Elizabeth Hitch, Academic Vice President
Ernest Carey, Associate Dean, Technology and Computing
Linda Makin, Director of Budgets
Cameron Martin, Assistant to the President
J. Karl Worthington, Associate Vice President of Academic Affairs
Andrew Stone, Student Body President

Salt Lake Community College

Cynthia A. Bioteau, President
Dennis Klaus, Vice President for Business Services
David Richardson, Vice President for Academic Services

Utah College of Applied Technology

Robert O. Brems, President
Jared Haines, Vice President for Instruction and Student Services
Kirt Michaelis, Vice President for Administrative Services

Representatives of the Media

Sheena McFarland, *Salt Lake Tribune*
Erin Stewart, *Deseret Morning News*

Others Present

Tom Anderson, Office of the Attorney General
Spencer Pratt, Office of the Legislative Fiscal Analyst
Tim Salazar, OLAG

Chair Jed Pitcher called to order the Committee of the Whole at 8:33 a.m. He welcomed everyone and announced that the general sessions would be carried live via audio streaming. Chair Pitcher excused Vice Chair Beesley and Regents Garff, Sinclair and Snow. He recognized Rick Wheeler, who was attending his first meeting as Interim President of Snow College.

President Sederburg introduced UVSC's new Academic Vice President. Dr. Elizabeth Hitch is currently Vice Chancellor at the University of Wisconsin, LaCrosse. She served as Acting Chancellor during the institution's recent search process. Dr. Hitch was previously a dean at Eastern Illinois University and served on the faculty of a Michigan university.

Review of 2007 Legislative Session

Chair Pitcher thanked Commissioner Kendell and his staff, the Presidents and their legislative teams, and the Regents, particularly Regent Holbrook, for their active support during the recent legislative session.

Commissioner Kendell said it was a great year for higher education. He thanked Spencer Pratt from the Legislative Fiscal Analyst's office, for doing a great job of helping the Regents' staff work through the financial spreadsheets during the session. He also thanked Dirk Anderson from the Governor's Office of Planning and Budget. He expressed his appreciation to the USHE Presidents for presenting a united message. The Commissioner thanked his own staff (Dave Buhler, Amanda Covington, Kimberly Henrie, Mark Spencer, Dave Doty, and others) and expressed his appreciation to the Regents for their support.

Associate Commissioner Buhler said it had been a remarkable year. In fact, it was the single best funding year higher education has ever had. Every bill favored by higher education passed, and those not favored did not pass.

Budget and Capital Facilities. Associate Commissioner Spencer gave a PowerPoint presentation and reviewed the material in the Regents' folders. He said all budget categories were funded higher than our request, with the sole exception of salary retention, which was not funded at all. Higher education received more than \$100 million in new money, including an ongoing increase of 12.6 percent. Compensation was funded at 3.5 percent COLA for all full-time state employees, plus another 1.5 percent for merit, to be awarded at the Presidents' discretion. The Legislature put in statute a 75:25 percent compensation split and provided the money to fund the 75 percent. Need-based financial aid received \$2 million in one-time money and another \$2 million which was moved from one-time to ongoing money. Dr. Spencer reviewed the other appropriations from ongoing funds, then did the same with one-time appropriations. Regent Atkin pointed out that, although higher education received even more funding than we had requested, our percentage of the overall state budget is still decreasing. Regent Grant agreed, pointing out that 12 years ago higher education received 18 percent of the state budget; this year the allocation is only 13.9 percent.

Associate Commissioner Spencer then reviewed funding for capital projects, to be funded with cash, both state-funded and non-state-funded projects. He then reviewed the appropriations for capital projects to be funded with bonds. He explained that whenever a building is constructed privately and donated to a state agency, and for which the state agency is responsible for operations and maintenance (O&M) expenditures, those projects need to be approved by the Legislature.

Legislation. Associate Commissioner Buhler referred to the Supplement to Tab A and reviewed key bills of particular interest to higher education. **HB 36** and **SB 242** were especially important to the Utah Education Savings Plan (UESP), and Lynne Ward was at the Capitol throughout the session to shepherd those bills through the Legislature. **HB 79** was an initiative of the K-16 Alliance. The issue of concurrent enrollment was controversial in the 2006 Legislative Session. The passage of this legislation includes concurrent enrollment in the formula "below the line" in the public education budget by tying it to the WPU. **HB 118** will allow Presidents to set residency requirements for their respective schools within a specified range. Commissioner Kendell said there was a long-standing tradition in higher education of using a fixed ratio (3:1) of resident to non-resident tuition. This was originally based on an analysis of the cost of instruction. An analysis has not been done for some time, and it may have an impact on the setting of residency and non-residency tuition after a new study has been conducted. Regent Haws referred to **HB 224**, which failed. This would have repealed the current exemption for students attending a Utah high school for three years and graduating. Associate Commissioner Buhler said he thought the passage of HB 118 would weaken the argument in future years for repealing those provisions. He noted former Representative David Ure, the original sponsor of this legislation, went to the Capitol and actively lobbied against this bill.

Other legislation of interest included **HB 196**, which will require higher education institutions to conduct background checks on all new employees who have contact with students under the age of 21. **HB 309** waives undergraduate tuition for surviving dependents of members of the military from Utah who are killed while on active duty. At this time, 81 individuals are qualified to receive this benefit. **HB 371** makes statutory the merger of the College of Eastern Utah and the Southeast Applied Technology College. **HB 396** creates a Higher Education Task Force of five senators and seven representatives to look at higher education issues and report to the Education Interim Committee by November 30, 2007. Dave explained that each year six task forces are funded. The bill creating the Higher Education Task Force was actually created and funded during the last week

of the session. This task force will provide higher education leaders the opportunity to better inform legislators on higher education's issues and priorities.

Another controversial bill this year was **SB 251**, dealing with concealed weapons on college and university campuses. The final version allows students living on campus the opportunity to not live with someone holding a concealed weapons permit.

A key bill during the session was **SB 70**, approving UVSC's name change to Utah Valley University. Legislators respected the Regents' support and appreciated the collaborative way this had been handled.

Commissioner Kendell said higher education received \$230 million for the next funding year. Regent Jardine said that was a result of higher education building credibility, consistently backed by data. President Sederburg credited Commissioner Kendell and Associate Commissioner Buhler for their hard work throughout the session.

President Benson pointed out the Utah Education Association (UEA) has paid for advertisements thanking the Legislature. He asked, what is higher education doing? Dave said a personal letter had been sent to each legislator, signed by the Commissioner, Chair Pitcher, and Associate Commissioner Buhler, thanking them for their individual support. Regent Jardine said part of the public relations plan included the Regents contacting legislators in their respective communities, year round, to keep our message before them.

Lessons Learned. Dave said this time a year ago, higher education focused its determination to develop a clear, unified message. This has begun and we are starting to see results of those efforts. We have also been able to reach key leaders of the business community who have been active in getting our message out and supporting our efforts. We did a much better job this year of producing documents and data that clearly communicated higher education's message of better preparation, greater participation, and increased completion. The Commissioner is well respected on the Hill and has good relationships with the Governor and legislators. Dave thanked the legislative liaisons for their tireless efforts throughout the session, including the students, who were represented by Carrie Flamm. He also thanked the legislative staff for working so closely with us.

Commissioner Kendell said he had recently met with Senator Lyle Hillyard and asked him the best way to show our appreciation to the Legislature. Senator Hillyard recommended that the Presidents meet with the legislators in their respective areas in six months or so, and show them how the money allocated to their institution had been spent. Associate Commissioner Spencer pointed out the buff-colored handout on SB 90 and the gray handout on USHE partnerships. We will have to report back to the Legislature about this next year.

Commissioner Kendell said UESP had been successful in passing key legislation, led by Lynne Ward. Regent Holbrook led the group in applauding her efforts.

President Sederburg presented Commissioner Kendell and Associate Commissioner Buhler with UVU t-shirts, with the "Kendell Plan" imprinted on the reverse side.

First- and Second-Tier Tuition Increases for 2007-2008

Chair Pitcher referred to Tab B and said there would not be individual presentations by the Presidents, but rather a summary statement from the Commissioner. Commissioner Kendell said because of the statutory funding split for tuition, the first-tier tuition is the same for all institutions. His recommendation was for a four percent (4%) increase in first-tier tuition. This will fully satisfy the 5 percent compensation increase.

Second-tier funding is set by the institution. A number of Presidents came up with a funding range until it was known that we would receive a good appropriation this year. Those anticipated increases were then reduced. Most are now in the 3 percent range. This is the lowest second-tier tuition increase in several years. All of the institutions have held their Truth in Tuition hearings with their students, reviewed the purposes for which tuition would be used, and recommended the second-tier tuition increases accordingly. Associate Commissioner Spencer said the average total tuition increase will be 6.6 percent, the lowest in the six years since the Regents authorized second-tier tuition. There is a small differential increase at USU for the School of Business, as well as a small increase for Utah Electronic College.

Regent Jordan noted Dixie State College was the outlier on second-tier tuition. With the amount of funding appropriated by the Legislature this year, will we be violating any sense of expectation on the legislators' part by raising Dixie's second-tier tuition by 5 percent? Commissioner Kendell said for a variety of reasons, Dixie has been in a difficult situation. When they moved to four-year status, they did not receive an appropriation from the Legislature. That was unfortunate. Since that time, college officials have not increased tuition during lean times. The Commissioner has recommended to President Caldwell that second-tier tuition be increased over a period of several years, to conform to the tuition range now used by the other institutions. Dixie's request for a 5 percent increase is much lower than the increase originally anticipated. Commissioner Kendell said he appreciated the college's efforts in reducing their request. He assured the Presidents that he recognized the needs of each institution.

Regent Jardine asked if Dixie's larger increase in second-tier tuition was to fund four-year programs. President Caldwell said it was not. Tuition was increased because the Washington County area went from a low-cost living area to the second-highest cost-of-living area in the state, and additional funding is necessary for faculty and staff salaries. Tuition at Dixie was increased last year to increase the number of faculty in English and math in order to meet accreditation standards. He noted 80 percent of last year's increase went into faculty compensation for retention. This year some funding was appropriated for new baccalaureate programs. In addition, the college's previous two-tier salary schedule was eliminated last year at the request of the Commissioner.

Regent Grant moved approval of the Commissioner's recommendations: (1) to increase first-tier tuition at all USHE institutions by 4 percent, (2) to approve the proposed second-tier increases for each institution except USU, (3) to authorize the Regents' Executive Committee to finalize the 2007-2008 tuition rates for USU no later than March 23, 2007, (4) to approve the proposed increases in differential tuition for USU's undergraduate and graduate students in business courses, and (5) to approve the

tuition rates for UCAT, UCAT General Education, and Utah Electronic College. The motion was seconded by Regents Atkin and Jensen and was adopted unanimously.

The Regents recessed to committees at 9:30 a.m. and reconvened in the Committee of the Whole at 11:15 a.m. Regents Jardine and Jordan left the meeting to participate in a conference call.

General Consent Calendar

On motion by Regent Grant and second by Regent Atkin, the following items were approved on the Regents' General Consent Calendar (Tab V):

- A. Minutes – Minutes of the Regular Board Meeting held January 19, 2007, at Salt Lake Community College 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 Cancer Institute; "Alaska Natives and American Indians;" \$2,992,534. Marty Slattery, Principal Investigator.
 - 2. University of Utah – National Institutes of Health/National Institute of Child Health & Human Behavior; "MFMU Network Base;" \$2,030,242. Michael W. Varner, Principal Investigator.
 - 3. University of Utah – Centers for Disease Control; "COE: Public Health Informatics;" \$1,499,638. Matthew H. Samore, Principal Investigator.
 - 4. University of Utah – US Army/Dugway Proving Grounds; \$1,452,815. Jack W. Brittain, Principal Investigator.
 - 5. Utah State University – Department of Homeland Security; "Exercise Scenario Modeling Tool;" \$1,208,810. Glen Wada, Principal Investigator.
 - 6. Utah State University – Utah Department of Transportation; "State Legislative Seed Funding Designated for Bridge Research Within the Utah Transportation Center;" \$2,208,810. Kevin Womack, Principal Investigator.

Reports of Board Committees

Programs Committee – Regent Michael R. Jensen, Chair

Utah State University – Master of Social Work Degree (Tab C). Chair Jensen reported this program was to prepare social workers for advanced practice in the field of social work and to equip students with the

necessary knowledge and skills for promoting social welfare in such areas as education, health, employment, housing, and criminal justice. The program will be offered via distance education as well as in the classroom. It will be offered at the Logan campus and in three extension sites – Tooele, Ogden, and Brigham City. The program will be offered in other rural areas later. Provost Coward reported to the committee that USU had been working with the University of Utah on this program and appreciated their assistance. **Chair Jensen moved approval of USU's Master of Social Work Degree, effective January 2008. The motion was seconded by Regent Reid and was adopted unanimously.**

Utah Valley State College – Bachelor of Arts Degree in American Sign Language and Deaf Education and Bachelor of Arts Degree in Deaf Studies, with Emphasis in General Deaf Studies and Interpreting (Tab D). Chair Jensen said this program was on an abbreviated track for approval, to become effective Fall 2007. He asked Associate Commissioner Stoddard to explain the proposal. Dr. Stoddard said policy R401 allows institutions the option to fast-track the approval process on programs for which there are no negative responses from other institutions. This program is in place and ready to be moved forward for the Regents' approval. There is a great demand for this program, which helped to qualify it for the abbreviated track. The most intense demand for graduates of the proposed program is within the interpreting field in which shortages exist. The advent of video relay services has intensified the demand for trained individuals to interpret video-conferencing-type telephone calls between hearing and deaf persons. Deaf children have been mainstreamed into public schools at a dramatic rate, resulting in the need for elementary and secondary teachers and administrators to have a working knowledge of American Sign Language (ASL) in order to engage with deaf students. **Chair Jensen moved approval of UVSC's request. Regent Reid seconded the motion, and it was adopted unanimously.**

Utah Valley State College – Bachelor of Science Degree in Software Engineering (Tab E). Chair Jensen said this program had also been put forward on the abbreviated track. The program will prepare students to design and implement large software systems, and it will be part of the existing Department of Computing and Networking Sciences. Chair Jensen said there had previously been a concern because of the word "Engineering" in the program name. However, this was no longer problematic. **Chair Jensen moved approval of UVSC's request for a Bachelor of Science Degree in Software Engineering. Regent Holbrook seconded the motion, and it carried unanimously.**

Consent Calendar, Programs Committee (Tab F). Chair Jensen said the Consent Calendar consisted of two items from the University of Utah. The first was the Center for Non-Violent Human Rights Advocacy, which is being funded by an endowment from the Barbara L. and Norman C. Tanner family. Ted Wilson, Professor Emeritus and former director of the Hinckley Institute of Politics, has been hired as the founding Director. The second project was a Center for Interdisciplinary Arts and Technology within the College of Fine Arts (CFA). This will enable students to be exposed to experienced artists in various new areas of creative investigation. Dr. Ellen Bromberg, Associate Professor of Modern Dance and former CFA Assistant Dean for Research, has been appointed as the founding Director. **Chair Jensen moved approval of both projects on the committee's Consent Calendar. Regent Cespedes seconded the motion and thanked University officials for their excellent presentation to the committee. The motion carried unanimously.**

Information Calendar, Programs Committee (Tab G). Chair Jensen pointed out the items on the committee's Information Calendar – an undergraduate minor at the University of Utah and name changes at UVSC and SLCC. He reported excellent discussions in committee about name changes.

Dixie State College – Program Reviews (Tab H). Chair Jensen said the committee had enjoyed an excellent discussion with Dixie officials. The report showed strengths, weaknesses, and rankings of the Academic Council for three programs in the 2004-2005 academic year and four programs in the 2005-2006 academic year. In addition, data summaries were presented showing faculty-student ratio, program enrollment, and cost per FTE of each of these programs. At the conclusion of the discussion, the committee agreed clarification is needed for the benefit of the CAOs on the roles (rules?) for the programs at the various institutions.

Finance, Facilities and Accountability Committee – Regent Jerry C. Atkin, Chair

Proposed Fee Increases for 2007-2008 (Tab I). Chair Atkin referred the Regents to Replacement Tab I and to the attached proposed fee schedules. He noted that three institutions' requests exceeded five percent increase. For those, the Commissioner requested extra time to discuss the proposals with UVSC, WSU, and Dixie officials. **Chair Atkin moved approval of the proposed fee increases for the University of Utah, Utah State University, Southern Utah University, Snow College, the College of Eastern Utah, and Salt Lake Community College, and authorized the delegation of authority to approve fees at Dixie State College, Weber State University, and Utah Valley State College to Commissioner Kendell, with fees at the latter three institutions not to exceed the rates proposed in the Attachment to Replacement Tab I. Regent Grant seconded the motion, which carried unanimously.**

Consent Calendar, Finance Committee (Tab J). Chair Atkin noted the revision to policy R588 was to comply with recommendations from the National Association of College and University Business Officers (NACUBO). The revision to policy R565 would ensure lines of communication between the trustees' audit committees and the Regents' Audit Committee. **On motion by Regent Grant and second by Regent Holbrook, the following items were approved on the Finance Committee's Consent Calendar:**

1. Revisions to Policy R588, *Delegation of Debt Policy to Boards of Trustees*
2. Revisions to Policy R565, *Audit Committees*
3. University of Utah and Utah State University – Capital Facilities Delegation Reports
4. University of Utah – Sale of Donated Property

Final Consultant Report: Actuarial Valuation Studies of Post-Retirement Obligations (GASB 45 and 47). (Tab K). Chair Atkin reported the final report showed that higher education has two types of post-retirement programs – one is where benefits are paid for retired employees. Chair Atkin noted that the University of Utah and Utah State University were changing their policies so that they do not provide post-retirement policies any longer. The second type of program provides for people who retire early, wherein a portion of their salary is paid for a period not to exceed five years. This portion will continue to exist at a cost of approximately \$13 million.

Utah State University – Action of Regents’ Executive Committee to Approve a Building Lease in Tooele, Utah (Tab L). This agenda informed the Regents that the Executive Committee had met on January 30 and had approved USU’s request to lease a 6000-square-foot building in Tooele County. The county will construct a building on land owned by the University and then lease the building back to USU for a nominal fee. At that meeting, members of the Executive Committee requested additional information about possible duplication of effort. The Commissioner’s staff confirmed that UCAT uses space at Tooele High School and SLCC leases a small space in the existing USU facility. Neither of these institutions owns any space in Tooele County. This item was presented for information only and did not require further action on the part of the Regents.

Southern Utah University – Action of Regents’ Executive Committee to Authorize a Revenue Bond Proposal for New Residence Halls (Tab M). Chair Atkin reported that this item had required action of the Executive Committee in order to qualify for bonding approval during the 2007 General Legislative Session. The request was for bonding authority for student housing to replace existing residence halls which have significant safety issues. This item was also for information and did not require further action by the Regents.

Strategic Planning and Communications Committee (Vice Chair Meghan Holbrook reported for Regent Jardine, who chaired the committee meeting)

Regent Speaking Engagements/Presentations (Tab N). Acting Chair Holbrook reported the attachment to Tab N provided a list of groups to whom Regents and Presidents could make presentations. This will help spread the higher education message to business and industry, various community groups, and the public at large. Regents and Presidents were asked to let Amanda Covington know of specific groups to whom they would like to present. President Brems said UCAT campus presidents would be happy to participate as appropriate. Commissioner Kendell said higher education has a great message, and the plan is to let as many people as possible know what still needs to be done. It is important to get this message to the Legislature and the community. Not only does this need to be done before the 2008 Legislative Session; we need year-round communication. President Sederburg recommended USHE Trustees be included as appropriate. **Chair Holbrook moved adoption of the Commissioner’s recommendation, with the additional request that Regents follow through and call Amanda. The motion was seconded by Regent Barrett and carried unanimously.**

Utah Valley State College – Minority Task Force Report (Tab O). Chair Holbrook said this information was provided for information only. Unfortunately, Gwen Anderson, Director of UVSC’s Multicultural Center, had to leave immediately following her presentation to the committee. Chair Holbrook recognized Dave Richardson, Dave Doty and Regent Cespedes, who have put together this task force and recommendations. The institutional reports call to attention how important it is to recognize who we are and how we are known in the state. Ms. Anderson brought with her the first Latino Woman of the Year. “Auntie Gwen” gave an excellent, passionate presentation to the committee. The Multicultural Center obtains grants and pursues additional grants to help finance their endeavors. This year, for the first time, the UVSC student body has a multicultural representative. The Multicultural Center is very attractive. Regent Holbrook commended President Sederburg for his active participation in all events of the multicultural students and for his bonding with the students. Many of this group’s advisors are bilingual, which has been invaluable to its success. Approximately 2500 minority

students are enrolled at UVSC, which is an 80 percent increase since 2003. Chair Holbrook commended UVSC for their good work in this area. A copy of Ms. Anderson's handout will be made available to the Regents who are not on this committee.

Commissioner's Goals (Tab P). Chair Holbrook reported this item was for information only, so that the Regents could see that the Commissioner's goals had been amended to include a recommendation from the committee last month.

Teacher Supply and Demand Study – Update Report (Tab Q). Chair Holbrook said this report had stimulated a lively discussion in the committee. The Regents will receive a final report and complete presentation in April. Dr. Dave Sperry gave a brief update. The draft report was discussed by the task force earlier in the week. It will be finalized and presented to the Alliance on March 20, to the State Board of Education on April 5, and to the State Board of Regents on April 20. The task force has been working for the past four months on this report. Tentative recommendations were shown on the summary and reviewed briefly by Dr. Sperry. He reported when the report is made to the Alliance on March 20, members of the task force will be present to respond to questions. The Governor will also be invited to attend and make recommendations and/or ask questions.

Regent Grant asked if the voucher situation and the number of teachers in this area would have an impact on this issue. Dr. Sperry responded there is some talk of replicating this study next year; perhaps private schools should be included. At the present time, only three percent of the teachers in Utah come from the private schools. Regent Cannon said public education anticipates more enrollment into the private schools. The Governor estimates this should not exceed 5 percent, but this is still to be seen. Of concern to the State Board of Education is the fact that Utah will have a private system which is funded by public dollars. Regent Grant asked the cost of educating a student in the state's public education system. Regent Cannon said that varies by district. Regent Grant asked if there was concern that private teachers would be hired away from public education at a higher salary. Regent Cannon acknowledge that concern. In addition, representatives from Los Angeles Unified School District will be in Utah the following week. They are willing to pay a \$17,000 incentive bonus for math, science and special education teachers.

Regent Karras asked if efforts had been made to attract the growing number of retired school teachers. Dr. Sperry said part of the issue is to try to recruit former teachers whose teaching licenses had expired. There are now more than 62,000 living individuals in that category. A public relations effort is underway to create ways for them to be recertified and re-enter the system. This represents a significant potential for filling part of the teacher shortage. Chair Holbrook thanked Dr. Sperry for his very provocative and timely study.

Measuring Utah Higher Education Report (Tab R). Chair Holbrook reported a vigorous debate in committee concerning the first chart on the page entitled Completion. Assistant Commissioner Doty clarified by explaining the current definition of a first-year student only includes those with no previous college credit. The graph will be amended to include students who have completed 20 total credits by the end of their first year of matriculation, regardless of what point or by what method the student entered the system. Future publications will include students who entered college with AP, CLEP, or concurrent enrollment, for a more accurate representation of the number of students actually reaching this benchmark. Chair Holbrook said there

was agreement that the graph did not accurately reflect the true picture, although it is actual data. The definition of a first-year student must be clarified and variations provided.

President Young said he was very pleased with the data being collected. This data is accurate, but it only measures those students who enter college with no advance preparation in high school. It is also possible only one semester was measured, because of students who leave after one semester to serve an LDS mission and who do not complete the second semester of their first year for two years. This is a very valuable tool and resource. A folder was given to each Regent that contained back-up data for the report.

Orientation for New Regents, Trustees and Presidents (Tab S). Chair Holbrook explained this was an ongoing effort. Assistant Commissioner Doty said an orientation for new Regents and Trustees was being planned. An intern is helping prepare the plan, which will be distributed to new Regents and Trustees appointed in July. Everyone will be invited to the orientation sessions. The training will be provided in multiple locations for convenience of those involved. Responsibilities of the Audit Committee will also be included.

USHE, UHEAA, UESP, and Utah Scholar Web Sites (Tab T). Amanda Covington explained that the Utah System of Higher Education had redesigned its web site, with a black bar with the "brand" on the left and appropriate graphics. Affiliate groups (UHEAA, UESP, and others) have also adopted the same look so that visitors to our web sites know they are still in the same place. Ms. Covington reported she meets regularly with institutional public relations representatives. The Regents' meeting was "live streaming," but not to the public. This is a beta test to institutional public relations representatives for feedback. Recordings of each meeting will be archived. Regent Grant recommended that all institutions include the USHE brand on their web sites as well. Chair Holbrook commended Amanda for the excellent job she had done with this project.

Proposed Policy R212, State Board of Regents Self-Examination (Tab U). Chair Holbrook said a final draft would be presented to the Board for approval in April. Along with the draft policy, attachments included examples of board self-evaluation policies from other higher education institutions and various agencies. Chair Pitcher thanked the Commissioner's staff and pointed out this had been recommended by Regent Barrett five years ago.

Report of the Commissioner

Highlights of Notable Accomplishments. Commissioner Kendell acknowledged the wonderful things taking place on the USHE campuses. He briefly highlighted each item in his written report. He also credited Associate Commissioner Stoddard for a retention conference the previous day at UVSC. He said he was pleased that enrollment was increasing, although not at every institution.

SLCC/SLTATC Study. The SLCC/SLTATC Study Group has met, as has the Research Team. He distributed a listing of the two groups, the charge to the group, and the top ten research questions proposed by the group. Dr. Gary Carlston chairs this effort.

Report of the Chair

Chair Pitcher announced that his report would now focus on student success at each institution. He thanked Amanda for her work in preparing the report.

Commencement. Chair Pitcher asked the Regents to let Secretary Cottrell know which institutions they would like to visit at graduation.

He thanked Associate Commissioner Stoddard for her work with UVSC as they sought university status.

Resolutions

Omer Buttars. Chair Pitcher referred to the Resolution in memory of Omer Buttars, a former Regent, who also served on the State Building Board. **Regent Grant moved adoption of the resolution for former Regent Buttars. Regent Karras seconded the motion, which carried unanimously.** A copy of the resolution is on file in the Commissioner's Office.

Michael R. Jensen. Chair Pitcher thanked Regent Jensen for his service on the Board of Regents. The Board will miss him a great deal. He is effective and calm and gets to the heart of the matter quickly. He wished Regent Jensen and his wife, Camille, well in their new assignment as LDS Mission President in New Hampshire. On behalf of the Board, Chair Pitcher presented Regent Jensen with a gift of appreciation. **Regent Grant moved adoption of the resolution for Regent Jensen. The motion was seconded by Regents Karras and Holbrook and carried unanimously.** The original resolution was presented to Regent Jensen. A copy is on file in the Commissioner's Office.

Regent Jensen thanked the Regents for their support and said higher education is in great hands. Commissioner Kendell and his staff, the USHE Presidents and their staff are all doing a wonderful job. He expressed the desire to resume service on the State Board of Regents upon his return from the mission field.

Regent Holbrook acknowledged the help of Interim President/Representative Ric Wheeler during the recent legislative session. Many times he gave great advice as well as good information while "wearing two hats," as State Representative and Interim President of Snow College.

Regent Reid moved that the Regents recess to executive session to discuss personnel issues and possible real estate transactions. Regent Atkin seconded the motion, which carried unanimously.

The Regents moved into executive session at 12:20 p.m., at which time Regents Jardine and Jordan rejoined the meeting.

Joyce Cottrell CPS
Executive Secretary

Date Approved

April 11, 2007

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell, Commissioner

SUBJECT: Engineering, Computer Science and Technology 2007-2008 Funding Recommendation from the Technology Initiative Advisory Board - Action Item

Issue

The 2001 Legislature approved SB61: *Enhancements to the State Systems of Public and Higher Education*. This legislation established an Engineering and Computer Science Initiative within the USHE, which was intended to increase the number of students graduating from engineering, computer science, and related technology programs. During the last five years, the Engineering and Computer Science Initiative has been successful in increasing the number of graduates in these areas within the Utah System.

The Technology Initiative Advisory Board (TIAB), appointed by the Governor, was established to make recommendations concerning the funds to the Regents. Key provisions of SB61 and a list of the TIAB members are included in the attachment. The TIAB met March 30, 2007, to consider the current needs of the Engineering and Computer Science programs at USHE institutions and to make a recommendation on the distribution of this year's funds.

Background

The goal of the Engineering and Computer Science Initiative is to increase the number of engineering and computer science graduates in the State of Utah. The initiative has been one of the most successful legislative efforts of the past decade. With equal participation among industry, higher education and the state, the Initiative has proven to be a model program with strong accountability and demonstrable results.

A modest investment of State dollars has made a significant difference for Utah. The Initiative has produced a 53 percent increase in engineering graduates between 2000 and 2006 and 19 percent increase in computer science graduates. During this same period, computer science graduates in the nation as a whole declined by 22 percent. Overall, Utah's increase in engineering and computer science graduates is roughly twice the national average.

The following table gives a summary of the funding between 2002 and 2007

Engineering and Computer Science Initiative Funding History 2002-2007			
Funds Appropriated			
Year	Ongoing	One time	Loan Forgiveness
2002	\$ 1,000,000	\$ 2,500,000	\$ 500,000
2003	\$ 2,000,000	\$ 1,000,000	\$ 0
2004	\$ 500,000	\$ 0	\$ 0
2005	\$ 500,000	\$ 500,000	\$ 0
2006	\$ 1,500,000	\$ 500,000	\$ 0
2007	\$ 500,000	\$ 700,000	\$ 0
Total	\$ 6,000,000	\$ 5,200,000	\$ 500,000

Prior to the March 30 meeting of the TIAB, the chair spoke personally with each dean or department chair about their use of the funds from last year and their current request.

For the coming year, 2007-2008, the Legislature has appropriated \$3,000,000 in ongoing and \$2,000,000 in one-time funds as a final installment to the current initiative. During their meeting, the TIAB discussed the current success of the initiative and the continued needs of each institution.

The TIAB is pleased with and excited about the growth seen in graduates over the last six years. Industry continues to be supportive of engineering and computer science education and the demand for new engineers is surging as the economy recovers. The Engineering and Computer Science Initiative is playing a key role in providing human capital for the Utah economy.

The TIAB was looking for requests that would continue to grow the capacity of the engineering and computer science programs. The need for graduates in engineering and computer science remains strong.

The TIAB decided that in order to continue to increase the number of students and graduates, the focus of the initiative should continue to be on providing quality programs that produce quality graduates. Each dean's prioritized list of needs was considered. In finalizing their recommendation, the TIAB maintained the following criteria:

- **Focus first on faculty positions.** With the funds appropriated for this year, funding faculty positions was seen as the best way to continue to increase the capacity, quality, and graduates.
- **Past performance.** Institutional records of accomplishment were also reviewed with preference given to programs that were growing rather than shrinking.

The institutions that demonstrated an ability to grow graduates, submitted well-considered plans for the use of new ongoing funds to grow capacity, and that articulated clear, appropriate uses for the one time funds were viewed favorably by the TIAB. The TIAB's recommendations will distribute the funds to the institutions the TIAB believes are best able to use the funds appropriately and effectively to achieve the objectives of the Initiative.

The TIAB proposes that the dollars recommended below, combined with matching dollars from the institutions, be used to finalize the goals of the program at each institution. Although each institution has flexibility in the use of the funds, the TIAB recommends that the institutions use the funds in their highest priority areas that will increase the capacity and the number of graduates. The TIAB recommends the following distribution of funds for the 2007-2008 year:

USHE Engineering and Computer Science Initiative Funding Distribution		
	2007-08	
	Ongoing	One Time
University of Utah	\$ 1,400,000	\$ 800,000
Utah State University	\$ 1,150,000	\$ 700,000
Weber State University	\$ 70,000	\$ 50,000
Southern Utah University	\$ 135,000	\$ 125,000
Snow College	\$ 45,000	\$ 50,000
Dixie State College	\$ 50,000	\$ 50,000
College of Eastern Utah	\$ 50,000	\$ 50,000
Utah Valley State College	\$ 50,000	\$ 100,000
Salt Lake Community College	\$ 50,000	\$ 75,000
TOTAL	\$ 3,000,000	\$ 2,000,000

The TIAB recommends that the prior funds appropriated for the Loan Forgiveness Program be administered as it has in the past.

Chuck Taylor, a member of the TIAB, will make a presentation at the April 20 Regents meeting, and will be available to answer questions.

Commissioner's Recommendation

This information is provided as background in preparation for the presentation and discussion at the Board meeting. The Commissioner supports the TIAB recommendations.

REK:GW
Attachment

Richard E. Kendell, Commissioner

Attachment

Key provision of SB61:

1. Establishing a goal through the Initiative to double the number of graduates from USHE institutions in engineering, computer science, and related technology by 2006 and triple the number of graduates by 2009.
2. Directing the Board to establish rules providing the criteria for those fields of study that qualify as "related technology."
3. Providing a component, which improves the quality of instructional programs in engineering, computer science, and related technology, by providing supplemental monies for equipment purchases (\$2.5 million).
4. Establishing a student loan and loan forgiveness program to encourage enrollment in programs included in the Initiative.
5. Assisting USHE institutions to hire and retain highly qualified faculty to teach in Initiative programs.
6. Increasing program capacity by funding new and renovated capital facilities, and funding for new engineering and computer science programs.
7. Creating a Technology Initiative Advisory Board to make recommendations to the Regents in its administration of the Initiative. The Advisory board is to include individuals appointed by the Governor from business and industry who have expertise in the areas of engineering, computer science, and related technologies.

Members of the Technology Advisory Committee

John Sutherland (Chair)	Cemaphore Systems
Susan Johnson (Co-Chair)	Futura Industries
Richard Anderson	Hewlett Packard, Retired
Reed Brown	Iomega Corporation
Roland Christensen	Applied Composite Technology
D. Mark Durcan	Micron Technology
Ed Edstrom	vSpring
Dave Moon	EsNet
Chuck Taylor	Metalcraft Technologies
J. Howard VanBoerum	VanBoerum & Frank

April 11, 2007

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Report of the Special Task Force on Teacher Shortages

The enclosed document, *An Education Initiative for the State of Utah*, constitutes the final report of the K-16 Alliance's Special Task Force on Teacher Shortages. The report has been presented to and accepted by members of the K-16 Alliance and is now being shared with the State Board of Education, the State Board of Regents, and the Governor for consideration and possible action.

The task force was formed in response to the teacher supply-and-demand study conducted last fall by Dr. David J. Sperry, who has been serving as a USHE Scholar in Residence in our office this past academic year. Dr. Sperry also chaired the task force and will highlight the report and respond to questions during our luncheon meeting on Friday, April 20. He will be joined by Lyle Cox, a member of the task force and the Human Resources Manager of the Washington County School District.

Public reaction to the report has been quite positive, as demonstrated by the attached editorial comments and articles.

REK/DJS:jc
Attachments