



## AGENDA

MEETING OF THE  
UTAH STATE BOARD OF REGENTS  
TO BE HELD AT  
SNOW COLLEGE, EPHRAIM, UTAH  
NOYES BUILDING

July 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

STATE BOARD OF REGENTS MEETING  
SNOW COLLEGE, EPHRAIM, UTAH  
NOYES BUILDING  
JULY 20, 2007

Agenda

7:30 a.m. - BREAKFAST MEETING – STATE BOARD OF REGENTS, COMMISSIONER  
9:00 a.m. KENDELL, SNOW COLLEGE BOARD OF TRUSTEES, PRESIDENT WHEELER  
(Heritage Room)

9:00 a.m. - COMMITTEE OF THE WHOLE  
9:15 a.m. (Founders Hall)

1. Welcome
2. Administration of Oath of Office to Regents Amy Engh and Tony Morgan
3. Meeting Overview
4. Committee Assignments and Personnel Changes

9:15 a.m. - MEETINGS OF BOARD COMMITTEES  
10:45 a.m.

PROGRAMS COMMITTEE  
Regent Katharine B. Garff, Chair  
(Room 101)

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ACTION:

- |   |       |
|---|-------|
| 1. University of Utah – Doctorate of Musical Arts Degree                                      | Tab A |
| 2. University of Utah – Master of Science Degree in International Affairs & Global Enterprise | Tab B |
| 3. Weber State University – Master of Science Degree in Athletic Training                     | Tab C |
| 4. Southern Utah University – Master of Science Degree in Sports Conditioning & Performance   | Tab D |
| 5. Southern Utah University – Bachelor of Arts Degrees in Studio Arts and Art History         | Tab E |
| 6. Dixie State College – Bachelor of Science Degree in Communication                          | Tab F |
| 7. Dixie State College – Bachelor of Science Degree in Accounting                             | Tab G |
| 8. Weber State University – Mission Statement   | Tab H |

CONSENT:

- |   |       |
|---|-------|
| 9. Consent Calendar, Programs Committee   | Tab I |
| A. Weber State University – Elimination of Botany Composite Teaching Major                        |       |
| B. Southern Utah University – Termination of Bachelor of Arts Degree in Art                       |       |
| C. Dixie State College – Termination of Bachelor of Science Degree in Communication & New Media   |       |
| D. Utah College of Applied Technology – Additional Certificates of Completion (multiple campuses) |       |

INFORMATION:

- |  |       |
|--|-------|
| 10. Information Calendar, Programs Committee | Tab J |
|--|-------|

- A. University of Utah – Joint Juris Doctor (JD) and Master of Public Policy (MPP) Degree
- B. Weber State University
  - i. Consolidation of Biology Teaching Major
  - ii. Bachelor of Science Degree in Automotive Technology at SLCC Meadowbrook Campus
- 11. Follow-up Report on CAOs' Quality Initiatives Tab BB
- 12. Update on CEU/SEATC Transition Tab GG

#### FINANCE COMMITTEE

Regent Nolan E. Karras, Acting Chair  
(Founders Hall)

##### ACTION:

- 1. USHE – Proposed Revisions to Policy R541, *Management and Reporting of Institutional Investments* Tab K
- 2. Weber State University – Request for Investment Exception Tab L
- 3. Southern Utah University – Lease of Property in St George Tab M
- 4. Snow College – Campus Master Plan Update Tab N

##### CONSENT:

- 5. Consent Calendar, Finance Committee Tab O  
 USHE – 2007-2008 Appropriated Operating Budgets

##### INFORMATION/DISCUSSION:

- 6. Report of the Executive Committee's Approval of Presidents' Salaries Tab P
- 7. Annual Research Grant Report Tab Q
- 8. Legislative Auditor General's Performance Audit of Higher Education Personnel Budgeting Practices Tab R
- 9. Update on Administrative Data Processing "Banner Small-Institution Enhancement" Project Tab S
- 10. Preview of 2008-2009 Capital Development Projects Tab T
- 11. Preview of 2008-2009 Budget Categories Tab U
- 12. Exposure Draft: Institutional Needs Statements for Land Banking Tab V
- 13. College of Eastern Utah – Progress Report on Business Process Consulting Engagement Tab W

#### STRATEGIC PLANNING AND COMMUNICATIONS COMMITTEE

Regent James S. Jardine, Chair  
(Heritage Room)

##### ACTION:

- 1. Proposed New Policy R847, *Criminal Background Checks* Tab X
- 2. Communication and Messaging Strategies Tab Y

##### INFORMATION/DISCUSSION:

- 3. Legislative Update Tab Z
- 4. Update on Regents' Speakers Bureau Tab AA

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|----|---|--------|
| 5. | Follow-up Report on CAOs' Quality Initiatives         | Tab BB |
| 6. | Update on IT Strategic Plan                           | Tab CC |
| 7. | Status Report – Training for New Regents and Trustees | Tab DD |
| 8. | Status Report – Board Self-Evaluation (Policy R-212)  | Tab EE |

11:00 a.m. - COMMITTEE OF THE WHOLE AND REGULAR BUSINESS MEETING  
 12:00 noon OF THE STATE BOARD OF REGENTS  
 (Founders Hall)

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|----|-------------------------------------|--------|
| 1. | Snow College – The President's View |        |
| 2. | General Consent Calendar            | Tab FF |
| 3. | Reports of Board Committees         |        |
|    | Programs Committee (Tabs A - J)     |        |
|    | Finance Committee (Tabs K - W)      |        |
|    | Planning Committee (Tabs X - EE)    |        |
| 4. | Report of the Commissioner          |        |
|    | • Update on CEU/SEATC Transition    | Tab GG |
| 5. | Report of the Chair                 |        |

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

STATE BOARD OF REGENTS – EXECUTIVE SESSION LUNCHEON  
 Heritage Room

Chief Academic Officers – Academy Room  
 Business Officers – Erastus and Lorenzo Snow Conference Room  
 Others – Room 101

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



July 11, 2007

## MEMORANDUM

TO: State board of Regents

FROM: Richard E. Kendell

SUBJECT: University of Utah – Doctor of Musical Arts Effective Fall 2007 – Action Item

### Issue

The University of Utah requests approval to offer the Doctor of Musical Arts degree effective Fall 2007. This program has been approved by the institutional Board of Trustees on May 14, 2007.

### Background

Doctoral degree programs in music are divided by the National Association of Schools of Music (NASM), the accrediting agency for music units in higher education, into two fundamental categories: 1) research-oriented degrees, and 2) performance-oriented degrees. The PhD is the principal degree for research programs, and the Doctor of Musical Arts (DMA) is the predominant degree for performance programs.

Over the past 30 years the structure of music programs in colleges and universities has changed to focus on the training of highly skilled specialists in one performance area. The DMA, not the PhD, is the most appropriate degree program to meet the demands and needs of doctoral students in music majoring in performance.

The proposed DMA degree program is intended to prepare musical performers to the highest level of technical mastery and artistic expression through a diverse performance structure complimented with rigorous academic foundations in historical, theoretical, and pedagogical coursework. In doing so, the impact on the standard of musical excellence within Utah will be raised by producing mature performers and graduates with appropriate training to be effective instructors at the university and college levels. Because the School of Music already administers doctoral music degrees with majors in music education and composition, all essential resources for supporting doctoral studies in music are in place. The School of Music estimates that graduate tuition and fees will adequately cover the addition of two courses and auxiliary faculty where needed.

Additionally, the proposed DMA degree would be complementary to the PhD in Music degree programs already being offered in the School of Music. Much of the non-performance content of the DMA is similar to

parts of the existing PhD in Music curricula. The total enrollment in the PhD degree program would not be diminished with the implementation of the DMA. Moreover, it is anticipated that enrollment in academic courses at the doctoral level will actually enhance the critical mass of students in these existing academic courses in a way that improves the overall experience for all students.

Because the School of Music already administers doctoral music degrees with majors in music education and composition, all essential resources for supporting doctoral studies in music are in place.

#### Policy Issues

No issues were raised by other USHE institutions.

#### Commissioner's Recommendation

The Commissioner recommends that the Regents approve the University of Utah's request to offer a Doctor of Musical Arts effective Fall 2007.

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Richard E. Kendell, Commissioner

REK/PCS  
Attachment





Academic, Applied Technology, and Student Success Committee

Action Item

Request to Offer the Doctor of Musical Arts

University of Utah

Prepared for  
Richard E. Kendal  
by  
Phyllis C. Safman

July 11, 2007

## SECTION I: The Request

The University of Utah requests approval to offer the Doctor of Musical Arts degree effective Fall 2007. This program was approved by the institutional Board of Trustees on May 14, 2007.

## SECTION II: Program Description

The basic orientation of the Doctor of Musical Arts (DMA) is professional practice emphasizing the creation or performance of musical works and the application and transmission of pedagogical knowledge of performance related issues.

Doctoral degree programs in music are divided by the National Association of Schools of Music (NASM), the accrediting agency for music units in higher education, into two fundamental categories: 1) research-oriented degrees, and 2) performance-oriented degrees. The PhD is the principal degree for research programs, and the Doctor of Musical Arts (DMA) is the predominant degree for performance programs.

The School of Music currently administers research-oriented PhD degree programs in Music Education and Composition, but does not offer the performance-oriented DMA. In requesting approval to implement a performance doctorate, the School of Music seeks to join all other NASM accredited doctoral-granting institutions in offering the DMA degree. The School of Music at the University of Utah is currently the only accredited doctoral-granting comprehensive music school that does not offer the DMA.

The DMA requires a minimum of 58 hours beyond the master's degree. A traditional dissertation is not required because the degree focuses on performance rather than research in music. In place of the dissertation, the student will complete four performance projects and one written document. Performance projects would include two solo recitals, one lecture recital, and one other performance endeavor to be chosen from the following: opera role, concerto performance, or chamber music recital. The written document, *DMA Dissertation Essay*, would include traditional research on a relevant topic, but would not necessarily entail the detail, length, or original research of a full dissertation. The aim of the non-dissertation doctorate in music is to prepare the student for teaching at the college/university level and performing in the professional world.

Over the past 30 years the structure of music programs in colleges and universities has changed to focus on the training of highly skilled specialists in one performance area. The DMA, not the PhD, is the most appropriate degree program to meet the demands and needs of doctoral students in music majoring in performance.

Additionally, the proposed DMA degree would be complementary to the PhD in Music degree programs already being offered in the School of Music. Much of the non-performance content of the DMA is similar to parts of the existing PhD in Music curricula. Students in the DMA program would participate in existing course in music theory, music history, and in some cases music education. The total enrollment in the PhD degree program would not be diminished with the implementation of the DMA. Moreover, it is anticipated that enrollment in academic courses at the doctoral level will actually enhance the critical mass of students in these existing academic courses in a way that improves the overall experience for all students.

## **Purpose of Degree**

The proposed DMA degree program is intended to prepare musical performers to the highest level of technical mastery and artistic expression through a diverse performance structure complimented with rigorous academic foundations in historical, theoretical, and pedagogical coursework. In doing so, the impact on the standard of musical excellence within Utah will be raised by producing mature performers of the highest caliber and graduates with appropriate training to be effective instructors at the university and college levels. Faculty anticipate that most students graduating with the DMA will obtain jobs in music units of colleges and universities in Utah, the Intermountain West, and throughout the nation.

## **Institutional Readiness**

Because the School of Music already administers doctoral music degrees with majors in music education and composition, all essential resources for supporting doctoral studies in music are in place. There would likely be a minimal increase in budgetary expenditures resulting from costs associated with one-on-one applied music instruction, albeit an expense that could be absorbed with resources that are currently available. The increase would not negatively impact existing programs or initiatives.

## **Faculty**

Except for the DMA written research project and the performance practice courses, the courses that will comprise the proposed DMA degree program are already being taught at the masters level by competent and diverse faculty, most of whom are in the vanguard of creative scholars in their field. The School of Music has recently added tenure-track faculty in the brass and string areas thus providing a regular faculty specialist in all of the general performance areas served by the DMA degree (brass, conducting, percussion, strings, piano, voice, woodwinds). No new faculty members need to be hired, nor will any current faculty members need to undertake additional training in order to support the proposed degree. The new courses in performance practice will be taught by regular faculty in the musicology area or by a highly qualified auxiliary faculty member with particular expertise in performance practice from one or more of the historic stylistic periods of music. In place are the requisite faculty with appropriate expertise to implement the proposed degree effectively. Supervision of the DMA written research project will be distributed across the faculty in a way as to not overburden any faculty member unfairly. Faculty in the School of Music receive workload credit for one-on-one instruction, including capstone project supervision. Faculty supporting the DMA can be found in Appendix C.

Additionally, twenty-five (25) auxiliary artist faculty, many who hold the DMA degree, would also provide instructional and non-academic support for students pursuing the DMA.

## **Staff**

No additional professional staff would be needed to support the DMA degree. Because all doctoral advising is provided by the major professor and because advising for the total matriculated enrollment in the DMA would be spread among many faculty members and thus not over-burden any single individual, support from the extant graduate secretary position would suffice to support the degree program.

## Library and Information Resources

Library resources necessary for supporting doctoral studies in music include a broad spectrum of reference holdings, collected editions of important composers, recordings, musical scores, and pedagogical books and methodologies. Because the School of Music already administers doctoral programs in composition and music education as well as a comprehensive array of specializations included as part of the Master of Music degree, most library and information resources necessary to support the DMA are already in place. Undoubtedly, there will be some new acquisitions that will be necessary to fill holes in certain instrumental, vocal, and/or conducting specializations of the DMA; however, these will be minimal, and can be obtained with the \$10,000 annual acquisition budget of the McKay Music Library and the regular allocation of the Marriott Library for music acquisitions.

## Admission Requirements

Students wishing to enter the DMA program must be admitted by both the Graduate School and the School of Music.

**The following must be submitted to the Graduate School as part of the admission process:**

- Graduate Admission Application
- Official transcripts of all undergraduate and graduate course work
- For international students, a TOEFL score, if applicable.

**The following must be submitted to the School of Music:**

- A written statement of intent and future goals (professional and personal)
- A current curriculum vitae
- Three current letters of recommendation from professors, employers and/or other professionals qualified to judge the applicant's ability to successfully complete doctoral studies.
- A comprehensive repertoire list that indicates works studied and performed. The list should indicate: 1) works performed (listing date and venue) and 2) works studied.

**Requirements for admission to the DMA program:**

- Acceptance of the above materials as evaluated by the Graduate School, School of Music Director of Graduate Studies, and major area professor.
- A master's degree in music from an accredited institution in the United States or abroad.
- Cumulative Grade Point Average of 3.0 in all previous collegiate work.
- A successful audition (see below).
- A minimum TOEFL score of 550, if applicable.

## Auditions

Following review of these materials, potential candidates will be invited to audition for the DMA program. A live audition is required for conducting applicants and preferred for all other areas of study. If a live audition is not possible, the following guidelines must be followed:

For Instrumental/Vocal Performance: Prospective students should submit a high-quality videotape or DVD of the applicant performing literature from a variety of style periods.

For Conducting: Prior to a live audition, prospective students must submit a high-quality videotape or DVD showing both rehearsal and performance footage. Those deemed acceptable will be asked to a required on-campus audition.

**Graduate Placement Examinations** in music theory, music history and some major areas (such as conducting) will be administered at the beginning of doctoral studies, usually before or during the first semester of study. The results of these exams will determine an appropriate course of study for each individual student. Upon completion of the examinations, the student and the major professor will design a course of study. Subsequent approval by the student's graduate committee and the director of graduate studies is required. The course of study will outline specific courses and establish a timeline for when each course should be taken.

## **Student Advisement**

Students will be advised at several levels throughout their doctoral studies. The basic tier of advisement is outlined below:

- Director of Graduate Studies in Music (oversees all graduate degrees and approves all Course of Study plans)
- Major area professor (advises student on course of study, recital preparations, repertoire, and major course requirements. Supervises all required School of Music forms and serves as the chair of the student's graduate committee).
- Minor area professor (advises student on requirements for the minor area of study. This professor may or may not be on the student's graduate committee).
- Graduate committee members (provide guidance as needed or requested. Attends all performances, and serves as the committee for the final comprehensive examinations).
- Academic area advisors (recommends coursework based on the Graduate Placement Examinations. These are diagnostic exams in music theory and music history taken at the beginning of doctoral studies that assess the strengths and weaknesses of each student).

## **Justification for Number of Credits**

The total number of hours required in the proposed DMA degree program (58-60) is consistent with requirements in most DMA programs offered at other institutions. There are a small number of DMA programs in other institutions with a much smaller number of required hours (30-36). These require students to demonstrate academic knowledge in music history and music theory through diagnostic entrance exams. Very few students who are able to demonstrate the required competence enter these programs. They are subsequently required to take a number of academic music courses in order to remove the deficiencies. The only required hours for these types of DMA programs are in the major area, and thus students receive a very narrow experience.

The proposed program has a different philosophical foundation in which students are required to prepare themselves for teaching in a secondary area. This preparation is based, in large part, on taking an array of classes (12 hours) that will help give the students opportunities for more in-depth and structured study than simply passing a proficiency barrier. This 12-hour requirement is standard in other DMA programs that require a secondary area of study. The degree program also requires a minimum of six hours in both music history and music theory, something the faculty believes is crucial for students to have a meaningful doctoral experience. This is also a common requirement in most other DMA programs.

### External Review and Accreditation

The proposed DMA degree program has been designed in accordance with accreditation standards of the National Association of Schools of Music (NASM). Because NASM allows great flexibility with regard to the structure for DMA degree programs, there is a wide spectrum of curricular programs at accredited institutions. In designing the proposed program, the School of Music faculty have examined DMA curricula in several other prominent institutions and used these as sources of information for crafting the proposed degree program. If the Regents approve the proposed degree, the School of Music will submit the DMA degree for plan approval to the National Association of Schools of Music for accreditation purposes.

### Projected Enrollment

The DMA degree program will attract healthy enrollments from its inception. Numbers listed in Table 1 are conservative estimates with higher enrollments being likely if matriculations match the interest expressed to the School of Music by prospective students.

**TABLE 1: Projected DMA enrollment, years 1 – 5.**

| Year Offered | Students Enrolled | Total Student FTE | Mean Student FTE to Faculty FTE Ratio |
|--------------|-------------------|-------------------|---------------------------------------|
| 2007-2008    | 3                 | 3.0               | 1:12                                  |
| 2008-2009    | 6                 | 4.5               | 1:8                                   |
| 2009-2010    | 8                 | 6.0               | 1:6                                   |
| 2010-2011    | 10                | 7.5               | 1:3.6                                 |
| 2011-2012    | 12                | 9.0               | 1:3                                   |

### Expansion of Existing Program

Not applicable.

### SECTION III: Need

#### Program Need

Historically, doctoral degrees in music developed within the traditional research-oriented model with emphasis toward theoretical and/or musicological studies. Later, the PhD in Music Education evolved from education doctoral programs that could not adequately serve intensive preparation for research and teaching in music. About 50 years ago, doctoral programs oriented to serve performers seeking advanced training in performance and pedagogy began to be developed in a handful of elite music schools. At that time, the only advanced studies in performance that were available were in non-academic conservatories, institutions based on *old world* models that focused solely on performing. Today, approximately 50 institutions in the United States offer the performance doctorate (DMA). These vary widely in their scope and in the number of hours required for completion. This is partly due to historical biases related to the initial development of these degrees and also because of differing institutional priorities.

As music schools have evolved and have employed more full-time performance faculty in tenure/tenure-track positions, so has the demand for people with DMAs to be hired to support performance studies. Statistics from the National Association of Schools of Music show the increase over the past seven (7) years in the percentage of faculty with completed doctoral degrees teaching music in higher education.

**TABLE 2: University music faculty holding earned doctoral degrees.** Information compiled from annual Higher Education Arts Data Survey (HEADS) reports provided by the National Association of Schools of Music.

| Academic Year | % of All Music Faculty Holding Doctorates | % at Masters Granting Institutions | % at Doctoral Granting Institutions |
|---------------|-------------------------------------------|------------------------------------|-------------------------------------|
| 1999-2000     | 56                                        | 59                                 | 51                                  |
| 2000-2001     | 57                                        | 59                                 | 52                                  |
| 2001-2002     | 57                                        | 58                                 | 54                                  |
| 2002-2003     | 58                                        | 60                                 | 55                                  |
| 2003-2004     | 58                                        | 60                                 | 60                                  |
| 2004-2005     | 59                                        | 61                                 | 54                                  |
| 2005-2006     | 60                                        | 62                                 | 54                                  |

The increases are due largely to more performance faculty with the DMA being hired into regular university faculty positions. The trend for employing more faculty with the DMA is anticipated to grow for the foreseeable future. The DMA is now generally considered to be the terminal degree for performance faculty, including studio instructors and conductors.

The University of Utah will fill a void that exists in Utah and the Intermountain West by offering the DMA and thus 1) serve institutions looking to employ performance faculty possessing the appropriate terminal degree and 2) provide performance faculty without a doctorate who are already teaching in USHE institutions and/or other institutions in the region the opportunity to obtain one.

## Labor Market Demand

The greatest numbers of college music teaching positions are in institutions with comprehensive music programs that balance emphases in professional and academic studies. Because the numbers of studio teachers and conductors in these programs are typically larger than the number of professors teaching “academic” music courses, the greatest numbers of teaching positions are for performance faculty. To fill these positions, institutions seek candidates who have the DMA. The job market is the driving force behind the increasing numbers of students desiring the DMA degree.

The School of Music at the University of Utah is a good example of this point. Employed are thirteen (13) full-time faculty members who teach private studio lessons, conduct ensembles, and/or teach other applied technique courses. Eight (8) of the faculty teach traditional academic lecture courses in music theory, music history, and music education, while ten (10) faculty members have assignments teaching both performance and academic music courses. Correspondingly, among the full-time faculty holding a doctorate in music are sixteen (16) with DMAs and nine (9) with PhDs.

Placement ads from *The Chronicle of Higher Education* and the College Music Society's *Music Vacancy List* show a greater number of jobs available in the performance areas of music (approximately 70%) when compared to the academic areas (approximately 30%). Of students who graduated with doctoral degrees in music from NASM accredited institutions in 2004-2005, 588 graduated with performance doctorates (78%), 142 graduated with academic doctorates (18%), and 30 graduated with unspecified degree types (4%). Of non-graduating students enrolled in doctoral degrees in music at NASM accredited institutions in 2005-2006, 3,392 were enrolled in performance degree programs (71%), 1136 were enrolled in academic degree programs (24%), and 242 in unspecified degree types (5%).

The U.S. Department of Labor, Bureau of Labor Statistics maintains employment statistics for the combined areas of post-secondary art, drama, and music teachers (<http://www.bls.gov/oes>). Whereas music numbers are not listed separately from art and drama, the report states:

*The need to replace the large numbers of postsecondary teachers who are likely to retire over the next decade will also create a significant number of openings...(doctoral) recipients seeking jobs as postsecondary teachers will experience favorable job prospects over the next decade.*

Graduates of the proposed DMA program will benefit from these employment opportunities. Likewise, they will help fill the need to replace retiring post-secondary music instructors in Utah and in other states in the coming years.

## Student Demand

Although the number of inquiries regarding the U of U School of Music offering a performance doctorate is not tracked, it is safe to say that over two-dozen such inquiries are received every year. Several factors support the belief that the DMA offered at the University of Utah will attract healthy numbers of high-quality students.

First, the University of Utah is the only public institution in Utah to offer graduate degrees in music. There are many individuals teaching at colleges and universities in Utah with graduate degrees in music from the



U of U. Just as the Higher Education Arts Data Survey (HEADS) data survey and advertising announcements in the most popular job posting services indicate that there are more than twice the number of college/university faculty positions in the performance areas than in the academic areas of music, it is reasonable to assume that interest from prospective DMA students would surpass interest in the PhD by no less than a similar amount.

Another factor supporting the DMA is that many musicians and music educators from Utah are not inclined to leave the state to pursue graduate study. Strong family ties and an appreciation for living in the beautiful surroundings of the state may influence this interesting anomaly. A number of professional musicians, including members of the Utah Symphony Orchestra, and professional music educators have commented to the faculty that they are interested in completing a DMA but cannot do so because of geographic restrictions. Just as the PhD programs in music have supported the faculties of sister institutions of higher education in Utah, so would the DMA.

The BYU School of Music attracts a number of outstanding students to Utah. Several graduates from BYU's master's degree program have contacted the U of U regarding a DMA because they are interested in continuing to live and study in Utah. BYU has an institutional mandate to prioritize undergraduate studies and does not offer study in music at the doctoral level.

Also, a number of performance faculty is distinguishing themselves through accomplishment in research/creative activity. In doing so, they have drawn attention to the U of U's School of Music and have had individuals contact them about coming the University of Utah for doctoral studies. A DMA degree would allow the U of U to attract talented music students from across the country. This will enrich the talent pool and bring greater diversity to the student body.

### **Similar Programs**

There are no institutions in the state that offer an accredited DMA degree. The proposed program would be the first in this significantly large geographic region of the Western United States. The nearest existing programs to Salt Lake City are in Boulder, Tempe, Seattle, and Eugene. There are no other accredited doctoral music programs at public institutions in Nevada, Utah, Idaho, Wyoming, and Montana except for those at the U of U. Just as students from Utah as well as other locations in the Intermountain West have matriculated to, and graduated from, the existing academic doctoral programs, faculty anticipate that the same would be true in even greater numbers for the DMA.

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

The University of Utah would provide a path for USHE faculty already teaching music and for students who would seek a performance doctorate.

### **Benefits**

USHE will benefit from the proposed DMA degree program because music faculty teaching at other Utah institutions will be able to pursue and complete doctoral work in-state rather than having to relocate to

programs elsewhere or forego doctoral work altogether. The additional educational training of these individuals would favorably impact the instructional quality that these DMA graduates would subsequently provide to their institutions. The University of Utah will benefit from implementing this program because more high quality students will be attracted to the School of Music. These older, more experienced students will directly and indirectly serve as mentors to the undergraduate and masters student populations and also provide leadership in student performing organizations.

### **Consistency with Institutional Mission**

The mission of the University of Utah is to educate the individual and to discover, refine, and disseminate knowledge. As a major teaching and research university and as the flagship institution of the Utah System of Higher Education, the University of Utah strives to create an academic environment where the highest standards of scholarship and professional practice are observed and where responsibilities to students are conscientiously met (Mission Statement, University of Utah).

The mission of the School of Music includes the following: 1) To train professionally-oriented students through the School's undergraduate and graduate programs in composition, conducting, instrumental performance, jazz studies, music education, musicology, music theory, pedagogy, and vocal performance; 2) To further the reputation of the School and serve the art of music through its faculty and students by presenting, creating, and participating in performances, compositions, research, publications, recordings, competitions, and conferences; 3) To function as the state's flagship institution, as a center for intellectual, educational, and cultural musical activities which serve the university, community, region, and nation.

The proposed DMA degree program will enhance the effectiveness of the mission of both the University and the School of Music by preparing musical performers to the highest level of technical mastery and artistic expression. In doing so, the impact on the standard for musical excellence within Utah will be raised by producing mature performers and graduates with appropriate training to be effective instructors at the university and college levels.

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

### **Program Assessment**

Expected goals for graduates of the DMA program and how competency will be assessed.

1. **Technical and musical mastery of the major instrument/voice or appropriate large/chamber ensemble repertoire.** This will be assessed through formal evaluation by faculty committee of each recital experience. Expectations will be clarified for developing professional-level competency. Students not meeting this standard of excellence in performance will not be allowed to progress to the next recital enrollment.
2. **Preparation for teaching in a secondary area.** Twelve hours of enrollment in advanced courses in a secondary area with a grade of B or higher are required. Presentations and/or delivery of instruction will be included in these academic experiences.

3. **An ability to engage in independent research.** This will be assessed through supervision and evaluation of the DMA dissertation essay as well as evaluation of the lecture recital by faculty committee.
4. **A thorough acquaintance with the pedagogy of their major instrument/voice.** Successful completion of doctoral pedagogy/literature classes as well as performance practice classes with a grade of B or higher is required to demonstrate competency of this expectation.
5. **Knowledge of contemporary issues in higher education in music, its general curriculum/pedagogy, and its role and influence of higher education.** Through a) interaction with students in other specializations in music, b) presentations in a secondary teaching area as part of academic course experiences, c) required courses in music history and music theory, and d) other experiences that connect specializations to the general music core, students have opportunities to view the collective experience of students enrolled in a comprehensive music program. This perspective will be evaluated at all stages of coursework and capstone experience. The required final oral exam will include assessment of the students understanding and attainment of this goal.

## Expected Standards of Performance

Graduates of the proposed program will possess performance skills of the highest professional standard. Through required coursework in performance practice as well as music history and music theory, students will possess the appropriate knowledge and background to be able to craft individualized interpretations of music in all stylistic periods appropriate for their performance specialization. These expectations are consistent with the competencies and skills necessary for success as a university music instructor and as a professional musician. They are also the prescribed accreditation standards as defined by the National Association of Schools of Music. The development of these skills and knowledge will be assessed throughout the course of study through: 1) the review of academic achievement in required classes, 2) evaluation of degree recitals, 3) the DMA dissertation essay, and 4) the final oral exam. If at any point during the course of study a student is not meeting these expectations, continuation in the program can be suspended.

## SECTION V: Finance

### Budget

The only additional cost anticipated to implement the DMA degree would be instructional salaries associated with implementing two new courses in performance practice. Whether these courses are taught by regular or auxiliary faculty, the additional expense is anticipated to be \$9,000 (\$4,500 per course) per year. This can easily be absorbed by departmental discretionary revenue. Costs associated with one-on-one instructional courses (pedagogy/literature courses and private lessons) will be absorbed into existing faculty FTE. There are no costs associated with recitals.

TABLE 3: Projected support budget for the DMA, years 1 – 5.

| Expenditure | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|-------------|--------|--------|--------|--------|--------|
|-------------|--------|--------|--------|--------|--------|

|                       |          |          |          |          |          |
|-----------------------|----------|----------|----------|----------|----------|
| <b>Salaries/Wages</b> | \$9,000  | \$9,000  | \$9,000  | \$9,000  | \$9,000  |
| <b>Benefits*</b>      | \$1,890  | \$1,890  | \$1,890  | \$1,890  | \$1,890  |
| <b>Current</b>        | \$0      | \$0      | \$0      | \$0      | \$0      |
| <b>Library</b>        | \$0      | \$0      | \$0      | \$0      | \$0      |
| <b>Equipment</b>      | \$0      | \$0      | \$0      | \$0      | \$0      |
| <b>Travel</b>         | \$0      | \$0      | \$0      | \$0      | \$0      |
| <b>Total</b>          | \$10,890 | \$10,890 | \$10,890 | \$10,890 | \$10,890 |

\*Based on 21% of salary estimated by the U o U Office of Budget and Planning.

**TABLE 4: Projected revenue generation from DMA enrollments, years 1 – 5.**

| <b>Year</b> | <b>Student FTE</b> | <b>SCH Revenue*</b> | <b>Private Lesson Fees†</b> | <b>Total Revenue</b> |
|-------------|--------------------|---------------------|-----------------------------|----------------------|
| 2007-2008   | 3.0                | \$5,700             | \$2,280                     | \$7,980              |
| 2008-2009   | 4.5                | \$8,550             | \$3,040                     | \$11,590             |
| 2009-2010   | 6.0                | \$11,400            | \$4,560                     | \$15,960             |
| 2010-2011   | 7.5                | \$14,250            | \$5,320                     | \$19,570             |
| 2011-2012   | 9.0                | \$17,100            | \$6,080                     | \$23,180             |

\*Projections based on 20 SCH per student FTE per year @ \$95 per doctoral student FTE.

†Projections based on \$380 per semester per student enrollment in private lessons.

## **Funding Sources**

The increase in productivity funding from the University for SCH generation in doctoral enrollments would more than cover the expense of adding these two courses. With only four (4) full-time students matriculating into the DMA program, there would be enough revenue generation to pay for the cost of adding these new courses (estimated at \$95 per doctoral SCH, 10 SCH per semester, plus private lesson music fees - \$380 per semester). The School of Music is confident that enrollment in the DMA program will exceed this threshold well before the program would have productivity funding for the first five (5) years of implementation.

## **Reallocation**

Not applicable.

## **Impact on Existing Budgets**

All costs will be absorbed within the current base budget. No existing programs will be affected. Increased productivity funding from enrollment growth will completely offset the increase in expenditures resulting from implement the DMA degree program.

**APPENDX A: New Courses to be Added to Support the DMA Degree.**

| <b>Course Number</b> | <b>Title</b>                                 | <b>Credit Hours</b> |
|----------------------|----------------------------------------------|---------------------|
| MUSC 7210            | Performance Practice I                       | 3                   |
| MUSC 7220            | Performance Practice II                      | 3                   |
| MUSC 7370            | Doctoral Instrumental Pedagogy/Literature I  | 3                   |
| MUSC 7371            | Doctoral Instrumental Pedagogy/Literature II | 3                   |
| MUSC 7380            | Doctoral Piano Pedagogy/Literature I         | 3                   |
| MUSC 7381            | Doctoral Piano Pedagogy/Literature II        | 3                   |
| MUSC 7390            | Doctoral Vocal Pedagogy/Literature I         | 3                   |
| MUSC 7391            | Doctoral Vocal Pedagogy/Literature II        | 3                   |
| MUSC 7920            | DMA Recital I                                | 1                   |
| MUSC 7930            | DMA Recital II                               | 1                   |
| MUSC 7940            | DMA Recital III – Chamber/Concerto           | 1                   |
| MUSC 7950            | DMA Lecture Recital                          | 1                   |
| MUSC 7975            | DMA Dissertation Essay                       | 2                   |

**Curricular Requirements for the DMA degree.**

| <b>Course Number</b>                       | <b>Title</b>                         | <b>Credit Hours</b>  |
|--------------------------------------------|--------------------------------------|----------------------|
| <b>Major Area</b>                          |                                      | <b>(34 total)</b>    |
| MUSC 7190                                  | Private Lessons - Doctoral           | 12                   |
| MUSC 74XX                                  | Ensembles                            | 4                    |
| MUSC 73XX                                  | Doctoral Applied Pedagogy/Literature | 6                    |
| MUSC 7210/7220                             | Performance Practice I/II            | 6                    |
| MUSC 7920, 7930, 7940                      | DMA Recital I/II/III                 | 3                    |
| MUSC 7950                                  | DMA Lecture Recital                  | 1                    |
| MUSC 7975                                  | DMA Dissertation Essay               | 2                    |
| <b>Academic Foundation</b>                 |                                      | <b>(12-14 total)</b> |
| MUSC 6010†                                 | Music Bibliography                   | 2†                   |
| MUSC 7610, 7620, 7630,<br>7640, 7650, 7660 | Music History                        | 6                    |

|                                                                                                                                |              |                    |
|--------------------------------------------------------------------------------------------------------------------------------|--------------|--------------------|
| MUSC 6550, 6551, 6520, 6521, 7510, 7580                                                                                        | Music Theory | 6                  |
| Electives (*only if History or Theory is the minor area)                                                                       | Electives    | *6                 |
| <b>Minor Area</b>                                                                                                              |              | (12 total)         |
| Selected from History, Theory, Music Education, Composition, Conducting, Secondary Instrument/Voice, Interdisciplinary Studies |              |                    |
| <b>Total Credits</b>                                                                                                           |              | <b>58-60 total</b> |

†MUSC 6010 is only required if not completed as part of the requisite masters degree.

### Course Descriptions

**MUSC 6010 Music Bibliography (2)** This course enables students to develop valuable research skills that will lead to success in graduate-level and professional music endeavors. Students learn how to locate, use, and evaluate information resources and explore the reference materials and literature in their specific areas of study. Additionally, this course assists students in gaining fluency in the language and conventions of effective scholarly writing.

**MUSC 6520 20th/21st Century Analysis I (3)** Major theories of contemporary compositional procedures and their application to major 20th-century composers.

**MUSC 6521 20th/21st Century Analysis II (3)** Major theories of contemporary compositional procedures and their application to major 20th-century composers.

**MUSC 6536 History of Theory (3)** An historical survey of selected readings from the major music theorists including current significant contributions to the discipline.

**MUSC 6550 Advanced Formal Procedures of the Eighteenth and Nineteenth Centuries I (3)**  
Advanced procedures in tonal analysis.

**MUSC 6551 Advanced Formal Procedures of the Eighteenth and Nineteenth Centuries II (3)**  
Prerequisite: MUSC 6550. Advanced procedures in tonal analysis.

**MUSC 7190 Doctoral Private Lessons (3)** Admission by audition. Registration requires application form obtained in department office. Special fee required. One hour private lesson each week with a minimum of 12 clock-hours practice per week.

**MUSC 7210 Performance Practice I (3)** Study of sources and materials specific to historical performance

practices in music.

**MUSC 7220 Performance Practice II (3)** Study of historical performance practices in music. Special emphasis will be given to the performance specialization of the student.

**MUSC 7370 Doctoral Instrumental Pedagogy/Literature I (3)** Fundamental principles, techniques and materials for instrumental private teaching. Special emphasis will be given to the performance specialization of the student.

**MUSC 7371 Doctoral Instrumental Pedagogy/Literature II (3)** Prerequisite: MUSC 7370 Fundamental principles, techniques and materials for instrumental private teaching. Special emphasis will be given to the performance specialization of the student.

**MUSC 7380 Doctoral Piano Pedagogy/Literature I (3)** Fundamental principles, techniques and materials for instrumental private teaching. Special emphasis will be given to the performance specialization of the student.

**MUSC 7381 Doctoral Piano Pedagogy/Literature II (3)** Prerequisite: MUSC 7380 Fundamental principles, techniques and materials for instrumental private teaching. Special emphasis will be given to the performance specialization of the student.

**MUSC 7390 Doctoral Vocal Pedagogy/Literature I (3)** Fundamental principles, techniques and materials for instrumental private teaching. Special emphasis will be given to the performance specialization of the student.

**MUSC 7391 Doctoral Vocal Pedagogy/Literature II (3)** Prerequisite: MUSC 7390 Fundamental principles, techniques and materials for instrumental private teaching. Special emphasis will be given to the performance specialization of the student.

**MUSC 7404 University Singers (Doctoral) (1 to 3)**

**MUSC 7405 A Cappella Choir (Doctoral) (1 to 3)**

**MUSC 7420 Opera Workshop (Doctoral) (1 to 3)** Techniques and skills required in operatic performance.

**MUSC 7430 Chamber Music (Doctoral) (1 to 3)** Students assigned to one or more brass, string, woodwind, vocal, mixed, guitar, or mamba ensemble.

**MUSC 7435 New Music Ensemble (Doctoral) (1 to 3)**

**MUSC 7445 Utah Philharmonia (Doctoral) (1 to 3)**

**MUSC 7465 Wind Ensemble (Doctoral) (1 to 3)**

**MUSC 7470 Jazz Ensemble (Doctoral) (1 to 3)**

**MUSC 7510 Theory Pedagogy (3)** Exploration of teaching methods used in theory courses.

**MUSC 7580 Special Topics in Music Theory (3)** Explores the methodologies of significant paradigms of analytical techniques. Topics will vary from the tonal theories of Schenker and Schoenberg to the most recent advances in non-tonal analysis.

**MUSC 7610 Music Literature: Renaissance (Doctoral) (3)** In-depth discussion of issues related to Renaissance music, including compositional techniques, performance practice, and social context.

**MUSC 7620 Music Literature: Baroque (Doctoral) (3)** In-depth discussion of issues related to Baroque music, including compositional techniques, performance practice, and social context.

**MUSC 7630 Music Literature: Classical (Doctoral) (3)** Survey of music literature from 1740 to 1820, with emphasis on the music of France, Austria, and Germany, as it impacted the development of the 'classical style.'

**MUSC 7640 Music Literature: Romantic (Doctoral) (3)** Issues related to aesthetics, sociology, compositional techniques, impact of art music in the 19th century.

**MUSC 7650 Music Literature: 1900 to the Present (Doctoral) (3)** Issues related to aesthetics, sociology, compositional techniques, impact of art music from the 1900's to the present.

**MUSC 7660 Music Literature: American (Doctoral) (3)** Survey of American Music from the colonial period to the present. Covers both the classical and vernacular traditions, plus music of Native Americans and various religious traditions.

**MUSC 7800 Seminar in Musicology: Renaissance (Doctoral) (3)** Prerequisite: MUSC 4610 or 6610 or 7610 or permission of instructor. Meets with MUSIC 6800. Explores research methodologies and critical/analytical approaches employed with Renaissance music.

**MUSC 7801 Seminar in Musicology: Baroque (Doctoral) (3)** Prerequisite: MUSC 4620 or 6620 or 7620 or permission of instructor. Meets with MUSIC 6801. Explores research methodologies and critical/analytical approaches employed with Baroque music.

**MUSC 7802 Seminar in Musicology: Classical (Doctoral) (3)** Prerequisite: MUSC 4630 or 6630 or 7630 or permission of instructor. Meets with MUSIC 6802. Explores research methodologies and critical/analytical approaches employed with music of the Classical period (1750-1820).

**MUSC 7803 Seminar in Musicology: Romantic (Doctoral) (3)** Prerequisite: MUSC 4640 or 6640 or 7640 or permission of instructor. Meets with MUSIC 6803. Explores research methodologies and critical/analytical approaches employed with Romantic music.

**MUSC 7804 Seminar in Musicology: 1900 to the Present (Doctoral) (3)** Prerequisite: MUSC 4650 or 6650 or 7650 or permission of instructor. Meets with MUSIC 6804. Explores research methodologies and critical/analytical approaches employed with music from 1900 to the present.



**MUSC 7850 Instrumental Conducting Seminar (Doctoral) (3)** Meets with MUSIC 6850. Advanced work in score-reading and conducting techniques. For instrumental conducting majors; others may enroll with permission of instructor. Satisfies pedagogy/literature requirements for conducting majors.

**MUSC 7860 Choral Conducting Seminar (Doctoral) (3)** Meets with MUSIC 6860. Advanced work in score-reading and conducting techniques. For choral conducting majors; others may enroll with permission of instructor. Satisfies pedagogy/literature requirements for conducting majors.

**MUSC 7870 Seminar in Instrumental Literature and Resources (Doctoral) (3).** A review of literature and resources for orchestras or wind bands. Satisfies pedagogy/literature requirements for conducting majors.

**MUSC 7880 Seminar in Choral Literature and Resources (Doctoral) (3).** A review of literature and resources for choirs. Satisfies pedagogy/literature requirements for conducting majors.

**MUSC 7920 DMA Recital I (1)** Prerequisite(s): consent of graduate committee chair. Open only to DMA students in performance.

**MUSC 7930 DMA Recital II (1)** Prerequisite(s): MUSC 7920, consent of graduate committee chair. Open only to DMA students in performance.

**MUSC 7940 DMA Recital III – Chamber/Concerto (1)** Prerequisite(s): MUSC 7930, consent of graduate committee chair. Open only to DMA students in performance.

**MUSC 7950 DMA Lecture Recital (1) Chamber/Concerto (1)** Prerequisite(s): MUSC 7930, consent of graduate committee chair. Open only to DMA students in performance.

**MUSC 7975 DMA Dissertation Essay (2)** Registration only by consent of Director for Graduate Studies in Music. No credit assigned until dissertation essay has been completed and filed with the graduate dean. Doctoral students must maintain continuous enrollment in this course subsequent to passing qualifying examination for admission to candidacy. May be repeated for credit.

## Appendix B: Program Schedule

### SEMESTER 1

| Course Number                | Title                      | Credit Hours |
|------------------------------|----------------------------|--------------|
| MUSC 7190                    | Private Lessons - Doctoral | 3            |
| MUSC 74XX                    | Ensemble                   | 1            |
| MUSC 6010                    | Music Bibliography         | 2            |
| MUSC 6550 (or other Theory)  | Music Theory               | 3            |
| MUSC 7640 (or other History) | Music History              | 3            |

### SEMESTER 2

| Course Number                | Title                      | Credit Hours |
|------------------------------|----------------------------|--------------|
| MUSC 7190                    | Private Lessons - Doctoral | 3            |
| MUSC 74XX                    | Ensemble                   | 1            |
| MUSC 7920                    | DMA Recital I              | 1            |
| MUSC 6551 (or other Theory)  | Music Theory               | 3            |
| MUSC 7640 (or other History) | Music History              | 3            |

### SEMESTER 3

| Course Number       | Title                      | Credit Hours |
|---------------------|----------------------------|--------------|
| MUSC 7190           | Private Lessons - Doctoral | 3            |
| MUSC 74XX           | Ensemble                   | 1            |
| MUSC 7210           | Performance Practice I     | 3            |
| Minor Area Elective | See list in Appendix A     | 3            |

### SEMESTER 4

| Course Number       | Title                      | Credit Hours |
|---------------------|----------------------------|--------------|
| MUSC 7190           | Private Lessons - Doctoral | 3            |
| MUSC 74XX           | Ensemble                   | 1            |
| MUSC 7930           | DMA Recital II             | 1            |
| MUSC 7220           | Performance Practice II    | 3            |
| Minor Area Elective | See list in Appendix A     | 3            |

### SEMESTER 5

| Course Number | Title               | Credit Hours |
|---------------|---------------------|--------------|
| MUSC 7950     | DMA Lecture Recital | 1            |

|                     |                                      |   |
|---------------------|--------------------------------------|---|
| Minor Area Elective | See list in Appendix A               | 3 |
| MUSC 73XX           | Doctoral Applied Pedagogy/Literature | 3 |

### SEMESTER 6

| Course Number       | Title                                | Credit Hours |
|---------------------|--------------------------------------|--------------|
| MUSC 7975           | DMA Dissertation Essay               | 2            |
| Minor Area Elective | See list in Appendix A               | 3            |
| MUSC 7940           | DMA Recital III                      | 1            |
| MUSC 73XX           | Doctoral Applied Pedagogy/Literature | 3            |

## Appendix C: Faculty

Brady Allred (Professor, Conducting) – DMA, MM Eastman; BM BYU. Choirs under the direction of Dr. Allred have won honors including Grand Prix for Choral Singing in Tolosa, Spain; Grand Prize at the Florilège Vocal de Tours International Choir Competition in Tours, France; and First Prize at the Marktoberdorf International Chamber Choir Competition with additional prizes for Best Interpretation of 20th Century Music and the Conductor's Prize. He is music director and conductor of the Salt Lake Choral Artist and has served in a similar capacity with the Pittsburgh Bach Choir. Dr. Allred previously served on the faculty at Duquesne University.

Robert Baldwin (Associate Professor, Conducting & Strings) – DMA Arizona, MM Iowa, BM Northern Colorado. Dr. Baldwin has conducted orchestras including the Hermitage Camerata Symphony in Saint Petersburg, Russia, the Lexington Philharmonic, and Flagstaff Festival of the Arts. He serves as conductor and music director of the Salt Lake Symphony. As a violist, he has performed internationally including performances with the Amadeus Trio, and the Saint Petersburg and Stanford String Quartets. His performances have been featured on National Public Radio's "Performance Today" and "Weekend Edition." A book chapter on preparing orchestral viola sections was recently published by the American String Teachers Association. Dr. Baldwin previously held appointments at the University of Kentucky and the University of Northern Arizona.

Hasse Borup (Assistant Professor, Strings) – DMA Maryland, GPD Hartt, AD Royal Conservatory of Denmark. A winner in the National Danish Radio Music Competition and recipient of the International Yamaha Music Prize, Dr. Borup has performed as soloist throughout Europe and America. As a member of the prize-winning Coolidge Quartet he has performed to critical acclaim and for radio and television in Asia, Australia, Europe, Central America and the USA. Dr. Borup previously served on the faculty of the University of Virginia.

John Brackett (Assistant Professor, Music Theory) – PhD, MM North Carolina, BM Ithaca. An emerging scholar on the music and musical thought of John Zorn and the New York "Downtown" scene, Dr. Brackett's research focuses primarily on music of the twentieth and twenty-first centuries. His interests include early approaches to twelve-tone composition, the intersections between the philosophy of science and post-war American music theory, and the analysis of pop and rock music. He has published or presented on the music of Zorn, Arnold Schoenberg, Led Zeppelin, and Pink Floyd.

Robert Breault (Professor, Voice) – DMA, MM Michigan; BM St. Norbert. A tenor of international acclaim, Dr. Breault has performed extensively with opera companies including New York City Opera, Opéra de Nice, Atlanta Opera, Fort Worth Opera, Arizona Opera, Utah Opera, Madison Opera, and Chautauqua Opera. Oratorio performances include those with the Philadelphia Orchestra, Cleveland Orchestra, St. Louis Symphony, San Francisco Symphony, Montreal Symphony, Washington's National Symphony, Atlanta Symphony, Utah Symphony, Milwaukee Symphony, and Toronto Symphony. He appears frequently as soloist with the Mormon Tabernacle Choir.

Tully Cathey (Lecturer, Guitar and Music Theory) – PhD, MM Utah, BS Mannes. A regular performer with the Utah Symphony Orchestra on guitar, banjo, and mandolin, Dr. Cathey excels in classical, jazz, and commercial music performances. An active composer, his work "Motherchord," commissioned by the Barlow Endowment, was premiered by the Utah Symphony, with Keith Lockhart conducting, in 2001. Dr.

Cathey has composed extensively for Utah's public television station KUED, work that has received Emmy Nominations.

Miguel Chuaqui (Associate Professor, Composition) – PhD, MA, BA California-Berkeley. Dr. Chuaqui is a composer of acoustic and electro-acoustic music. He has received commissions from the Fromm Music Foundation at Harvard University, the Koussevitzky Foundation in the Library of Congress, music organizations such as Earplay (San Francisco), Chamber Music Partnership (San Francisco), Parnassus (New York), and Ensemble Bartok (Santiago). His music is recorded on the CRI, Albany Records, and Centaur labels. Honors include an Award in Music from the American Academy of Arts and Letters, a Copland Recording Grant, a Charles Ives Scholarship, an Eisner Prize, a Nicola de Lorenzo Award, and induction into the National Association of Composers of Chile.

Heather Conner (Assistant Professor, Piano) – DMA Manhattan, MM Yale, BM Curtis. Dr. Conner has appeared around the world as a piano soloist and chamber musician. She is winner of numerous awards and honors including the grand prizes at the Midland-Odesa National Young Artists Competition (TX) and the Kingsville International Young Performers Competition (TX) as well as first prizes at the First International Hilton Head Island Piano Competition (SC), the Altoona Symphony Orchestra/Mozarteum Piano Competition (PA). She has also appeared in concert at the Glenn Gould Studios in Toronto and at Weill Hall at Carnegie Hall.

David Michael Cottle (Lecturer, Music Technology) – DMA Illinois, MM BYU, BM Utah State. An active composer of electronic music, Dr. Cottle has been published by MIT Press and Lime Music Software, and has articles regarding digital synthesis and digital composition published on the Internet. He is also an expert in recording technology in both acoustic and electronic settings.

Susan Duehlmeier (Professor, Piano) – DMA Boston; MM, BM Utah. Dr. Duehlmeier has performed as soloist with the Utah Symphony, Boston Symphony, Warsaw Philharmonic Orchestra, Czech Radio Orchestra, and the Armenian Philharmonic. She has been nominated for a Grammy Award and has recordings available on the MMC, Centaur and Albany labels. A registered Steinway Artist, Dr. Duehlmeier is designated a "Presidential Teaching Scholar" at the University of Utah. She serves on the Board of Directors of the Gina Bachauer International Piano Competition and is Vice President of the Pianists of the Americas organization in New York.

Mark Ely (Professor, Music Education & Woodwinds) – PhD Ohio State, MM Western Michigan, BME Ohio State. Dr. Ely is an active adjudicator, clinician, and performer on saxophone. His book entitled *Dictionary of Music Education: A Handbook of Terminology* is published by GIA Publications. He recently received a Superior Achievement Award in Music Education from the Utah Music Educators Association.

April Greenan (Lecturer, Musicology) – PhD Maryland; MA and BM Utah. Dr. Greenan is the founding director of the McKay Music Library at the University of Utah. She is the author of an article published in the second edition of *The New Grove Dictionary of Music and Musicians* and contributed to a translated 18-century treatise published by Cambridge University Press. Dr. Greenan has written chapters on women in music and on multicultural origins of western music for the textbook, *Music: A Multicultural Experience*, published by Kendall-Hunt.

Kirsten Gunlogson (Assistant Professor, Voice) – MM, BM Indiana. Professor Gunlogson enjoys a versatile career including opera, chamber music, concert and oratorio performing. A mezzo-soprano, she performed

with Indianapolis Opera, Palm Beach Opera, Tulsa Opera, Pittsburgh Opera, Nashville Opera, Kentucky Opera, Sarasota Opera, Fresno Grand Opera, Pine Mountain Music Festival, and the Ash Lawn-Highland Summer Festival.

Scott Hagen (Associate Professor, Conducting & Brass) – MA Minnesota, BM Concordia. Professor Hagen conducts the University Wind Ensemble, which appeared as a feature group at the College Band Directors National Association conference in Reno, Nevada. He was named "Teacher of the Year" by the Associated Students of the University of Utah in 1995.

Joelle Lien (Assistant Professor, Music Education) – DMA, MM Arizona State; BM South Dakota State. Dr. Lien has been published in the *Journal of Research in Music Education* and has presented at music education conferences throughout the USA. She has participated at the MayDay Group Colloquium at Princeton University, and has served as Collegiate Vice President for the Utah Music Teachers Association. Dr. Lien's research interests include instrumental music teacher effectiveness, research methodology, and music education ethics.

Ning Lu (Assistant Professor, Piano) – DMA Colorado; MM, BM Utah. Dr. Lu has also won numerous awards and prizes as a pianist including the National Piano Competition in China, the International Tourgee-Debose Piano Competition in Louisiana, the National Young Artist Competition in Midland-Odessa (TX), the Isabel Scionti Piano Competition at the Kingsville International Young Performer's Competition, and the Audio-Video Recording International Piano Competition in New York City. He has performed around the world and at music festivals including The Lake Konstanz International Music Festival (Germany), the 24th Annual International Workshop in Glasgow (Scotland), and The Colorado Music Festival.

Roger Miller (Professor, Musicology) – PhD Case Western Reserve; MA, BA BYU. Dr. Miller has two articles published in *The New Grove Dictionary of Music and Musicians*. He contributes regularly as the lead scriptwriter for the weekly national broadcast of *Music and the Spoken Word*.

Jessica Nápoles (Assistant Professor, Music Education) – PhD, MME, BME Florida State. Dr. Nápoles has presented research at international, national, regional, and state conferences. Her research interests include teacher effectiveness, and teacher talk in particular, the subject of her doctoral dissertation. In addition to being a researcher, Dr. Nápoles is an active adjudicator, conductor, and clinician. She taught in the public schools in Miami and Orlando for seven years.

Kathy Pope (Assistant Professor, Woodwinds) – MM, BM Indiana. Professor Pope is Principal Clarinet of the Utah Chamber Orchestra and frequently performs with the Utah Symphony. She has published three compact disks of diverse repertoire on the Centaur label. She is the National Clarinet Repertoire Consultant for the Music Teachers National Association and the Utah State Chair for the International Clarinet Association.

David Power (Associate Professor, Voice) – DMA Hartt, MM Idaho, BM BYU. Dr. Power has been featured as soloist with The Mormon Tabernacle Choir on many television broadcasts of *Music in the Spoken Word* and has made numerous appearances with the Utah Symphony. Widely known for his expertise in French song, he was chosen to create the role of Roderick Usher in the American premier of Claude Debussy's opera *la Chut de la Maison Usher*. A lyric baritone, his repertoire consists of 20 operatic roles, as many oratorios, and more than 350 songs.

Bruce Quaglia (Lecturer, Music Theory) – PhD Utah, MM Southern Methodist, BA Hampshire. Dr. Quaglia's research interests include the music and musical thought of Arnold Schoenberg, the music of Charles Wuorinen, the late period music of Stravinsky, the history and aesthetics of modern music, as well as critical theories of compositional influence. Professor Quaglia has presented his research at the Society for Music Theory National Meeting, The West Coast Conference of Music Theory and Analysis, and the Rocky Mountain Society for Music Theory. Also a composer, Dr. Quaglia has received awards, honors and fellowships from the Utah Arts Council-NEA, Lipa New Music Festival, California Summer Institute for the Arts, and others.

Steve Roens (Associate Professor, Composition & Music Theory) – DMA Columbia, MFA Brandeis, BA Swarthmore. Dr. Roens has received composition fellowships from the MacDowell Colony and the Composers' Conference. His music is published by the Association for the Promotion of New Music and is available in recording on the Centaur label.

Margaret Rorke (Associate Professor, Musicology) – PhD, MA, MM, BA Michigan. Dr. Rorke's publications range through several eras. Among these are "Sacred Contrafacta of Monteverdi Madrigals and Cardinal Borromeo's Milan," in *Music and Letters*; "St. Mary Magdalen: a Painting, a Poem, and a Madrigal" in *Gloria, Laus, et Honor: A Festschrift for Gwynn S. McPeck*; and "Music and the Wounded of World War II" and "Music Therapy in the Age of Enlightenment" in *The Journal of Music Therapy*. She served as musicological adviser to the internationally acclaimed *Ex Cathedra* directed by Jeffrey Skidmore in the creation of its compact disc *Claudio Monteverdi: Madrigali fatta sprituale* (ASV Gaudeamus label). Dr. Rorke was awarded the University of Utah College of Fine Arts Faculty Excellence Award for Teaching, Research, and Service.

Morris Rosenzweig (Professor, Composition) – DMA Columbia, MM Pennsylvania, BM Eastman. Dr. Rosenzweig's catalog of over 50 compositions features works for orchestra, various chamber ensembles, compositions for live instruments and electronics, two song cycles, two piano cycles, solo pieces, and one opera. He has published recordings of his works on the Albany, Centaur, and CRI labels. Dr. Rosenzweig has received honors from the Guggenheim Foundation, the Rockefeller Foundation for a residency at Bellagio, an Academy Award from the American Academy of Arts and Letters, commissions from the Koussevitzky Foundation in the Library of Congress, the Fromm Foundation at Harvard University, and the Argosy Foundation, as well as support from the Alice M. Ditson Fund. He has also been awarded the McCurdy, Nietzsche, Rappoport, and the International Horn Society prizes in composition. The University of Utah honored him in 2003 with a Distinguished Scholarly and Creative Research Award.

Donn Schaefer (Assistant Professor, Brass) – DMA Iowa, MM Massachusetts Amherst, BSME Bemidji State. Dr. Schaefer has appeared as trombonist with the San Francisco Ballet, Memphis Symphony Orchestra, Cedar Rapids Symphony Orchestra, Nashville Brass Quintet, Iowa Brass Quintet, and numerous commercial music artists. He is a former member of the Civic Orchestra of Chicago. For the past several years Dr. Schaefer has performed on international tours as a member of the Cramer Trombone Choir, an international group of select college trombone-professors.

Robert Walzel (Professor, Woodwinds) – DMA North Texas, MM, BME Houston. From major symphony orchestras to jazz and commercial music, Dr. Walzel has performed extensively in virtually every medium featuring clarinet and saxophone. He is featured on several CD recordings and has performed throughout

the world as a soloist and chamber musician. He was selected as an Artistic Ambassador for the United States Information Agency and is a Past President of the International Clarinet Association.

Douglas Wolf (Professor, Percussion) – MM Michigan, BM Bowling Green. Professor Wolf is a frequent performer with the Utah Symphony Orchestra and studio orchestras. He is a sponsored percussion artist for Grover Pro Percussion, Sabian Cymbals, Encore Mallets, and Mike Balter Mallets.

Henry Wolking (Professor, Composition) – MM North Texas, BM Florida. Professor Wolking, composer of over 20 compositions for orchestra, has had works performed and/or recorded by professional orchestras in Utah, Baltimore, Fresno, New Mexico, Phoenix, Louisville, Milwaukee, Kalamazoo, Colorado Springs, Greenville, Elgin, Rochester, Boise, Walla Walla, Bratislava, Cedar Rapids, Springfield, Fairbanks, Nashville, North Carolina, Cincinnati, Warsaw Poland, and the London Symphony Orchestra. 45 of his jazz and chamber brass works have been published, and over 50 more big band and combo pieces are published through his own company, Wolking Music Publications. He composed the International Sports Broadcasting opening animation theme music for the 2002 Winter Olympics. Professor Wolking has been a yearly recipient of ASCAP Awards (Standard Awards Panel) since 1982. A former national chair for the National Association of Jazz Educators, he has published many articles on jazz theory.

Julie Wright-Costa (Associate Professor, Voice) – MM Michigan, BM Pfeiffer. Professor Costa enjoys a rich and varied career that includes opera, musical theatre, oratorio, recital, and concert works. As one of Ohio Light Opera's leading sopranos for fifteen seasons, Professor Costa is regarded as one of the country's outstanding interpreters of light opera. She also serves as General Director with the Ohio Light Opera Company. She is featured on several compact disc recordings including those on the Ohio Light Opera, Newport Classics, and Operetta Archives labels. She has also sung with professional opera companies of Chautauqua, Utah, and Cleveland as well as professional symphony orchestras in Detroit, Charlotte, and Utah.



July 11, 2007

## MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: University of Utah – Master of Science in International Affairs and Global Enterprise  
Effective Fall 2007 – Action Item

### Issue

The University of Utah requests approval from the Regents to offer a Master of Science Degree in International Affairs and Global Enterprise to be offered jointly by the David Eccles School of Business, the S.J. Quinney College of Law and the College of Social and Behavioral Sciences.

### Background

The proposed MS degree in International Affairs and Global Enterprise will combine knowledge of general international business studies and international law with knowledge about the socio-cultural and political-economic context within which global business occurs. Business leaders familiar with the increasingly important international market have endorsed the need for more globally sensitive graduates who show a deeper and more sophisticated appreciation of the global issues confronting business today. The development of an international trade center in Salt Lake City is indicative of efforts to expand the focus of business and other organizations to the global setting.

The proposed degree is targeted toward those students who desire to complement the knowledge obtained through their undergraduate studies with a deeper understanding of global business and the social, legal, political, cultural, and economic context within which it occurs.

The proposed program will be managed collaboratively by the David Eccles School of Business, the S.J. Quinney College of Law and the College of Social and Behavioral Sciences. No new faculty will be required for the first five years of the program. Almost all courses are already being taught except for a capstone course that will be developed and taught by the participating colleges.

### Policy Issues

No policy issues were raised by other USHE institutions.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve the University of Utah request to offer a Master of Science Degree in International Affairs and Global Enterprise effective Fall 2007.

REK/PCS  
Attachment

\_\_\_\_\_  
Richard E. Kendell, Commissioner



Academic, Applied Technology and Student Services Committee

Action Item

Request to Offer the Master of Science Degree in International Affairs and Global Enterprise

University of Utah

Prepared for  
Richard E. Kendell  
by  
Phyllis C. Safman

July 11, 2007

## **Section I: The Request**

The University of Utah requests approval from the Regents to offer a Master of Science Degree in International Affairs and Global Enterprise to be offered jointly by the David Eccles School of Business, the S.J. Quinney College of Law and the College of Social and Behavioral Sciences.

## **Section II: Program Description**

### **Complete Program Description**

Most students who complete an undergraduate degree in social sciences and who have international interests eventually work in non-governmental organizations (NGOs), government or the business world operating in an international environment. Similarly, many students who complete their undergraduate degree in business eventually work in a situation where more in-depth knowledge of global affairs would be very useful. The proposed MS degree in International Affairs and Global Enterprise will combine knowledge of general international business studies and international law with knowledge about the socio-cultural and political-economic context within which global business occurs. The former falls more within the scope and offerings of the David Eccles School of Business (DESB) and the S.J. Quinney College of Law (SJQCL) and the latter mostly within the scope and offerings of the College of Social and Behavioral Science (CSBS). Therefore, the program is intended to be a joint and interdisciplinary endeavor. Direct administration of the program will lie in the CSBS, Institute of Public and International Affairs (IPIA) in consultation with the faculty of other cooperating colleges and departments.

The 36 credit hour program was designed by and the courses will be taught by current regular faculty from each college or school. Mostly comprised of a combination of courses that are already being offered, the proposed degree consists of courses from the DESB, SJQCL and the CSBS plus a new integrative course to be jointly offered by participating faculty. Included among the twelve three semester hour courses will be six core courses, one of which will be the new integrated course developed specifically for the program. In addition, a culminating project (independent research thesis, internship report or written comprehensive examination) is required. These courses fit within the typical 30-36 semester hours typically required for a graduate program. The degree is expected to take 12 to 18 months depending on the background and motivation of the student. Successful graduates will be granted a Master of Science degree in International Affairs and Global Enterprise. The program focus is on concepts and tools of analysis for global and cross-regional comparisons rather than area studies (only two courses focusing on any specific geographic area may be included in meeting the degree requirements).

### **Purpose of the Degree**

Businesses, governments and non-governmental organizations have become global in their content and operations and accordingly need people with an understanding of the global context. This includes, among other things, a sophisticated knowledge about and the skills to analyze global and geographic area-specific social, legal, political and economic issues as well as greater multicultural understanding of the various environments within which organizations function.

The proposed degree is targeted toward those students who desire to complement the knowledge obtained through their undergraduate studies with a deeper understanding of global business and the social, legal, political, cultural, and economic context within which it occurs. The target group is two-fold:

1. Those students with an undergraduate degree in the social sciences or international studies who are interested in deepening their knowledge of international business.
2. Those students with an undergraduate degree in business who are interested in deepening their knowledge of international business, international relations, international law, the global political economy, or a particular region of the world in a comparative context.

### **Admission Requirements**

Only students with an upper-division GPA of 3.0 or more are eligible to apply for this program. Students would be required to take either the GRE or the GMAT. Undergraduate statistics, micro and macroeconomic theory are prerequisite to undertaking the curriculum, but students may be provisionally admitted before completing those courses. Completion of a university-level course in business/public accounting prior to admission to this program is recommended. Second-year language competency of a second international language, beyond English, is required (as a co-requisite) but the focus of the program is on comparative, cross-regional and global, rather than area, study.

### **Student Advisement**

Students will have access to graduate program advisors in the CSBS, Institute for Public and International Affairs.

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

The credits required for this program, 30-36 semester hours, are the same as those required for most master's degrees.

### **External Review and Accreditation**

The proposed program has been presented to the international subcommittee of the CSBS Advisory Board. Its suggestions have been applied. The program will also be presented for the University's Graduate Council Review. There is no accrediting authority for this program.

### **Projected Enrollment**

The students for this program will be drawn primarily from the undergraduate population in DESB and CSBS. Additionally, being a somewhat unique offering, it is expected that the program will attract bachelor's-level graduates from other four-year institutions in Utah as well as from outside the state. The anticipated initial enrollment is 15 – 20 students, growing to 50 – 75 students annually over the first five years.

### **Faculty**

Almost all of the classes are already being offered with modest enrollments by current tenure-track faculty. Therefore, the program does not require any additional faculty. It is anticipated that this model will continue unless the program grows much faster than anticipated, in which case the added enrollment would justify new faculty resources. Some faculty release from normal teaching responsibilities will be necessary to offer the new integrative capstone course which will be developed and taught jointly by faculty of DESB and CSBS.

## **Staff**

No additional staff will be needed to support this program, at least for the first five years. Any incremental costs, such as advising, will be absorbed by the Institute for Public and International Affairs in CSBS.

## **Library**

Current library resources in business and in the social sciences should be adequate to support the new interdisciplinary master's degree program. Doctoral programs are already being offered in all of the participating individual academic specialties so resources are already in place.

## **Learning Resources**

No new learning resources will be required.

# **Section III: Need**

## **Program Need**

Program officials seek to prepare graduates to function in a dynamic environment. In a typical week as a manager, the graduate may have to interact directly with a supplier in China and a software unit in India, coordinate with a subsidiary head in Tokyo, contact a government official in Germany, and network with an alliance partner in Argentina. And this would be done while administering responsibilities in the United States. This describes tomorrow's successful manager, one who is confronted with and expected to steer a company through the web of challenging and relentlessly changing national and international political and economic activities, and one who is at ease and able to function effectively in vastly different environments.

Business leaders familiar with the increasingly important international market have endorsed the need for more globally sensitive graduates who show a deeper and more sophisticated appreciation of the global issues confronting business today. The development of an international trade center in Salt Lake City is indicative of efforts to expand the focus of business and other organizations to the global setting. The proposed program will graduate students who, as a result of their inclination as well as education, serve this need. These could be: (1) non-business undergraduate students who may not be particularly well-disposed to a traditional MBA but realize the need for some formal business knowledge, and (2) students with a BBA who may want to broaden their horizons. Being of a largely non-technical nature, the program should appeal to a different base than other DESB or CSBS master's programs.

**Labor Market Demand** – As mentioned above, firms are constantly expressing the need for people with a highly developed global mindset. Although they can readily hire technical specialists (accountant or investment banker), they also perceive a need to complement such people with more informed generalists (the two need not be mutually exclusive). Therefore, this program should graduate students who complement traditional hiring needs. Representatives of the proposed World Trade Center to be built in Salt Lake City have expressed their enthusiasm regarding the Master of Science in International Affairs and Global Enterprise and prospective students who would be likely candidates for positions involving international trade and non-governmental agencies who operate around the world. The Association of Professional Schools of International Affairs (APSIA) reported that 2002 graduates of its masters' programs tended to enter public (42%), private (25%) and nonprofit (23%) organizations, and about ten percent went on to doctoral programs. Only 12 percent of graduates were still seeking employment after six months following graduation, a number comparable to other professional graduate degree programs (about ten percent of accredited law school graduates (2001) were still looking for employment after six months). In 2003-04 APSIA's 2,252 masters graduates entered public (31%), private (24%) and non-profit (23%) organizations. Another seven percent went to further their education, sought employment and were not tracked.

## **Student Demand**

Other programs elsewhere offer a more traditional MBA in International Business, which lacks the depth of an MS program, or a joint MBA/MS that superimposes the two upon one another and takes longer to complete. The proposed program complements a professional degree, like an MBA, with substantive intellectual underpinnings through graduate coursework. The intent is to start small (10-20 students) and then grow the program gradually (about 30-50 students in five years). It is anticipated that this target will be met relatively easily, especially since no such programs are offered in the state and only a few exist in the country. A crude survey of 92 current seniors at the DESB and CSBS in internal-oriented courses revealed a significant level of interest in the proposed program: 53 indicated greater than 0.5 probability of application to the program once it exists. Strong interest has also been reported (but not systematically recorded) by 251 undergraduate international studies majors.

## **Similar Programs**

Similar programs do not exist at other in-state institutions but are offered in other states. Such programs increasingly place their graduates in the private sector although they focus on diplomacy without the required preparation in business included in the proposed proposal. Other universities offer international graduate programs in a number of variations. These programs were examined in the process of designing a program that would take advantage of the unique strengths and circumstances found at the University of Utah and the local region. Some of the programs reviewed included the following:

- American University, MS Development Management, School of International Service
- Georgetown University, MS in Foreign Service, Edmund A. Salish School of Foreign Service
- George Washington University, Master of International Policy and Practice, Elliott School of International Affairs
- John Hopkins University, MA International Studies; MA International Relations; MA International Affairs; and MA International Public Policy, Nitze School of Advanced International Studies
- London School of Economics and Political Science, MPA, Public and Economic Policy; MSc, Public Financial Policy



- Tufts University, MA Economic and International Business, The Fletcher School
- University of Denver, MA International Administration, Graduates School of International Studies
- University of Kentucky, MA Diplomacy and International Commerce, Patterson School
- University of Pittsburgh, Master of International Development, Graduate School of Public and International Affairs.

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

No direct collaboration is planned. The proposed program is expected to appeal to students who are not otherwise likely to attend other Utah schools, but would go out of state. Therefore, program officials expect relatively little or no impact on other state institutions of higher education.

### **Benefits**

This program is expected to attract high quality students with a specific interest in global business issues and international affairs. As future leaders, these students will increase national and international visibility and further the DESB, CSBS, and University of Utah mission of leadership in the region.

### **Consistency with Institutional Mission**

This program fits in with the stated priority of the University to promote inter-disciplinary endeavors across schools and promote an international mindset in the education process by developing academic relationships between the DESB, SJQCL and the CSBS, with the potential of involving other schools in the future. The proposed program supports the mission of the Institute for Public and International Affairs by developing graduates who are able to operate in an international environment. Commitment to inter-disciplinary teaching and research and to international aspects of teaching and research in the respective academic disciplines of CSBS is an explicit part of its mission and strategic plan. This program is directly supportive of the mission of the David Eccles School of Business to be the premier business school in the intermountain region and to be recognized as one of the top programs in the country.

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

### **Program Assessment**

This program will be successful if it can grow to about 30-50 students within five years. With this many students, course offerings will be filled to levels that can support hiring full-time faculty who have developed a research focus that supports the coursework. Job placement and success of the graduates in international business and non-governmental organizations (NGOs) or continuation to further study in the area is the ultimate test of success. As a result of this program students will be able to explain and apply their understanding of contemporary issues in the global community to decision analysis for international public, private and nonprofit enterprises. They will be able to use a framework of analysis to do so that is comparative in terms of (academic) disciplinary perspectives and recognizes differences in national and global perceptions of contemporary issues. Student performance in the capstone course, in demonstrating those abilities is a key to assessing the success of the program. Program success depends on student achievement of the stated student outcomes goals.

## Expected Standards of Performance and Student Assessment

Only students with an upper-division GPA of 3.0+ are eligible to apply for this program. Students would be required to take either the GRE or the GMAT. They will also need to maintain a GPA of 3.0+ to graduate from the program and, additionally, successfully complete an independent research thesis or internship report or comprehensive written examination at a level of 3.0+. This adheres to existing DESB and CSBS standards. Students will be assessed on their knowledge of individual course content and on their developing abilities with respect to the above, throughout the program, by the usual mechanisms of examinations and course papers. Assessment of student performance with respect to those outcomes that define the program will also be based on successful application of global and multidisciplinary analysis in discussion of cases in the capstone course and in the final paper or comprehensive examination.

## Continued Quality Improvement

In the initial period, student, faculty and possibly employer feedback will be collected and used to refine course offerings and content. Efforts of faculty, students and curriculum will be continuously modified to develop graduates who carry out sharper analysis, make more sophisticated use of data and employ broader conception of issues to deliver more useful decision analysis, requiring continuous collection of performance data and program revision.

## Section V: Finance

### Budget\*

| Categories           | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 |
|----------------------|-----------|-----------|-----------|-----------|-----------|
| Salaries & Wages     | \$18,000  | \$18,000  | \$18,000  | \$36,000  | \$36,000  |
| Benefits             | \$6,000   | \$6,000   | \$6,000   | \$12,000  | \$12,000  |
| Replacement Teaching | \$15,000  | \$15,000  | \$15,000  | \$15,000  | \$15,000  |
| Current Expense      | ---       | ---       | ---       | ---       | ---       |
| Library              | ---       | ---       | ---       | ---       | ---       |
| Equipment            | ---       | ---       | ---       | ---       | ---       |
| Travel               | ---       | ---       | ---       | ---       | ---       |
| TOTAL                | \$39,000  | \$39,000  | \$39,000  | \$63,000  | \$63,000  |

\* Assumes that all classes will be taught by regular faculty and the relevant courses are already being offered. \$15,000 represents the costs of adjunct/graduate instructors to cover replacement on courses previously taught by the DESB and CSBS faculty jointly offering the new capstone course. The remainder of salaries and benefits (33%) are for a program manager/advisor. Increases in the fourth year reflect change from a part-time to a full-time program manager/advisor.

### Revenue\*\*

|            | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 |
|------------|-----------|-----------|-----------|-----------|-----------|
| University | \$69,960  | \$139,920 | \$209,880 | \$209,880 | \$209,880 |

|                                           |    |    |    |    |    |
|-------------------------------------------|----|----|----|----|----|
| Tuition & Fees                            |    |    |    |    |    |
| Estimated<br><u>Minimum</u><br>Enrollment | 10 | 20 | 30 | 30 | 30 |

\* \*The estimate of University of Utah amounts are based on the 2006-07 Tuition and Fee Schedule for a General Graduate, Resident student enrolling for 12 student credit hours per term, for three terms, Fall, Spring and Summer. It ignores the uncertain, because they depend on students' choices of their electives, amounts of differential tuition dollars on courses offered by the David Eccles School of Business and S. J. Quinney College of Law. Those Colleges and not the proposed program would collect that revenue. For purposes of these minimal revenue estimates the program is expected to enroll ten students in the first year, increasing to 20 in the second and stabilizing at 30 per year in the third year and thereafter. As noted above the actual number expected to be enrolled by the fifth year may be closer to 50. Revenues to departments will reflect the current per student credit hour payout (\$85) in University budgeting practices. Cooperating departments offering the existing classes in the proposed program would receive most of that payout, contributing to continuing cooperation. The new capstone course for the program would generate \$255 per enrolled student under the assumptions also enumerated above. The College of Social and Behavioral Science and its Institute of Public and International Affairs will absorb the deficit, at the program level, that is implied by the expenditure and revenue calculations for this program which is integral to their missions.

### **Funding Sources**

The administrative costs are estimated to be negligible for the first five years. Since the program will start small, the burden is expected to be minimal and will be absorbed within the existing infrastructure, in particular the Institute for Public and International Affairs. Should the program grow as anticipated, one assistant staff person would be needed after a few years, by which time the program should be self-sustaining. With respect to teaching, the program requires few additional resources (one new capstone course). Current courses may at most only need to be reformulated to incorporate some additional material.

### **Reallocation**

None is expected. The incremental costs will be absorbed by the Institute for Public and International Affairs within CSBS.

### **Impact on Existing Budgets**

Little or no negative impact is expected. As the various electives listed in Appendix A are offered in conjunction with other programs, but are not at their enrollment capacity, their SCH should increase but in a dispersed fashion. If the program is successful in attracting new students, the budgetary impact on DESB and CSBS should be positive.

## Appendix A: Program Curriculum

### New courses to be added in the Next Five Years

| <u>Number</u> | <u>Title</u>                          | <u>Credits</u> |
|---------------|---------------------------------------|----------------|
| MIAGE 6800    | Capstone (including research project) | 3              |

### All Program Courses: minimum of 36 semester credit hours

**Prerequisite Courses** – Students entering the MIAGE program must have completed university level courses in statistics, macroeconomics, and microeconomics. Second-year language competency of a second international language, beyond English, is required (as a co-requisite). A course in accounting is recommended.

#### Core

| <u>Number</u> | <u>Title</u>                                                                                 | <u>Credits</u> |
|---------------|----------------------------------------------------------------------------------------------|----------------|
| MGT 6790      | International Management – Spring                                                            | 3              |
| ECON 6520     | Multinational firms: International trade and Investment – Not scheduled                      | 3              |
| POLS 6710     | Foundations of the Politics of International Economic Relations - Spring                     | 3              |
| SOC 6110      | Methods of Social Research - Spring                                                          | 3              |
| LAW           | One course to be selected from the alternatives listed below under<br>Elective Courses – Law | 3              |
| MIAGE 6800    | MIAGE Capstone course (incl. research project)                                               | 3              |

### Elective Courses — Business (some courses may have prerequisites):

#### Management

|           |                                                               |   |
|-----------|---------------------------------------------------------------|---|
| MGT 6171  | Managing the global workplace – not currently scheduled       | 3 |
| MGT 6690* | International operations management – not currently scheduled | 3 |
| MGT 6791  | Global strategic management - Fall                            | 3 |

#### Marketing

|           |                                                              |   |
|-----------|--------------------------------------------------------------|---|
| MKT 6210* | International marketing* - Spring                            | 3 |
| MKT 6220  | Culture and international business – not currently scheduled | 3 |

\* Requires permission of instructor.

### Elective Courses — Law (some courses may have prerequisites):

|           |                                                           |   |
|-----------|-----------------------------------------------------------|---|
| LAW 7010* | Mediation/Advanced Negotiation Law - Spring               | 3 |
| LAW 7052  | International Business Transactions - Spring              | 3 |
| LAW 7080  | International Human Rights Law - Spring                   | 3 |
| LAW 7280  | International Environmental Law – Not currently scheduled | 3 |

|                             |                          |   |
|-----------------------------|--------------------------|---|
| LAW 7910                    | International Law - Fall | 3 |
| * May require prerequisite. |                          |   |

**Elective Courses — Social and Behavioral Sciences (some courses may have prerequisites):**

Anthropology

|            |                                                           |   |
|------------|-----------------------------------------------------------|---|
| ANTHR 6121 | Cultures of Africa - Spring                               | 3 |
| ANTHR 6123 | Cultural traditions of Asia – Not currently scheduled     | 3 |
| ANTHR 6131 | People and cultures of the Middle East - Fall             | 3 |
| ANTHR 6138 | Anthropology of Violence and Non-Violence – Not scheduled | 3 |
| ANTHR 6141 | Ethnicity and Nationalism – Spring                        | 3 |
| ANTHR 6182 | Anthropology of Power – Spring                            | 3 |
| ANTHR 6187 | Economic anthropology – Not currently scheduled           | 3 |

Economics

|           |                                                                     |   |
|-----------|---------------------------------------------------------------------|---|
| ECON 6400 | Middle East economic history – not currently scheduled              | 3 |
| ECON 6410 | European economic history – Spring & Summer                         | 3 |
| ECON 6430 | Asian economic history and development - Spring                     | 3 |
| ECON 6460 | Latin American economic history and development - Fall              | 3 |
| ECON 6510 | International monetary relations - Fall                             | 3 |
| ECON 6530 | Principles of economic development - Fall                           | 3 |
| ECON 6550 | International trade and commercial policy – Not currently scheduled | 3 |

Geography

|           |                                                     |   |
|-----------|-----------------------------------------------------|---|
| GEOG 5320 | Geography of Terrorism and Homeland Security - Fall | 3 |
| GEOG 5400 | Population Geography - Spring                       | 3 |
| GEOG 5440 | Global Economic Geography - Fall                    | 3 |
| GEOG 6140 | Methods in Geographic Information Systems - Spring  | 3 |

Political Science

|           |                                                                      |   |
|-----------|----------------------------------------------------------------------|---|
| POLS 6420 | The European Union – not currently scheduled                         | 3 |
| POLS 6460 | International Relations of Africa - Spring                           | 3 |
| POLS 6470 | International Relations of the Middle East - Spring                  | 3 |
| POLS 6480 | International Relations of Asia - Fall                               | 3 |
| POLS 6490 | International Relations of Latin America - Spring                    | 3 |
| POLS 6610 | International Law – Not currently scheduled                          | 3 |
| POLS 6660 | American Foreign Policy - Fall                                       | 3 |
| POLS 6710 | Foundations of Politics of International Economic Relations - Spring | 3 |
| POLS 6720 | The Politics of North-South Economic Relations – not scheduled       | 3 |
| POLS 6750 | Industries and State Power - Fall                                    | 3 |

Sociology

|          |                                                               |   |
|----------|---------------------------------------------------------------|---|
| SOC 6330 | Comparative Organizational Analysis – not currently scheduled | 3 |
| SOC 6340 | Social Stratification – not currently scheduled               | 3 |
| SOC 6436 | Global Social Structure – not currently scheduled             | 3 |
| SOC 6965 | Special Topics: Globalization - Fall                          | 3 |

## Appendix B: Program Schedule

### Course Requirements 36 credit hours

Students will take courses from a selected list of approved courses from the DESB, SJQCL and CSBS. Additionally, they will be required to demonstrate their ability to conduct a meaningful independent research and writing project in a jointly offered capstone course (3 hours).

- Students are required to take six **elective** courses from at least three departments (18 credits): in DESB, SJQCL and CSBS (e.g., the Department of Management or Marketing within DESB or the Department of Economics or Political Science, etc. within CSBS) with no more than nine elective credits from any one department.
- Subject to approval, one elective (3 credits) may be substituted by another course from elsewhere on campus.
- The participating colleges and departments may eventually develop some electives specifically targeted towards the Master of International Affairs and Global Enterprise, but such new courses would not be required to launch the degree program. The number of electives developed depends on the popularity of the degree.
- Towards the end of their coursework, as part of the capstone course, students will complete an independent research and writing project—a class paper – that demonstrates their in-depth knowledge and understanding of a particular internationally-related topic. Ideally this should be a business or management-related topic explored from a socio-cultural or political economy context and drawing from different disciplines. The course and project provide students with the opportunity to integrate themes developed throughout the program.
- A written comprehensive examination is required but the requirement may be satisfied (subject to approval) alternatively, by satisfactory completion for an additional 3 credit hours of either a thesis, perhaps expanding on the project undertaken in the capstone course, or an international internship with a written report.
- Students will be encouraged to take advantage of international internship opportunities as these opportunities become more available.

## Program Schedule

|                  |                   |                      |                                          |
|------------------|-------------------|----------------------|------------------------------------------|
| <b>Fall</b>      | <b>12 Credits</b> | <b>Course Number</b> | <b>Title</b>                             |
| Core Requirement |                   | ECON 6520            | Multinational Firms                      |
| Core Requirement |                   | LAW 7910             | International Law                        |
|                  |                   | MGT 6791             | Global Strategic Management              |
|                  |                   | ANTHR 6131           | People and Culture of the Middle East    |
| <b>Spring</b>    | <b>12 Credits</b> |                      |                                          |
|                  |                   | ECON 6400            | Economic History of the Middle East      |
| Core Requirement |                   | MGT 6790             | International Management                 |
| Core Requirement |                   | POLS 6710            | Found. of Polt. of Intl. Econ. Relations |
| Core Requirement |                   | SOC 6110             | Methods of Social Research               |
| <b>Fall</b>      | <b>12 Credits</b> |                      |                                          |
| Core Requirement |                   | MIAGE 6800           | Capstone                                 |
|                  |                   | LAW 7010             | Mediation and Adv. Negotiation Law       |
|                  |                   | POLS 6470            | Intl. Relations of Middle East           |
|                  |                   | GEOG 5320            | Geog. of Terrorism and Homeland Scty.    |
|                  |                   |                      |                                          |

Note: MGT 6790, ECON 6520, POLS 6710, SOC 6110, MIAGE 6800, and a Law Course are required courses. Besides these, students may take courses in any sequence as suits their interest, taking into account that most courses will be offered only once a year.

### Course Descriptions

#### Core courses

MGT 6790: International Management: Management of firms having substantial activity in more than one country. A project in international trade is required.....

ECON 6520: Multinational Firms: International Trade & Investment (3) Prerequisites: ECON 4010 and 4020 or consent of instructor. A two-part course, in sequence. Part I is a microeconomics focus, emphasizing firm and industrial organization, imperfect competition theory and empirical evidence; part II, macroeconomic in focus, emphasizing national development interactions with the MNE and international trade and empirical evidence.

POLS 6710: Foundations of the Politics of International Economic Relations (3) Recommended Prerequisite: POL S 2100 or 3800. Graduate students will be held to higher standards and/or additional work. Explores the relationship between politics and economics in international relations. Its fundamental objective is to enable the student to understand the ways in which politics and economics interact in the international arena.

SOC 6110: Methods of Social Research (3). Prerequisite: SOC 3111 and SOC 3112 or equivalent. The logic of social research; methods of data collection; ethics in social research; problem formation, conceptualization, operationalization, reliability and validity, research design, and preparation of research proposals.

MIAGE 6800: Capstone (3). A course designed to be an integrative offering by both schools and culminating in an independent research and writing project that demonstrates the student's in-depth knowledge and understanding of a particular internationally-related topic. Ideally this should be a business or management-related topic explored from a socio-cultural or political economy context and drawing from different disciplines. The project provides students with the opportunity to integrate themes developed throughout the program.

## Electives

### **Anthropology**

ANTHRO 6121 Cultures of Africa (3) Prerequisite: Graduate standing required.

This course is similar to and meets with ANTHR 3121 but requires additional graduate level work. Cultures and societies of Africa, with emphasis less on national political issues than on immediate, daily concerns of most Africans (e.g., making a living, family life, settling disputes, etc.).

ANTHRO 6123 Cultural Traditions of Asia (3) Prerequisite: Graduate standing required.

Meets with ANTHR 4123 but requires additional graduate level work. An introduction to the peoples and cultures of Asia, with an emphasis on the religious traditions of India, Southeast Asia, China, and Japan.

ANTHRO 6131 Peoples and Cultures of the Middle East (3) Cross listed as MID E 6713. Prerequisite: Graduate standing required.

Meets with ANTHR 3131 and MID E 3713. Additional work required of graduate students. The turmoil of Middle Eastern life has its roots in ideas and life styles developed over thousands of years. This course examines the land and people, analyzing the role of ethnicity, religion, politics, economics, and values in every day behavior.

ANTHR 6138 Anthropology of Violence and Non-Violence (3) Prerequisite: Graduate standing required.

Meets with ANTHR 4138. Murder, war, capital punishment, human sacrifice: why people resort to violence, and how they avoid it, in societies ranging from tribal New Guinea to the modern United States.

ANTHR 6141 Ethnicity and Nationalism (3) Prerequisite: Graduate standing required.

Meets with ANTHR 4141. An introduction to theories of social identity, especially in modern nations and other plural societies. Among the questions to be considered are how ethnic and national identities are formed and why they so often provide a basis for violence and war.

ANTHR 6182 Anthropology of Power (3) Prerequisite: Graduate standing required.

This course is similar to ANTHR 4182 but requires additional graduate level work. Anthropology provides the framework for understanding power - not just the power of the state, but the power in everyday life, in friendships, families, coalitions and communities. Attention to social inequalities based on class, caste, race and gender.

ANTHRO 6187 Economic Anthropology (3) Prerequisite: Graduate standing required.

This course is similar to ANTHR 4187 but requires additional graduate level work. Sharing and saving, balanced reciprocity and market exchange, money and morality, economic redistribution and political power: a look at systems of property and exchange as part of culture, in societies ranging from tribal foragers to post-industrial consumers.



## Economics

ECON 6400 Middle East Economic History (3) Cross listed as MID E 6704. Prerequisite: ECON 2010 and 2020 or ECON 5530 or ECON 1010 and instructor's consent.

Meets with ECON 5400 and MID E 5704. Graduate students will be held to higher standards and/or additional work. Genesis, functioning, and development of Middle Eastern economic systems from earliest times to the 19<sup>th</sup> century. Contribution of these systems to world economic development; emphasis on critical theoretical approaches to the study of Middle Eastern economic history.

ECON 6410 Survey of European Economic History (3) Prerequisite: ECON 2010 and 2020 and College Algebra (or 1010 and instructor's consent).

Meets with ECON 5410. Graduate students should register for ECON 6410 and will be held to higher standards and/or additional work. Major economic institutions in Europe from Middle Ages until end of 19<sup>th</sup> century; phenomenon of the Industrial Revolution in England and on the continent. Emphasis on the development of the central institutions of contemporary Western economics.

ECON 6430 Asian Economic History and Development (3) Prerequisite: ECON 2010 and 2020 or ECON 5530 or ECON 1010 and instructor's consent.

Meets with ECON 5430. Graduate students should register for ECON 6430 and will be held to higher standards and/or additional work. Traditional aspects, impact of external influences and indigenous developments of Asian economics; 19<sup>th</sup> and 20<sup>th</sup> century development and current policy. Emphasis frequently on subregional groups of nations.

ECON 6460 Latin American Economic History and Development (3) Prerequisite: ECON 2010 AND 2020. Recommended Prerequisite: ECON 5530.

Meets with ECON 5460. Graduate students should register for ECON 6460 and will be held to higher standards and/or additional work. Historic and contemporary economic problems in Latin America from the "conquest" to the present; dependency, independence and integration into world economy. Emphasis on new forms of dependency in the macro economy and on contemporary domestic social problems.

ECON 6510 International Monetary Relations (3) Prerequisite: ECON 4020 and 3200 or 3500 or instructor consent.

Meets with ECON 5510. Graduate students should register for ECON 6510 and will be held to higher standards and/or additional work. The international monetary system and open economy macroeconomics (history, theory, and practice): alternative standards, exchange rates, interest rates, inflation and unemployment, macroeconomic policies, competitive monies, and the political economy of international monetary arrangements.

ECON 6530 Principles of Economic Development (3) Prerequisite: ECON 2010 and 2020 and College Algebra (or 1010 and instructor's consent).

Meets with ECON 5530. Graduate students should register for ECON 6530 and will be held to higher standards and/or additional work. Problems of poor countries, theories of economic development, development policies, and economic relations between rich and poor countries.

ECON 6550 International Trade and Commercial Policy (3) Prerequisite: ECON 4010.

Meets with ECON 5550. Graduate students should register for ECON 6550 and will be held to higher standards and/or additional work. Theoretically sophisticated (undergraduate) treatment of issues and theory: determinants of the pattern of trade; tests of trade theory models; growth and international trade;

multinational firms; tariffs, quotas, subsidies; common markets and free trade agreements; international movement of technology and labor.

## **Geography**

### **GEOG 5320 Geography of Terrorism and Homeland Security (3)**

This course examines the geographical dimensions of terrorism and homeland security. The course includes examination of the geographic factors that contribute to creating active regions of terrorism, insurgent states and terrorist target areas. Within the homeland security context, the course examines U.S. policy on homeland security, especially with regard to the use of geospatial technologies (geographic information systems, satellite imagery, global positioning systems) for event mitigation, responses and recovery. Issues of surveillance and access to public geospatial information relative to individual freedoms are discussed in a cross-national context.

### **GEOG 5400 Population Geography (3)**

Spatial distribution of world population. Importance of migration and urbanization and consequences of population growth for economic planning.

**GEOG 5440 Global Economic Geography (3)** Meets with 3440. Students registered for GEOGR 5440 will be held to higher standards and/or additional work.

Classic theories of the location of production, distribution, and transportation systems with critical discussion and empirical evidence.

### **GEOG 6140 Methods in Geographic Information Systems (4)** Prerequisite: GEOGR 3140.

Geography graduate students should take GEOGR 6140 and will be held to higher standards and/or more work.

This course explores the practice of using a geographic information system (GIS) to support geographic inquiry and decision making. Students will strengthen their technical knowledge of the common tasks that a geographic analyst faces in applying a GIS to a variety of spatial problems. The lab sections offer an opportunity to gain hands-on experience using a leading commercial GIS to complete a series of real-world projects.

## **Law**

### **LAW 7052 INTERNATIONAL BUSINESS TRANSACTIONS (3)**

This course provides students with a broad understanding of the fundamental legal problems arising from transnational business activities. Specific topics include: the role and responsibilities of attorneys engaged in international practice; the international trading of goods; export controls; foreign investments; and international dispute resolution.

### **LAW 7910 INTERNATIONAL LAW (3)**

Through the study of historical and contemporary issues, this course introduces the basic doctrines and institutions of public international law. Using these issues as a context for understanding how the international legal system operates, the course explores classical, modern, and contemporary doctrines and theories about international law. In addition to studying the substantive legal issues of self-determination, human rights and the law of war, the course will cover treaties and conventions; the development of customary law; and the role/identity of individuals, states and international organizations in the international legal system

#### **LAW 7280 INTERNATIONAL ENVIRONMENTAL LAW (3)**

This course is designed for students interested in the international dimensions of environmental law and policy as well as for students interested in international law and institutions. The objective of the course is to familiarize students with the basic issues and concepts of international environmental law, explore the underlying conflicts and examine the emerging institutional framework.

#### **LAW 7080 INTERNATIONAL HUMAN RIGHTS (3)**

This course explores the emergence, enforcement and expansion of international human rights law. It provides a survey of the historical and philosophical foundations of modern human rights norms and examines international human rights treaties, institutions and enforcement mechanisms. Topics include the intersection between human rights and globalization, development and transitions to democracy, humanitarian intervention in civil conflicts, accountability for atrocities, women's and children's rights, minority group rights, refugees, migrants and traffic in persons. RECOMMENDED: International Law, Con Law II

#### **LAW 7010 MEDIATION / ADVANCED NEGOTIATION (3)**

The theories and practices of advanced negotiation and mediation will be taught in a variety of settings. There will be a substantial focus on developing these ADR skills through role-play exercises and reflection. Grades are based upon video taped performances, analytical writing, and reflective writing. Opportunities to observe live mediation will be made available. Students are also encouraged to enroll in the Mediation Clinic. See Clinical Program Brochure for further information on the Mediation Clinic. PREREQUISITE: Lawyering

### **Management**

#### **MGT 6690 International Operations Management (3)**

Approaches operations problems for global companies. Includes issues in facility location, productivity management, cultural production considerations, and global operations strategy.

#### **MGT 6791 Global Strategic Management (3)**

Focuses on unique aspects of strategic management in the global environment. Such issues as worldwide competition, global technology, political risk, global financial strategies, and multinational organizations are addressed. The course is primarily a case-analysis course with limited lectures. Students can expect written case analyses, group projects, and a major paper.

### **Marketing**

#### **MKT 6210 International Marketing (3) Prerequisite: MKTG 6090.**

Role of international trade in the nation's economy; differences in managing domestic marketing and international marketing; requisite concepts, strategies, function and institutions.

#### **MKT 6220 Culture and International Business (3) Cross listed as MKTG 7220.**

Many experts consider culture to be the single most important influence in international business. This class is designed to acquaint students with the concept of culture and the way in which it functions in international business. Culture is defined and explored from various perspectives using examples from cross-cultural negotiations, strategy, market research, advertising, etc.

## Political Science

POLS 6420 The European Union (3) Recommended Prerequisite: POL S 2100 or 3800.

Meets with POL S 5420. Graduate students should register for POL S 6420 and will be held to higher standards and/or additional work. This course is an analysis of the European Union with emphasis upon the organization's historical development, its acquisition of member states' governmental functions, and the prospects for the organization's future as an economic and political international actor.

POLS 6460 International Relations of Africa (3) Recommended Prerequisite: POL S 2100 or 3800.

Graduate students should register for POL S 6460 and will be held to higher standards and/or additional work. Examines political and economic relations among African states and between African states and the rest of the world. Topics include Africa's colonial history, rise of nationalism, and Africa's position in the world economy. Emphasis is placed on several African countries.

POLS 6470 International Relations of the Middle East (3) Cross listed as MID E 6647. Recommended Prerequisite: POL S 2100 or 3800

Meets with POL S 5470 and MID E 5647. Graduate students will be held to higher standards and/or additional work. Explores various international relations theories, such as realism, dependency, identity theory, and alliance formation to the behavior of Middle East states, the Arab-Israeli conflict, and the post-cold War Middle East.

POLS 6480 International Relations of East Asia (3) Recommended Prerequisite: POL S 2100 or 3800.

Meets with POL S 5480. Graduate students should register for POL S 6480 and will be held to higher standards and/or additional work. Examines historical and cultural overview of the international relations of East Asia; focuses primarily on the post-Cold War era. Also examines the roles and policies of the major actors (China, Japan, and the U.S., etc.) and the patterns of conflict and cooperation concerning regional economic and security issues.

POLS 6490 International Relations of Latin America (3) Recommended Prerequisite: POL S 2100 or 3800.

Meets with POL S 5490. Graduate students should register for POL S 6490 and will be held to higher standards and/or additional work. Relationship between traditional forms of contact between U.S. and Latin America. Recent forms of nationalism in Latin America, their effects on resulting economic development, and economic integration.

POLS 6610 International Law (3) Recommended Prerequisite: POL S 2100 or 3800.

Graduate students will be held to higher standards and/or additional work. Study of the historical and theoretical foundations of the law of nations. Includes discussion of recognition, treaties, territorial and personal jurisdiction as well as such topics as dispute settlement, human rights, and environmental protection.

POLS 6660 American Foreign Policy (3) Recommended Prerequisite: POL S 2100 or 3800.

Graduate students should register for POL S 6660 and will be held to higher standards and/or additional work. U.S. government machinery for formulation and conduct of foreign policy. Appraisal of U.S. policy in Europe, Asia, Latin America, Africa, and the Middle East.

POLS 6710 Foundations of the Politics of International Economic Relations (3) Recommended Prerequisite: POLS 2100 or 3800.

Graduate students will be held to higher standards and/or additional work. Explores the relationship between politics and economics in international relations. Its fundamental objective is to enable the student

to understand the ways in which politics and economics interact in the international arena.

POLS 6720 The Politics of North-South Economic Relations (3) Recommended Prerequisite: POL S 2100 or 3800.

Meets with POLS 5720. Graduate students should register for POL S 6720 and will be held to higher standards and/or additional work. Examines ways in which international economic processes are affected by the politics of developing countries. Focuses on political-economic interactions between developed and developing countries and their participation in international regimes.

POLS 6750 Industries and State Power: The Advanced Industrial Countries (3) Recommended Prerequisite: POL S 2100 or 3800.

Meets with POL S 5750. Graduate students should register for POL S 6750 and will be held to higher standards and/or additional work. Explores the factors and conditions that lead countries to decide whether and how to promote the development of their industries and economies. Emphasis is placed on the similar and different ways political forces influence the structure and process of industrial development in the countries studied.

## **Sociology**

SOC 6330 Seminar: Comparative Organizational Analysis (3)

Major sociological theories on comparative study of bureaucratic organizations. Works of Weber, Michels, Blau, Scott, Meyer, Perrow, Pugh, and Hickson. Dimensions of bureaucratic structure, effects of size and technology on organizational structure, organization-environment relationship, and cross-cultural analysis of bureaucracy.

SOC 6340 Seminar: Social Stratification (3) Prerequisite: SOC 3334.

Structure and changes in socio-economic inequalities. Status attainment in the United States in comparison with other societies. Advantages and burdens of social class, race, gender, and other factors considered from theoretical perspectives and available evidence.

SOC 6436 Global Social Structure (3)

Meets with SOC 5436. Structure of the global system historically and in modern times. Relationships between world structure and national institutions and processes.

SOC 6965 Special Topics: Globalization (3)

## Appendix C: Faculty

Anthony T. Anghie, PhD  
Professor, S. J. Quinney College of Law, University of Utah

Gunseli Berik, PhD  
Associate Professor, Department of Economics, College of Social and Behavioral Science, University of Utah

Nilufer Cagatay, PhD  
Associate Professor, Department of Economics, College of Social and Behavioral Science, University of Utah

Thomas Cova, PhD  
Assistant Professor, Department of Geography, College of Social and Behavioral Science, University of Utah

Edward Epstein, PhD  
Professor, Department of Political Science, College of Social and Behavioral Science, University of Utah

Karin Fladmoe-Lindquist, PhD  
Associate Professor, Department of Management, David Eccles School of Business, University of Utah

James Gander, PhD  
Professor, Department of Economics, College of Social and Behavioral Science, University of Utah

Erika George, PhD  
Associate Professor, S. J. Quinney College of Law, University of Utah

Bart W. Giddings, PhD  
Professor, S. J. Quinney College of Law, University of Utah

Lance Girton, PhD  
Professor, Department of Economics, College of Social and Behavioral Science, University of Utah

George F. Hepner, PhD  
Professor, Department of Geography, College of Social and Behavioral Science, University of Utah

James R. Holbrook, PhD  
Professor, S. J. Quinney College of Law, University of Utah

Kenneth Jameson, PhD  
Professor, Department of Economics, College of Social and Behavioral Science, University of Utah

Doug Jones, PhD  
Assistant Professor, Department of Anthropology, College of Social and Behavioral Science, University of Utah

Benjamin Judkins, PhD  
Assistant Professor, Department of Political Science, College of Social and Behavioral Science, University of Utah

Ibrahim Karawan, PhD  
Associate Professor, Department of Political Science, College of Social and Behavioral Science, University of Utah

Jeffrey Kentor, PhD  
Associate Professor, Department of Sociology, College of Social and Behavioral Science, University of Utah

Harold Koch, PhD  
Associate Professor, Department of Marketing, David Eccles School of Business, University of Utah

Thomas M. Kontuly, PhD  
Professor, Department of Geography, College of Social and Behavioral Science, University of Utah

Kevin B. Laurence, PhD  
Professor, S. J. Quinney College of Law, University of Utah

Howard Lehman, PhD  
Associate Professor, Department of Political Science, College of Social and Behavioral Science, University of Utah

Minqi Li, PhD  
Associate Professor, Department of Economics, College of Social and Behavioral Science, University of Utah

Steven Lobell, PhD  
Associate Professor, Department of Political Science, College of Social and Behavioral Science, University of Utah

Laurence Loeb, PhD  
Professor, Department of Anthropology, College of Social and Behavioral Science, University of Utah

Adam Luedtke PhD  
Assistant Professor, Department of Political Science, College of Social and Behavioral Science, University of Utah

Phoebe McNeally  
PhD Student, Department of Geography, College of Social and Behavioral Science, University of Utah

Harvey Miller, PhD  
Professor, Department of Geography, College of Social and Behavioral Science, University of Utah

Anupama Phene, PhD  
Assistant Professor, Department of Management, David Eccles School of Business, University of Utah

Stephen Reynolds, PhD  
Professor, Department of Economics, and Associate Dean, College of Social and Behavioral Science,  
University of Utah

Lars Rodseth, PhD  
Associate Professor, Department of Anthropology, College of Social and Behavioral Science, University of  
Utah

Kevin Stanley  
PhD Student, Department of Economics, College of Social and Behavioral Science, University of Utah

Michael Timberlake, PhD  
Professor, Department of Sociology, College of Social and Behavioral Science, University of Utah

Yanqi Tong, PhD  
Associate Professor, Department of Political Science, College of Social and Behavioral Science, University  
of Utah

Matias Vernengo, PhD  
Assistant Professor, Department of Economics, College of Social and Behavioral Science, University of  
Utah

Markus Vodosek, PhD  
Assistant Professor, Department of Management, David Eccles School of Business, University of Utah

Pauline Wiessner, PhD  
Professor, Department of Anthropology, College of Social and Behavioral Science, University of Utah



July 11, 2007

## MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Weber State University -- Master of Science in Athletic Training -- Action Item

### Issue

Officials at Weber State University request approval to offer a Master of Science Degree in Athletic Training effective Fall Semester 2008. This program was approved by the WSU Board of Trustees on November 14, 2006. The proposed program was reviewed by the Regent's Program Review Committee on April 14, 2007, and approved to move forward through the full proposal option.

### Background

The proposed MS in Athletic Training Degree is designed to provide access to an athletic training education, leading to certification, for students who have already completed a bachelor's degree in another area of study. Utah State Law requires anyone who practices Athletic Training or refers to themselves as an Athletic Trainer be licensed to do so. To be eligible for a license, one must have both completed an accredited entry-level degree in Athletic Training and passed the Board of Certification examination for Athletic Training.

Accredited entry-level programs can be either undergraduate or graduate level. Currently, if a student has already completed a bachelor's degree in an area other than Athletic Training, but wants to work as an Athletic Trainer, his/her only option in Utah is to complete a second bachelor's degree. The career opportunities within athletic training are diverse and even more opportunities will be available for students with degrees in other areas. The proposed MS in Athletic Training program will meet the same professional competencies and proficiencies as the undergraduate Athletic Training program. In addition, the graduate courses will explore topics in greater depth. No such programs exist in Utah or in any of the bordering states.

## Policy Issues

The proposed program was reviewed by other USHE institutions during both the Letter of Intent phase of the approval process and again after the full proposal had been prepared. During those reviews several questions were raised and suggestions given. The full proposal addresses those questions and suggestions and other USHE institutions have given full support to the proposed program.

## Commissioner's Recommendation

The Commissioner recommends that the Regents approve the Request to Offer a Master of Science Degree in Athletic Training at Weber State University, effective Fall, 2007.

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Richard E. Kendell, Commissioner

REK/GW  
Attachment

Academic, Applied Technology and Student Success Committee

Action Item

Request to Offer a Master of Science

In Athletic Training

Weber State University

Prepared for  
Richard E. Kendell  
By  
Gary Wixom

July 11, 2007

## **SECTION I: The Request**

Weber State University requests approval to offer a Master of Science in Athletic Training Degree. This program was approved by the WSU Board of Trustees on November 14, 2006.

## **SECTION II: Program Description**

Utah State Law requires anyone who practices Athletic Training or refers to themselves as an Athletic Trainer must be licensed to do so. (Similar laws exist in most states.) To be eligible for a license, one must have both completed an accredited entry-level degree in Athletic Training and passed the Board of Certification examination for Athletic Training. Accredited entry-level programs can be either undergraduate or graduate level. Currently, if a student has already completed a bachelor's degree in an area other than Athletic Training, but wants to work as an Athletic Trainer, his/her only option in Utah is to complete a second bachelor's degree. Currently, there is no entry-level Master of Science in Athletic Training Programs in Utah or in any of the bordering states.

In December of 2005, the National Athletic Trainers' Association (NATA) assembled an Educational Task Force committee to research several issues, including whether to eliminate all undergraduate athletic training education programs. This would make the minimum entry point into the athletic training profession now at the master's level, similar to physical therapy, occupational therapy, and physician assistant programs. While the decision was made not to make the shift at this point, the committee recommended that this issue be revisited in the near future. Should the NATA choose to make this change in the next few years, entry-level MS in Athletic Training programs would already be in compliance with the new standard.

The WSU MS in Athletic Training degree is designed to enable students with a bachelor's degree in any field to obtain eligibility for the Board of Certification (BOC) examination and licensure in Utah. The program will provide students with knowledge and skills in the prevention, evaluation, treatment, and rehabilitation of musculoskeletal injuries and general medical conditions. The athletic training education program (ATEP) is specifically designed to prepare students for a career in allied health care as a certified athletic trainer. Athletic trainers are currently employed in colleges and universities, public and private high schools, corporations, physical therapy clinics, professional organizations, the military, factories, and hospitals ([www.nata.org](http://www.nata.org) - National Athletic Trainers' Association).

The MS in Athletic Training program will meet the same professional competencies and proficiencies as the undergraduate Athletic Training program. In addition, the graduate courses will explore topics in greater depth. Graduate students will spend more time reviewing current evidence based research related to clinical techniques/practices and less time reading textbooks. Graduate students will be expected to complete graduate level assignments in each course (e.g. submitting research papers for publication and/or completing more in-depth research papers). In addition, all graduate students will complete a full research thesis, which is integrated into the three Research Methods courses.

Seventy percent of all Certified Athletic Trainers hold at least a master's degree. This is becoming the professional standard. The MS in Athletic Training program at Weber State University is specifically designed for students who already possess a bachelor's degree in a related allied health or exercise

science area. However, students with a bachelor's degree in a different field could enter the program after meeting the prerequisite coursework.

This program will meet a pressing need for more Certified Athletic Trainers in Utah and in the immediate Ogden area. One major local employer, Intermountain Health Care (IHC) Sports Medicine, has recently had difficulty filling athletic training openings, which provide much needed medical coverage for sports at local schools such as Ogden High School and Layton Christian Academy. (Please see attached letters of support in Appendix E.)

In almost every state, athletic trainers must be BOC certified in order to practice. There are currently two education routes, which result in eligibility for the BOC certification exam. The first is an accredited undergraduate athletic training program. The second, and much newer option, is an entry-level master's degree program in athletic training. Both programs must deliver the same educational competencies and proficiencies and meet the same Commission on Accreditation of Athletic Training Education (CAATE) accreditation standards. Entry-level master's programs typically include advanced projects and/or graduate-level research components. There are fifteen accredited entry-level master's programs in the United States; three universities currently have accredited athletic training programs at both the undergraduate and entry-level master's levels (University of Nebraska - Omaha, Bridgewater State College (MA), and Plymouth State University (NH)). There are also several advanced master's degree programs, designed for those students who have completed a bachelor's degree in athletic training and have passed the certification examination.

Prior to designing the proposed course of study, the Weber State University athletic training faculty examined the fifteen programs offering an entry-level master's degree in athletic training. This analysis and discussions with several ATEP directors regarding the positive and negative features of their programs lead to the proposed curriculum. The proposed MS in Athletic Training degree will require a minimum of 51 credit hours beyond an earned baccalaureate degree and will require two years to complete. Students must also complete 31 prerequisite undergraduate credits prior to entering the program. (See Table 1 for the list of required prerequisite and graduate courses.) While this number of credits exceeds the recommendations set by the Board of Regents, the average for similar programs is 32 prerequisite credits and 58 required graduate credits. Table 1 provides a breakdown of the requirements for the 15 accredited entry-level master's programs in athletic training. Accreditation guidelines mandate that the students' clinical education take place over a minimum of two academic years.

The MS in Athletic Training program will be offered during the day with occasional evening classes. Students will complete their final semester during the summer following their second year. (See Appendix B for complete course descriptions.) Nineteen new graduate-only courses totaling 51 credit hours will be added.

## DETAILED PROGRAM OUTLINE

### Degree: Master of Science in Athletic Training

Hours required to graduate: 51 credit hours

Students must complete prerequisite coursework prior to admission and all 51 graduate credits.

*All MS in Athletic Training candidates must consult the Program Advisor at least once each semester.*

| Table 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>REQUIRED PREREQUISITE COURSES:</b><br><b>(31 hours) (or equivalent courses - syllabi required)</b><br><br>(ZOO 2100) Human Anatomy with lab (4)<br>(ZOO 2200) Human Physiology with lab (4)<br>(PSY 1010) Introduction to Psychology (3)<br>(AT 2300) Emergency Response (3)<br>(HLTH SS1030) Healthy Lifestyles (3)<br>(PEP 3500) Kinesiology/Biomechanics (3)<br>(PEP 3510) Exercise Physiology (3)<br>(NUTR LS1020) Foundations in Nutrition (3)<br>(HTHS 2240) Introduction to Pharmacology (3)<br>(PEP 3280) Teaching Neuromuscular Conditioning (2) | <b>REQUIRED GRADUATE COURSES: (51 hours)</b><br><br><b>Didactic Courses:</b><br>AT 6080 - Research Methods I (3)<br>AT 6085 - Research Methods II (3)<br>AT 6090 - Research Methods III (3)<br>AT 6300 - Orthopedic Assessment - Lower (3)<br>AT 6301 - Orthopedic Assessment - Upper (3)<br>AT 6350 - General Medical in AT (3)<br>AT 6400 - Basic Modalities (3)<br>AT 6401 - Advanced Modalities (3)<br>AT 6430 - Principles of Athletic Training (3)<br>AT 6431 - Orthopedic Taping, Wrapping, & Bracing (1)<br>AT 6450 - Basic Rehabilitation (3)<br>AT 6451 - Advanced Rehabilitation (3)<br>AT 6600 - AT Management (3)<br>AT 6999 - Critical Thinking (1)<br><br><b>Clinical Courses:</b><br>AT 6500 - Introduction to Graduate AT (2)<br>AT 6501 - Graduate Practicum I (2)<br>AT 6502 - Graduate Practicum II (3)<br>AT 6503 - Graduate Practicum III (3)<br>AT 6504 - Graduate Practicum IV (3) |

### Purpose of Degree

The WSU Department of Health Promotion and Human Performance propose the Master of Science in Athletic Training program for students with a bachelor's degree in any area who wish to become Certified Athletic Trainers. There are currently two routes to certification, the bachelor's degree in Athletic Training or the Entry-level Masters degree in Athletic Training. With the addition of this program, WSU will be able to offer both options, a route to certification for both undergraduates and graduates, allowing WSU to serve a more diverse student population with the same facilities and only one additional faculty member. Combining Athletic Training certification with other degrees (e.g., secondary education) will allow students to fill niche positions in the marketplace including teacher/athletic trainers in the public schools. Students with degrees in both business and athletic training would be well suited for managing and/or owning a sports medicine clinic.

## **Institutional Readiness**

WSU has the staff and other necessary resources to offer the MS in Athletic Training degree. The WSU Athletic Training Program presently has two doctoral qualified faculty and will add a third in the fall of 2008 to support the master's program. WSU's current library holdings together with electronic and other information resources are sufficient for graduate student use. The degree will be housed within the existing Department of Health Promotion and Human Performance and will have no impact on administrative structures and no new organizational structures will be needed to deliver the program. This program will enable both the faculty and students to utilize fully the newly renovated Swenson Building within the Stromberg Complex. There are several new classrooms and laboratories to support both the students' education and research.

## **Faculty**

The MS in Athletic Training program will be housed in the Department of Health Promotion and Human Performance in the Jerry & Vickie Moyes College of Education at Weber State University. The full-time athletic training faculty have studied and produced graduate level scholarship and research. The undergraduate athletic training program is currently accredited by the Commission on Accreditation of Athletic Training Education (CAATE), and this MS in AT program will be eligible for accreditation in the spring of 2010 by the same accreditation body.

The core AT faculty will include Valerie Herzog, EdD, ATC, David Berry, PhD, ATC, and one additional faculty member who will begin Fall 2008. Both Herzog and Berry have significant experience in athletic training education and as clinicians, with specific experiences in public and private high schools, colleges and universities, and sports medicine orthopedic rehabilitation facilities. Additionally, these faculty members have research, teaching, and hands-on experience in the athletic training profession. Both have agreed to teach courses in the proposed MS program. (See Appendix C for faculty vitae.) The program will require the addition of one full-time faculty member in the Athletic Training Program.

Herzog and Berry also have significant research experience, both as independent researchers, collaborative researchers, and supervisors of student projects. Between the two, they have published over 20 manuscripts in peer-reviewed journals. While at the University of Charleston, Valerie Herzog supervised and directed 33 undergraduate research projects, which were all presented as posters or oral presentations at state, regional, or national conferences. David Berry has also participated in directing several student research projects. He has supervised three undergraduate projects resulting in one published article, two state meeting posters, and one national poster. He has also supervised four graduate projects resulting in three published articles.

All three faculty will chair masters thesis committees. With the program at full capacity, there will be no more than 15 graduate students working on masters thesis projects at any given time. As the students will be mostly working in pairs, there will be approximately 2-3 projects supervised by each faculty member. In addition, several other faculty in the department will serve on the masters thesis committees and occasionally chair committees when the projects are in their areas of interest. The following additional six faculty in the department have expressed interest in helping to direct masters thesis research: Molly Smith, PhD - doctoral degree in Exercise Physiology; Myron Davis, PhD - doctoral degree in Statistics and Biomechanics; Rodney Hansen, PhD - doctoral degree in Food Science and Nutrition; Jennifer Turley, PhD - doctoral degree in Human Ecology/Nutritional Sciences;

and Joan Thompson, PhD - doctoral degree in Nutrition Sciences; Daniel Balderson, PhD - doctoral degree in Sport Education Leadership with cognate in Physical Education/Teacher Education.

In addition, the program has educational support from a variety of local health care practitioners including Jeff Harrison, MD (WSU Team Physician), David Tensmyer, MD (Team Physician), Stephen Scharmann, MD (WSU Medical Director and Team Physician), Dann Byck, MD (Orthopedic Surgeon), and a host of other health care professionals at the affiliated clinical sites. Please see Appendix C for the list of approved clinical instructors (ACIs) and affiliated clinical sites. These health care practitioners will supervise both undergraduate and graduate students during their clinical rotations.

The current adjunct faculty who teach athletic training courses will continue to teach only in the undergraduate program and their teaching responsibilities will not increase. The number of courses taught by adjuncts in the undergraduate program will remain the same or decrease with the addition of the new full-time faculty member. Valerie Herzog, David Berry, and the new full-time faculty member will all teach in both the undergraduate and master's degree programs.

### **Staff**

No additional staff will be required. The faculty will continue to utilize the secretarial support provided by the Department of Health Promotion and Human Performance and do not anticipate any additional secretarial needs.

### **Library and Information Resources**

The current library holdings, including access to electronic resources are adequate for graduate athletic training study. The faculty will continue to work with Evan Christensen, the librarian for the College of Education, to expand holdings found on the Board of Certification reference list. In addition to the library resources, students will have access to the ATEP faculty personal library collections.

The Utah Legislature and several private donors have invested significant funds in the recent renovation of the Stromberg Complex--approximately \$7 million from the legislature and approximately \$3 million from private donors. The addition of the MS in Athletic Training Program will allow WSU to more fully utilize the three laboratories. The first is the new Athletic Training laboratory classroom comprised of approximately 1,000 square feet of combined classroom and laboratory space with an additional 500 square feet hydrotherapy room. The students will have the opportunity to learn with \$120,000 worth of state-of-the-art athletic training equipment, including a SwimEx Hydrotherapy pool, electrical stimulation/ultrasound combination units, a lumbar/cervical traction unit, and a shortwave diathermy unit. It is one of the best-equipped athletic training classrooms in the nation. WSU will utilize these facilities for both classroom instruction and conducting research. The entire facility will provide superior educational opportunities and will be a powerful recruiting tool for attracting new students.

The second new facility available to the master's students for research is the new biochemistry/nutrition laboratory. It is equipped with over \$50,000 in laboratory equipment that includes: centrifuges, fume hoods, colorimetric assay readers, and ultra-low freezers for long-term storage of tissue samples. This lab has the capability to measure targets such as proteins, fats, enzymes, and sugars in blood, saliva, urine, muscle, and other types of tissues. This laboratory will give investigators the ability to research many chronic diseases such as heart disease and diabetes, research athletic injury etiology and pain,



and the ability to engineer athletic performance at the molecular level. This lab enhances molecular research in chronic disease, athletic training, and athletic performance at Weber State University.

The third laboratory facility in the Stromberg Complex is the Human Performance Laboratory. Graduate students will be able to utilize the hydrostatic weighing tank, the BodPod, the metabolic cart, and the force plates to analyze body composition, oxygen consumption, and ground reaction forces. The computers in the lab are available for students to analyze their data using SPSS statistical software.

### Admission Requirements

- A. Before a student can be considered for the program, the following application requirements must be met:
1. GRE scores\*
  2. Minimum 3.0 GPA\*\*
  3. Submit Graduate Athletic Training Student Application
  4. Submit Letter of Application
  5. Two Letters of Recommendation - at least one letter from a college-level instructor
  6. Grade of C or better in all pre-requisite courses (all pre-reqs must have been completed within the last 10 years prior to application)\*\*\*
  7. Program Interview - in person or over the phone
  8. Complete Technical Standards form
  9. Official transcripts from other colleges/universities attended
  10. Physical examination and proof of immunizations
  11. Hepatitis-B Vaccination
  12. Current Emergency Response and CPR for Professional Rescuer certification cards (may be completed in first semester if deficient)
- B. Application deadline for early admissions is December 15th for the following fall semester. The deadline for general admissions is February 15. Students are encouraged to apply for Early Admissions as the program may reach capacity prior to the general admission. Applications may be obtained from the ATEP director and on-line at <http://programs.weber.edu/athletictraining>

*\* Significant weight is given to GRE aptitude (verbal and quantitative combined) total scores of at least 1000. The score earned on the Analytical Writing Section will also be considered. However, indications of academic ability as expressed by undergraduate grade point average and professional experience will be of greater importance than GRE scores.*

*\*\*Grade point averages between 2.75 and 2.99 will be considered if GRE scores are above average.*

*\*\*\*Students who are deficient in one or more pre-requisite courses may be admitted on a conditional basis if the courses can be added to the schedule while still meeting the pre-requisites prior to each graduate course.*

### Additional Admission Requirements for International Students:

All international students and any applicant educated outside the U.S. must demonstrate proficiency in English. Those whose native language is not English, or whose language of instruction for their

undergraduate degree was not English, will be required to submit a score from the Test of English as a Foreign Language (TOEFL) which is not more than two years old and on which a minimum score of 550 (paper-based) or 213 (computer-based) has been earned.

*Note: After formal admission to the Athletic Training Master's degree program, students are required to complete an FBI background check and drug test. The WSU Athletic Training Education Program enters into Affiliation Agreements with multiple health care facilities and schools throughout the state. These agreements provide WSU Athletic Training Education student and faculty authorized access to facility resources and patients. In response to stipulations contained within one or more of these Agreements, the WSU Athletic Training Education Program requires students admitted to the Athletic Training Education program to submit to an FBI level criminal background check as well as a urine drug test.. This screening process has been mandated by the WSU Athletic Training Education Program in an effort to more effectively protect the safety and well-being of the patients, clients, and residents of those facilities, and is fully supported by the Department of Health Promotion and Human Performance and the Athletic Training Education faculty.*

### **Selection Process**

- A. All applicants will be ranked using a numerical scale on the following criteria:
  - 1. Cumulative GPA [0-4 weight in selection formula = 20%]
  - 2. GRE Scores [0-4 weight in selection formula = 20%]
  - 3. Letter of Application [0-4 weight in selection formula = 20%]
  - 4. Letters of Recommendation [0-4 weight in selection formula = 20%]
  - 5. Previous athletic training experience and strength of applicant's commitment as reflected in interview responses. [0-4 weight in selection formula = 20%]
- B. Students receiving the highest scores in the rating process will be invited to enter the Athletic Training Master's Program. The selection committee is comprised of the ATEP faculty and clinical instructors. The number of students chosen to enter the program each year will vary, in compliance with accreditation guidelines concerning clinical instructor-to-student ratios. Selection into the ATEP is competitive and satisfaction of the minimum requirements does not guarantee admission.
- C. Applicants not invited to enter the athletic training program may reapply the following year. All applicants who eventually re-apply must meet all requirements in effect at the time of re-application. Students are encouraged to contact the ATEP Director for current admission requirements.
- D. All students selected for athletic training program must provide evidence of being able to meet the Technical Standards for Admission of the program. Only those students who verify that they can meet those technical standards, with or without reasonable accommodations, will be allowed to enter the program.

### **Retention Requirements**

- A. After students are selected into the Athletic Training MS, retention in the program will be based on the following criteria:
  - 1. Grade "B-" or better in all required courses (*includes Graduate Practicum courses*).

2. Students must maintain an overall Weber State University GPA of 3.0.
  3. Adhere to WSU Athletics *Athletic Training Policies and Procedures*.
  4. Adhere to *ATEP Student Handbook Policies*.
- B. Students who fail to meet the retention criteria will be placed on probation in the Athletic Training major for one semester. If standards are not met by the end of the probationary period, the student will be dismissed from the program. Students who receive a grade lower than a B- in any required course must repeat that course and receive a grade of "B-" or higher to remain in the program. Failure to repeat the course (*when offered*) will result in dismissal from the program. Athletic Training Education Policies and Procedures are available in the athletic training student handbook.

## Student Advisement

Students enrolled in the MS in Athletic Training will be assigned a faculty advisor. Students will be required to meet with their faculty advisors at least once a semester but will be encouraged to engage in dialogue when necessary regarding academic, clinical placement, and/or personal or professional issues.

## Justification for Number of Credits

According to R 401, the proposal should "provide justification if number of credit or clock hours exceeds 63 for AA or AS, 69 for AAS, 2070 clock hours for AAT, 126 credit hours for BA or BS; and 36 beyond the baccalaureate for MS."

Prior to designing the proposed course of study, the athletic training faculty examined the fifteen programs offering an entry-level master's degree in athletic training. This analysis and discussions with several ATEP directors regarding the positive and negative features of their programs led to the proposed curriculum. The proposed MS in Athletic Training degree will require a minimum of 51 credit hours beyond an earned baccalaureate degree and will require two years to complete. Students must also complete 31 prerequisite undergraduate credits prior to entering the program. See Table 1 for the list of required prerequisite and graduate courses. While this number of credits exceeds the recommendations set by the Board of Regents, the average for similar programs is 32 prerequisite credits and 58 required graduate credits. Appendix A provides a breakdown of the requirements for the 15 accredited entry-level master's programs in athletic training. Accreditation guidelines mandate that the students' clinical education take place over a minimum of two academic years.

### *WSU Master of Science in Athletic Training - Comparison with other Programs*

| Carnegie Classification                    | Pre-req credits required | Credits in degree | Total credits |    | Years to complete | # of clinical classes |   | Also has UG ATEP |
|--------------------------------------------|--------------------------|-------------------|---------------|----|-------------------|-----------------------|---|------------------|
| Weber State University                     |                          | Master's M        | 31            | 51 | 82                | 2                     | 4 | yes              |
| Bridgewater State College, Bridgewater, MA |                          | Master's L        | 26            | 48 | 74                | 2                     | 4 | yes              |
| Long Island University - Brooklyn, NY      |                          | Master's L        | 34            | 94 | 128               | 3                     | 4 | no               |
| Montana State University, Billings, MT     |                          | Master's M        | 24            | 47 | 71                | 2                     | 5 | no               |
| Plymouth State University, Plymouth, NH    |                          | Master's L        | 26            | 53 | 79                | 2                     | 4 | yes              |
| Seton Hall University, South Orange, NJ    |                          | DRU               | 27            | 64 | 91                | 2                     | 4 | no               |
| Shenandoah University, Winchester, VA      |                          | Master's L        | 41            | 70 | 111               | 2                     | 4 | no               |

|                                                         |            |           |           |           |          |                  |     |
|---------------------------------------------------------|------------|-----------|-----------|-----------|----------|------------------|-----|
| Stephen F. Austin State University, Nacogdoches, TX     | Master's L | 23        | 60        | 83        | 2        | 4                | no  |
| Texas Tech University, Lubbock, TX                      | RU/H       | 23        | 59        | 82        | 2        | 4                | no  |
| University of Arkansas, Fayetteville, AR                | RU/H       | 26        | 54        | 80        | 2        | 6                | no  |
| University of Buffalo, NY                               | RU/VH      | 52        | 63        | 115       | 2        | 4                | no  |
| University of Findlay, OH                               | Master's L | 32        | 59        | 91        | 2        | 4                | no  |
| University of Hawaii - Manoa, Honolulu, HI              | RU/VH      | 32        | 61        | 93        | 3        | 4                | no  |
| University of Nebraska - Omaha                          | Master's L | 37        | 45        | 82        | 2        | 0 - integrated   | yes |
| University of North Carolina - Greensboro               | RU/H       | 23        | 46        | 69        | 2        | 2 - & integrated | no  |
| University of Tennessee - Chattanooga                   | Master's L | 23        | 50        | 73        | 2        | 4                | no  |
| <b>Averages for Entry-Level Master's in AT Programs</b> |            | <b>32</b> | <b>58</b> | <b>88</b> | <b>2</b> | <b>4</b>         |     |
|                                                         |            |           |           |           |          |                  |     |
| U of Utah - Doctor of Physical Therapy                  |            | 44        | 133       | 177       | 3        | 4                |     |
| U of Utah - Master's of Occupational Therapy            |            | 38        | 110       | 148       | 3        | 2                |     |

## External Review and Accreditation

While developing the curriculum and program proposal, several outside consultants were utilized. The faculty sought guidance from two programs, which also have both undergraduate and entry-level master's programs in Athletic Training. The first meeting was with Joshua Nichter, the Athletic Training Program Director at the University of Nebraska, Omaha. The second meeting was with Bernadette Olson, an Athletic Training faculty member at South Dakota State University (SDSU). SDSU currently has an accredited undergraduate Athletic Training Program, and is currently pursuing accreditation for their new Entry-Level Master's in Athletic Training Program.

During the second year, an external review will be completed by the Commission on Accreditation of Athletic Training Education (CAATE), the body that accredits athletic training programs. The accreditation committee will review everything from class syllabi to clinical education experience settings and student advisement. Site visitors will meet and interview the program's students, faculty, and clinical instructors. This accreditation is required for the students to be eligible to sit for the Board of Certification (BOC) examination to become Certified Athletic Trainers. The comprehensive self-study will be submitted by September 15, 2009 and the site visit will occur during the spring 2010 semester.

## Projected Enrollment

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

| Program Year                    | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---------------------------------|--------|--------|--------|--------|--------|
| Projected Student Enrollment    | 15     | 25     | 30     | 30     | 30     |
| Faculty FTE                     | 1.5    | 1.5    | 1.5    | 1.5    | 1.5    |
| Student/ Faculty FTE Enrollment | 10     | 17     | 20     | 20     | 20     |

The faculty anticipates, conservatively, that the program will admit 15 students in the first year and an additional 10 students in the second year. Given that the average student will complete the program in 2 years, the program will reach a steady-state enrollment of 30 students in the third year.

### **Expansion of Existing Program**

While the Physical Education and Nutrition programs offer several graduate courses, which serve those programs, the Athletic Training Program does not presently offer any graduate courses or degrees. Therefore, the proposed MS in Athletic Training is not an expansion of an existing program.

### **Impact on Existing Undergraduate Programs**

The addition of a Master of Science in Athletic Training will enhance the undergraduate Athletic Training Program, both the clinical and the scientific tracks. The undergraduate and graduate students will often be interacting during clinical rotations, both on and off campus. The unique backgrounds of the graduate students will give them different perspectives on injuries and conditions as they arise. In addition, the undergraduate students will have the opportunity to participate in graduate-level research projects, inspiring them to begin their own. Faculty in the department have observed that many students are too intimidated to take on a research project if they have never been involved in one. The maturity and educational commitment of the graduate students will demonstrate to the undergraduates the skills necessary to be successful as they pursue their graduate degrees.

## **SECTION III: Need**

### **Program Need**

The MS in Athletic Training program is designed to fill an unmet need in the state of Utah. No such programs exist in Utah or in any of the bordering states. The program is designed to provide access to an athletic training education, leading to certification, for students who have already completed a bachelor's degree. The career opportunities within athletic training are diverse and even more opportunities will present for students with additional degrees in other areas. Currently, the only route to certification for these students would be the completion of a second bachelor's degree in Athletic Training.

### **Labor Market Demand**

Since the faculty began tracking this data in 2004, all Weber State University Athletic Training Clinical Track graduates who sought employment or entrance to a graduate program has either entered the graduate program of their choice or found an athletic training job. Most students had multiple options, both within and outside of Utah. In the last two years alone, local sports medicine/physical therapy clinics have created six new positions for the graduates.

According to the U.S. Department of Labor's Occupational Outlook Handbook, 2002-2003 Edition, the demand for health care services will create tremendous job opportunities over the next eight years. Nine of the top 20 job growth categories are in health care services. Of the total professional jobs, 5.2 million will be added from three groups: health care services and technology; education, training and library occupations; and computer/mathematical occupations. Certified Athletic Trainers are represented in two of the three major job growth categories: health care services and education. Certified Athletic Trainers are at the front end of their growth curve, and have a broad practice scope ([www.nata.org](http://www.nata.org)).

Accredited Athletic Training Programs, undergraduate or entry-level master's degree programs, are the only route to becoming a Certified Athletic Trainer in the United States. There are currently no entry-level master's in Athletic Training in Utah, nor any in the surrounding states including Colorado, New Mexico, Arizona, California, Nevada, Washington, Idaho, Wyoming, and Oregon. There are currently only 15 entry-level master's programs in Athletic Training, the closest one located in Billings, Montana, (500 miles from Ogden) and only six are located West of the Mississippi River.

Brigham Young University offers an advanced master's degree program in Athletic Training, but requires that incoming students have already completed either an undergraduate or entry-level master's degree in Athletic Training.

From 1990 to 2000, the population in Utah grew 29.6 percent, and from 2000-2005, it grew 10.6 percent, double the national average. Projections for 2025 estimate a 20 percent population growth in the state of Utah. (<http://quickfacts.census.gov/qfd/states/49000.html>.) The projected growth of Utah provides for continued demand for health care services and facilities in the state.

In February 2006, the Utah Legislature passed the Athletic Training Licensure Bill. As of August of 2006, all athletic trainers in Utah must be licensed and BOC certified. This new level of credentialing will enable athletic trainers to obtain third party reimbursement through insurance companies for their services. This will increase employment opportunities for athletic trainers throughout Utah in sports medicine clinics, hospitals, and other health care facilities.

The other universities in Utah (Brigham Young University, University of Utah, and Southern Utah University) which also house undergraduate athletic training education programs have voiced their support for the addition of the entry-level master's program. (See Appendix D for letters of support.)

### **Student Demand**

Seventy percent of all Certified Athletic Trainers hold at least a master's degree. This is becoming the industry standard. In addition, Athletic Training graduates with a master's degree earn significantly higher wages, especially when the graduate has six or more years of experience (see figures below). Graduates with a master's degree are more upwardly mobile. Graduates with only bachelor's degrees have significantly less long-term earning potential.

Average Athletic Trainer salaries in Utah (by highest degree attained and years of experience):

With 1-5 years of experience: Bachelors - \$29,666 Masters - \$35,300 Difference = \$5,634

With 6-10 years of experience: Bachelors - \$34,000 Masters - \$52,250 Difference = \$18,250

(Figures from the National Athletic Trainers' Association 2005 Salary Survey Data - [www.nata.org](http://www.nata.org))

Because there are currently no other entry-level master's degree programs in athletic training in Colorado, New Mexico, Washington, Oregon, Wyoming, Arizona, Nevada, California, or Idaho, the proposed program would improve WSU's ability to recruit students from these areas. Other similar programs in the U.S. have indicated that their program has also been very attractive to international students. WSU anticipates that demand for the program will be great.

The undergraduate athletic training program at WSU has enjoyed considerable growth in recent years. From 2004 to 2005, the number of students enrolled increased from 37 to 113. It should be noted that most of these students participate in the Scientific Track of the program, which does NOT lead to eligibility for BOC certification. WSU currently has 110 total Athletic Training majors with 35 students enrolled in the Clinical Track (eligible to become Certified Athletic Trainers) and 75 students enrolled in the Scientific Track (NOT eligible to become Certified Athletic Trainers). Of the 35 students who will be eligible to become Certified Athletic Trainers, 13 plan to go directly to graduate school following graduation to study in other fields such as physical therapy, physician's assistant, and medical school.

### **Similar Programs**

There are currently four accredited undergraduate athletic training education programs in Utah at WSU, Southern Utah University, Brigham Young University, and the University of Utah. There are no accredited entry-level or advanced master's degree programs in Athletic Training in the Utah State Higher Education system. There are no entry-level master's degree programs in the surrounding states. Brigham Young University does house a non-accredited advanced master's athletic training program, but WSU's program will not be competing for the same pool of students.

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

While students with any undergraduate degree will be eligible to apply for this master's degree program, it is ideally suited for students with related bachelor's degrees such as Exercise Science, Exercise Physiology, Physical Education, Human Performance, or degrees in the Health Sciences. These students will probably have most or all of the prerequisite coursework completed. There are several programs of this nature at the University of Utah, Utah State University, Southern Utah University, and Utah Valley State College. WSU will collaborate with other USHE institutions that have such programs to make them aware of this new opportunity for their graduates who wish to become Certified Athletic Trainers.

### **Benefits**

Probably the greatest benefit of the program is the ability to meet the needs of those students who carry a significant number of college credits and/or decide on the career change later in life. Because of WSU's geographical location and the limited number of entry-level master's programs west of the Mississippi River, the MS in Athletic Training will be attractive to students in states such as Nevada, Arizona, New Mexico, Colorado, and Wyoming.

Additionally, undergraduate students will benefit from the collaboration and interactions with the graduate students. Undergraduate students will have the opportunity to participate in graduate-level research, which may, in turn, inspire the undergraduate students to begin their own research projects. The graduate students will also be able to assist faculty research in the new state-of-the-art athletic training facility.

## **Consistency with Institutional Mission**

The Master of Science in Athletic Training is a strong fit with Weber State University. Having both an undergraduate and graduate route to certification allows WSU to address the educational needs of a diverse student population. The average college student changes majors seven times. The average Weber State student changes majors four times. Students who choose their career path after the completion of a large number of credit hours can complete their bachelor's degrees and then matriculate into a two year master's program instead of graduating with a 200 credit hour bachelor's degree (as many currently do). It will also increase WSU's ability to recruit out-of-state and international students, as there are no similar programs in Utah or in the surrounding states. The program will also effectively co-exist with and support WSU's accredited undergraduate athletic training program.

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

The WSU Athletic Training Education Program (ATEP) will use several assessment tools to evaluate the quality of individual courses and instructors, the quality of the clinical experiences and clinical affiliations, the satisfaction of the students in the program, the performance of each student following each clinical rotation, and the satisfaction with the education provided by the graduates and employers of graduates. WSU will also track the students' pass rate on the Board of Certification (BOC) examination, their job/graduate school placement rate, and the graduation rate.

The following forms will be completed by each student following each clinical rotation:

1. Athletic Training Approved Clinical Instructor (ACI) Evaluation
2. Athletic Training Clinical Facility Evaluation
3. Athletic Training Student Self-Evaluation

The following form will be completed by each student's ACI following each clinical rotation:

1. Final Clinical Rotation Evaluation (ACI's evaluation of the student)

The following form will be completed by every student during the spring semester:

1. Athletic Training Student Evaluation of the Athletic Training Education Program

Approximately 8-10 months following graduation, WSU will send each graduate the following forms for completion:

1. Athletic Training Alumni Survey
2. Employer Survey of Weber State University Athletic Training Graduates

Additional Outcomes Data:

1. WSU will track the graduate placement data, indicating where the graduates were placed in jobs or graduate school.



2. Each year, WSU will receive a report from the BOC indicating the students' pass rate on the certification examination.
3. WSU will also track the graduation/attrition rate.

Once a year, WSU will run the statistics on each of these assessment tools to identify trends. The AT faculty will meet to review the statistics and trends to see where WSU can make improvements to the program. With these trends in mind, WSU will develop ways to address areas of concern. WSU will also look to see if previous changes have had the intended impact.

Accreditation standards require that students "learn over time." The self-study must document where each academic competency and proficiency was initially taught and evaluated and then where it was re-evaluated in a separate course. Students will be re-evaluated on all skills taught in previous courses in the Graduate Practicum courses. Each of these courses concludes with a comprehensive oral/practical and written examination.

## SECTION V: Budget

The MS in Athletic Training program is intended to be a budget-related program with regular graduate tuition plus a graduate tuition differential (in accordance with Regents' Policy 510). The total costs of the program in year 5 are expected to be \$91,119 annually.

One new full-time athletic training faculty member will need to be hired preparatory to enrolling students. The additional faculty member will teach in both the undergraduate and graduate programs, adding a fresh perspective to the education of both the undergraduate and graduate students. Although three faculty will have primary teaching responsibility for the program, taken together, their efforts will constitute is one full-time-equivalent faculty devoted to supporting the MS program.

The MS in AT program is expected to enroll 15 students in year 1, carry approximately 25 students in year 2, and mature at roughly 30 students by year 3.

### Department of Health Promotion and Human Performance, Weber State University Budget for the proposed Master of Science in Athletic Training

| Beginning Fall 2008                                          | Year one           | Year two         | Year three       | Year four        | Year five        |
|--------------------------------------------------------------|--------------------|------------------|------------------|------------------|------------------|
| <b>Tuition Revenue**<br/>(does not include student fees)</b> | <b>\$75,475.87</b> | <b>\$142,830</b> | <b>\$187,367</b> | <b>\$202,357</b> | <b>\$218,545</b> |
| Number of campus students                                    | 15                 | 25               | 30               | 30               | 30               |
| <b>Expenses</b>                                              |                    |                  |                  |                  |                  |
| Regular faculty*                                             | \$50,000           | \$51,750         | \$53,561         | \$55,435         | \$57,375         |
| Benefits                                                     | \$22,000           | \$22,770         | \$23,567         | \$24,391         | \$25,244         |
| Office supplies                                              | \$3,000            | \$4,000          | \$4,000          | \$4,000          | \$4,000          |

|                                 |                 |                 |                 |                 |                 |
|---------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Professional Development/Travel | \$2,000         | \$2,000         | \$2,500         | \$2,500         | \$2,500         |
| Marketing                       | \$2,000         | \$2,000         | \$2,000         | \$2,000         | \$2,000         |
| <b>Total Expenses</b>           | <b>\$79,000</b> | <b>\$82,520</b> | <b>\$85,628</b> | <b>\$88,326</b> | <b>\$91,119</b> |

\*Faculty salary & benefits were increased 3.5% per year to account for merit/cost of living increases.

\*\*Revenues are based on tuition schedule previously approved for the Master's of Business Administration, Master's of Accounting, and Master's of Health Administration programs. Tuition was increased 8% per year based on averages.

## Funding Sources

At Weber State University, budget-related programs are funded by resource allocations approved by university administration, specifically a council consisting of the president, provost, and all vice presidents. In general, resource allocations are strongly correlated with student enrollment and the associated tuition revenue.

In addition, some graduate programs carry a tuition differential. The schedule tuition for the MS and Athletic Training program will be the same as the tuition schedule previously approved by the Utah Board of Regents for the Master's of Business Administration, Master's of Accounting, and Master's of Health Administration programs at Weber State University. In accordance with Regent policy 510, "Increased revenues from higher tuition rate charges shall be used by the institution to benefit the impacted program."

Based upon funding projections, in year 5, base tuition collections and differential graduate tuition collections will equal \$218,545. This exceeds the projected expenses for the program. WSU administration is committed to allocating these funds to the MS in Athletic Training program. Similarly, in years 1 through 4 and in year 6 and beyond, revenue will exceed program expenses.

## Reallocation

No resources will be diverted from the undergraduate program to support the graduate program.

## Impact on Existing Budgets

There will be no impact on the existing budgets of other academic programs.

## APPENDIX A: PROGRAM CURRICULUM

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

| Course Number | Title                                                               | Credit Hours |
|---------------|---------------------------------------------------------------------|--------------|
|               | <b>Didactic Courses:</b>                                            |              |
| AT 6080       | Research Methods I                                                  | 3            |
| AT 6085       | Research Methods II                                                 | 3            |
| AT 6090       | Research Methods III                                                | 3            |
| AT 6300       | Orthopedic Assessment of Musculoskeletal Injuries - Lower Extremity | 3            |
| AT 6301       | Orthopedic Assessment of Musculoskeletal Injuries - Upper Extremity | 3            |
| AT 6350       | General Medical Conditions and Advances in Athletic Training        | 3            |
| AT 6400       | Basic Therapeutic Modalities for Musculoskeletal Injuries           | 3            |
| AT 6401       | Advanced Therapeutic Modalities for Musculoskeletal Injuries        | 3            |
| AT 6430       | Principles of Athletic Training                                     | 3            |
| AT 6431       | Orthopedic Taping, Wrapping, & Bracing                              | 1            |
| AT 6450       | Basic Rehabilitation of Musculoskeletal Injuries                    | 3            |
| AT 6451       | Advanced Rehabilitation of Musculoskeletal Injuries                 | 3            |
| AT 6600       | Administration and Management in Athletic Training                  | 3            |
| AT 6999       | Critical Thinking for Musculoskeletal Injury Management             | 1            |
|               | <b>Clinical Courses:</b>                                            |              |
| AT 6500       | Introduction to Graduate Athletic Training                          | 2            |
| AT 6501       | Graduate Practicum I                                                | 2            |
| AT 6502       | Graduate Practicum II                                               | 3            |
| AT 6503       | Graduate Practicum III                                              | 3            |
| AT 6504       | Graduate Practicum IV                                               | 3            |

### All Courses in the Program (Including Course Descriptions)

| Course Number | Title                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Credit Hours |
|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
|               | <b>Didactic Courses:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |              |
| AT 6080       | Research Methods I                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 3            |
|               | This course explores the process and methods of scientific inquiry and interpretation of research findings in athletic training. Students will gain familiarity with the major elements of research including literature review, quantitative and qualitative methodology, design, evaluation of research, statistical analysis, presentation of data, and ethical considerations. This course also provides an overview of statistics including descriptive and inferential statistics and one-way ANOVA. Students should have a basic understanding of conducting library and Internet information searches prior to taking this course. |              |
| AT 6085       | Research Methods II                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 3            |
|               | This course is designed to help students develop a master's thesis research project proposal that is carefully researched and professionally written. Students will prepare an introduction, literature review, detailed methodology, and IRB proposal. Prerequisite: AT 6080.                                                                                                                                                                                                                                                                                                                                                             |              |
| AT 6090       | Research Methods III                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 3            |
|               | This course is designed to help students complete a master's thesis research project. Basic statistical analysis will be reviewed and advanced statistics will be introduced. Students will collect and analyze data and synthesize results. At the completion of the course, students will submit a full manuscript, suitable for publication, along with an abstract and a professional poster. Prerequisite: AT 6085.                                                                                                                                                                                                                   |              |
| AT 6300       | Orthopedic Assessment of Musculoskeletal Injuries - Lower Extremity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 3            |

|         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |   |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
|         | This course addresses evaluation techniques and care for musculoskeletal injuries to the trunk and lower extremities for graduate-level athletic training students. The student must integrate knowledge of anatomical structures, physiology principles and evaluative techniques to provide a basis for critical decision-making in an injury management environment. Prerequisite: ZOOL 2100.                                                                          |   |
| AT 6301 | Orthopedic Assessment of Musculoskeletal Injuries - Upper Extremity                                                                                                                                                                                                                                                                                                                                                                                                       | 3 |
|         | This course addresses evaluation techniques and care for musculoskeletal injuries to the head, face and upper extremities for graduate-level athletic training students. The student must integrate knowledge of anatomical structures, physiology principles and evaluative techniques to provide a basis for critical decision-making in an injury management environment. Prerequisite: AT 6300.                                                                       |   |
| AT 6350 | General Medical Conditions and Advances in Athletic Training                                                                                                                                                                                                                                                                                                                                                                                                              | 3 |
|         | This course addresses general medical disorders and conditions pertaining to sports medicine and inquires into the latest research of related issues.                                                                                                                                                                                                                                                                                                                     |   |
| AT 6400 | Basic Therapeutic Modalities for Musculoskeletal Injuries                                                                                                                                                                                                                                                                                                                                                                                                                 | 3 |
|         | This course is designed to introduce students to the contemporary usage and basic foundation of therapeutic modalities, transmission of energy, infrared, and mechanical therapy. Through lecture, discussion, and laboratory experience, the scientific basis of musculoskeletal rehabilitation involving therapeutic modalities will be examined. Two lecture and 2 lab hours per week. Prerequisites: AT 6301 and ZOOL 2200.                                           |   |
| AT 6401 | Advanced Therapeutic Modalities for Musculoskeletal Injuries                                                                                                                                                                                                                                                                                                                                                                                                              | 3 |
|         | This course is designed to build upon the basic foundations of therapeutic modalities established in AT 6100. Through lecture, discussion, and laboratory experience, the scientific basis of musculoskeletal rehabilitation involving therapeutic modalities will be examined. Topics for discussion include the application of electrotherapy devices, ultrasound, light therapy, and short-wave diathermy. Two lecture and 2 lab hours per week. Prerequisite AT 6400. |   |
| AT 6430 | Principles of Athletic Training                                                                                                                                                                                                                                                                                                                                                                                                                                           | 3 |
|         | This course is designed to give graduate-level athletic training students an overview of athletic training principles. Students will gain knowledge in the areas of musculoskeletal injuries, environmental risk factors, mechanisms and characteristics of sports trauma, and the cooperative sports medicine team. Prerequisite: HLTH 2300 or AT 2300.                                                                                                                  |   |
| AT 6431 | Orthopedic Taping, Wrapping, & Bracing                                                                                                                                                                                                                                                                                                                                                                                                                                    | 1 |
|         | This course is designed to give graduate athletic training students a basic understanding of athletic training taping, wrapping, bracing, padding, and splinting techniques. Students will also learn how to properly fit and repair athletic protective equipment. Students will apply a variety of techniques to support all areas of the body. Prerequisite: Must be taken concurrently with or following AT 6430.                                                     |   |
| AT 6450 | Basic Rehabilitation of Musculoskeletal Injuries                                                                                                                                                                                                                                                                                                                                                                                                                          | 3 |
|         | This course provides basic understanding of therapeutic exercise as it relates to the rehabilitation process of athletic injuries. This course provides basic concepts used in the rehabilitation of the athlete from an injury state to a highly competitive state. Prerequisites: AT 6300 and AT 6301.                                                                                                                                                                  |   |
| AT 6451 | Advanced Rehabilitation of Musculoskeletal Injuries                                                                                                                                                                                                                                                                                                                                                                                                                       | 3 |
|         | This course provides advanced understanding of therapeutic exercise as it relates to the rehabilitation process of musculoskeletal injuries. This course provides advanced instruction and hands on techniques in the rehabilitation of an athlete/patient from an injury state to a highly competitive state. Prerequisite: AT 6450.                                                                                                                                     |   |
| AT 6600 | Administration and Management in Athletic Training                                                                                                                                                                                                                                                                                                                                                                                                                        | 3 |
|         | This course provides an overview of the necessary policies, procedures, maintenance, and daily operation of athletic training facilities. Applies principles of facility design and planning, information management, legal and ethical considerations in health care, and professional development as it relates to athletic training. Prerequisite: AT 6502.                                                                                                            |   |
| AT 6999 | Critical Thinking for Musculoskeletal Injury Management                                                                                                                                                                                                                                                                                                                                                                                                                   | 1 |
|         | This course addresses evaluation techniques, rehabilitation processes and return to play guidelines for specific orthopedic injuries to the upper and lower extremities. The student must integrate anatomical structures, physiology principles, rehabilitation principles, and evaluative techniques to provide a basis for critical decision-making and care in an musculoskeletal injury management environment. Prerequisites: AT 6401, AT 6451.                     |   |
|         | <b>Clinical Courses:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                  |   |

|         |                                                                                                                                                                                                                                                                                                                                                                       |           |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| AT 6500 | Introduction to Graduate Athletic Training                                                                                                                                                                                                                                                                                                                            | 2         |
|         | This course provides an opportunity for students to observe the function of an athletic training facility and become aware of the various duties performed by a Certified Athletic Trainer. Orients students to the graduate athletic training program.                                                                                                               |           |
| AT 6501 | Graduate Practicum I                                                                                                                                                                                                                                                                                                                                                  | 2         |
|         | This course provides an opportunity for graduate-level athletic training students to receive skill proficiency testing in the areas of acute care of injury and illnesses. Prerequisite: AT 6500.                                                                                                                                                                     |           |
| AT 6502 | Graduate Practicum II                                                                                                                                                                                                                                                                                                                                                 | 3         |
|         | This course provides an opportunity for graduate-level athletic training students to receive skill proficiency testing in the areas of musculoskeletal injury assessment (upper body), risk management, psychosocial development, pharmacology, and taping, wrapping, bracing and padding. Prerequisite: AT 6301, AT 6431, AT 6501, and HlthSci 2240                  |           |
| AT 6503 | Graduate Practicum III                                                                                                                                                                                                                                                                                                                                                | 3         |
|         | This course provides an opportunity for graduate-level athletic training students to receive skill proficiency testing in the areas of basic therapeutic exercise, basic therapeutic modalities, risk management and injury prevention, orthopedic assessment (lower extremity) and basic nutrition. Prerequisites: PEP 3280, AT 6400, AT 6450, AT 6300, and AT 6502. |           |
| AT 6504 | Graduate Practicum IV                                                                                                                                                                                                                                                                                                                                                 | 3         |
|         | This course provides an opportunity for graduate-level athletic training students to receive skill proficiency testing in the areas of advanced therapeutic exercise, advanced therapeutic modalities, and general medical conditions and disabilities. Prerequisites: AT 6503, AT 6401, AT 6451, AT 6350.                                                            |           |
|         | <b>Total Number of Credit Hours</b>                                                                                                                                                                                                                                                                                                                                   | <b>51</b> |

## Appendix B - Program Schedule

The following chart contains an outline of the MS in AT curriculum over a two-year period along with the faculty members who will teach each course.

|                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Fall Semester (year 1)</b><br>(2) AT 6500 – Intro to Graduate AT - Herzog<br>(3) AT 6300 – Eval & Care – Lower Ext - Berry<br>(3) AT 6430 – Principles of Athletic Training - Berry<br>(1) AT 6431 - Orthopedic Taping & Bracing -<br><br>9 Total new Faculty | <b>Spring Semester (year 1)</b><br>(2) AT 6501 – Graduate Practicum I - new Faculty<br>(3) AT 6301 – Eval & Care - Upper - Berry<br>(3) AT 6080 - Research Methods I - Berry/Herzog<br>(3) AT 6350 – General Medical - AT - new Faculty<br><br>11 Total |
| <b>Fall Semester (year 2)</b><br>(3) AT 6502 - Graduate Practicum II - new Faculty<br>(3) AT 6400 - Basic Modalities - Berry<br>(3) AT 6450 – Basic Rehab - Herzog<br>(3) AT 6085 - Research Methods II - Berry/Herzog<br><br>12 Total                           | <b>Spring Semester (year 2)</b><br>(3) AT 6503 - Graduate Practicum III - new Faculty<br>(3) AT 6451 – Adv. Rehab. - Herzog<br>(3) AT 6401 - Advanced Modalities - Berry<br>(3) AT 6090 - Research Methods III - Berry/Herzog<br><br>12 Total           |
| <b>Summer Semester (year 2)</b><br>(3) AT 6504 - Graduate Practicum IV - Berry<br>(3) AT 6600 - Management - Herzog<br>(1) AT 6999 - Critical Thinking - new Faculty<br><br>7 Total                                                                              |                                                                                                                                                                                                                                                         |

## APPENDIX C: FACULTY

| Name           | Degree                    | Rank                | Tenure Status | Area of Expertise                                                                      | Yrs Exp |
|----------------|---------------------------|---------------------|---------------|----------------------------------------------------------------------------------------|---------|
| Valerie Herzog | EdD - Marshall University | Assistant Professor | Tenure Track  | Therapeutic Rehabilitation, Manual Therapy, Therapeutic Modalities, Leadership Studies | 13      |
| David Berry    | PhD - Ohio University     | Assistant Professor | Tenure Track  | Therapeutic Modalities, Emergency Care, Orthopedic Assessment                          | 13      |

## VALERIE W. HERZOG, EdD, ATC

Weber State University  
2801 University Circle, Ogden, UT 84408-2801  
(801) 626-7656, ValerieHerzog@weber.edu

### EDUCATION

- 8/99 – 12/04* **Marshall University** - S. Charleston, West Virginia  
Doctor of Education Degree – Leadership Studies  
Higher Education Administration; Minor: Exercise Physiology
- 6/95 - 8/96* **University of Virginia** - Charlottesville, Virginia  
Master of Education Degree - Athletic Training
- 8/89 - 5/93* **Alderson-Broaddus College** - Philippi, West Virginia  
Bachelor of Science Degree - Athletic Training

### CERTIFICATIONS AND AFFILIATIONS

- 8/93 - Present* National Athletic Trainers' Association Certified Member
- 7/94 - Present* American Red Cross First Aid/CPR/AED Instructor

### EXPERIENCE

- 2005-Present* Weber State University; Ogden, Utah  
**ATHLETIC TRAINING PROGRAM DIRECTOR**
- 2002-2004* Higher Level Thinking, LLC; South Charleston, West Virginia  
**PRESIDENT**
- 7/01* United States Olympic Training Center; Lake Placid, New York  
**SPORTS MEDICINE VOLUNTEER**
- 8/96 – 5/01* University of Charleston; Charleston, West Virginia  
**ASSISTANT PROFESSOR/ATHLETIC TRAINER**
- 7/96* Orlando Olympic Soccer - Orlando, Florida  
**HOST SITE VOLUNTEER ATHLETIC TRAINER**  
Provided medical coverage for Olympic Soccer Teams
- 7/95 - 6/96* University of Virginia; Charlottesville, VA  
**GRADUATE ASSISTANT ATHLETIC TRAINER**
- 11/93 - 6/95* Virginia Episcopal School (H.S.) Lynchburg, Virginia  
**HEAD ATHLETIC TRAINER**
- 6/92 - 8/92* Duke University - Durham, North Carolina  
**STUDENT ATHLETIC TRAINER**

### RESEARCH, PRESENTATIONS, PUBLICATIONS, & GRANTS

- 2006* Herzog VW, Berry D. (April 17, 2006) Revision of the Athletic Training Major. Awarded \$1,800 New Faculty Grant from the Weber State University Research, Scholarship, and Professional Growth Committee.
- 2005* Herzog, VW, Smith, M, Ruden, T, & Hohn E. (Apr. 21, 2005) Preseason Football Conditioning Research Project. Awarded \$3,000 Hemingway New Faculty Grant from the Weber State University Research, Scholarship, and Professional Growth Committee.



- 2005 Herzog, VW, Prisk, D. (Jan. 21, 2005) Student Retention in Undergraduate Athletic Training Education Programs. Poster Presentation at the National Athletic Trainers' Association Educator's Conference. Montgomery, TX.
- 2004 Herzog, VW. (June 2004) Sunrise-Sunset. Presented at General Session at the 2004 National Athletic Trainers' Association Annual Meeting and Clinical Symposia. Baltimore, MD *Invited Speaker*
- 2004 Herzog, VW. (July 30, 2004) Sunrise, Sunset. Presented at the Board of Certification Regulatory Conference. Salt Lake City, UT. *Invited Speaker*.
- 2002 Herzog V. (May 17, 2003) Pregnancy and Competitive Athletics. Presented at Mid-Atlantic Athletic Trainers' Association Annual Meeting. Virginia Beach, VA *Invited Speaker*.
- 2003 Herzog V. Scenario-Based Testing for Allied Health Professionals. *Athletic Therapy Today*. March 2003; 8(2): 50-51.
- 2003 Herzog VW. Exercising for Two. *Advance for Directors in Rehabilitation*. Feb. 2003; 12(2): 53-58.
- 2002 Herzog VW. (June 15, 2002) Pregnancy and Competitive Athletics. Presented as a minicourse at the 2002 National Athletic Trainers' Association Annual Meeting. Dallas, TX *Invited Speaker*.
- 2001 Herzog VW. (March 23, 2001) The Pregnant Athlete. Presented at the 2001 West Virginia Athletic Trainers' Association Annual Sports Medicine Conference, Parkersburg, WV.
- 1999 Ansoleaga E, Wirth VJ. Microcurrent Electrical Stimulation May Reduce Clinically Induced Mild Delayed Onset Muscle Soreness. *Journal of Athletic Training*. 34(2): 1999. (Published Abstract) Also presented as a poster at the 1999 National Athletic Trainers' Association Annual Meeting.
- 1999 Wirth VJ. (March 26, 1999) Theories of Pain Modulation Using Electrical Stimulation for Low Back Pathology. Presented at the 1999 West Virginia Athletic Trainers Association Annual Sports Medicine Conference, Buckhannon, WV. *Invited Speaker*.
- 1999 15 Student Mini-theses presented as posters at 1999 WVATA Annual Sports Medicine Conference, West Virginia Wesleyan College, Buckhannon, WV.

### David C. Berry, PhD, ATC, LAT

Weber State University  
2801 University Circle, Ogden, UT 84408-2801  
801-626-6211, DavidBerry@weber.edu

#### Education:

- 2001 Ohio University, Athens, OH.  
Doctor of Philosophy, Curriculum and Instruction, Cognate, Athletic Training.
- 1997 Western Michigan University, Kalamazoo, MI.  
Master of Arts in Physical Education, Concentration Athletic Training.
- 1995 Sacred Heart University, Fairfield, CT.  
Master of Arts in Teaching, Concentration Health Education.
- 1993 University of Massachusetts-Lowell, Lowell, MA.  
Bachelor of Science in Health Education, Athletic Training Internship.

#### Certifications/Licenses:

- 2004 American Red Cross Lifeguard Training and First Aid – Expires 03/07

2004 American Red Cross CPR for the Professional Rescuer – Expires 03/05  
1993 National Athletic Trainers' Association Board of Certification – Certified - 11/93

#### Experience:

2005 **Assistant Professor and Coordinator of Clinical Education**  
Weber State University, Ogden, UT  
Accredited Undergraduate Athletic Training Program.

2001- 2005 **Assistant Professor and Coordinator of Clinical Education**  
Salem State College, Salem, MA.  
Accredited Undergraduate Athletic Training Program.

1998-2001 **Classroom Instructor/Doctoral Assistant**, Ohio University, Athens, OH.  
Accredited Undergraduate Athletic Training Program.

1998-2000 **Clinical Instructor/Doctoral Assistant**, Ohio University, Athens, OH.  
Responsible for the clinical instruction of athletic training students in a CAAHEP accredited athletic training program. Provided students with constructive feedback and quarterly evaluations regarding clinical performance.

#### Publications

Berry, D. C., & Miller, M. G. Creating learning activities that demonstrate external bleeding and shock. *Athletic Therapy Today*. (In-Press)

Berry, D. C., & Miller, M. G. Utilizing digital video technology in athletic training: Part 2 creating an instructional digital video. *Athletic Therapy Today*. 11 (3), 26-29.

Berry, D. C., & Miller, M. G. Utilizing digital video technology in athletic training: Part 1 understanding their Uses and Effects. *Athletic Therapy Today*, 11 (2), 46-48.

Berry, D. C. (2006). Using time profiles to examine athletic training students' perceptions of clinical education time: A case study approach. *International Council for Health Physical Education Reaction, Sport and Dance Journal of Research*, 1 (1), 6-12.

Berry, D. C., Miller, M., & Leow, W. (2005). Attitudes of Central Collegiate Ice Hockey players toward athletic mouthguard usage. *Journal of Public Health Dentistry*, 65 (2), 71-75.

Berry, D. C., Miller, M. G., & Berry, L. M. (2004). Effects of clinical experience setting on athletic training students' perceived percentage of time spent on active learning. *Journal of Athletic Training*, 39, 176-184.

Miller, M. G., & Berry, D. C. (2002) An assessment of athletic training students' clinical placement hours. *Journal of Athletic Training*, 37 (4-Supplement), S-229-S-235.

Miller, M. G., Berry, D. C., Gilders, R., & Bullard, S. (2002). A comparison of aquatic and land plyometric training programs on exercise performance variables. *Journal of Strength and Conditioning*, 11, 268-283.

Malolepszy, L., Berry, D. C., & Miller, M. G. (2002) Internal hemorrhoids in a collegiate soccer player: A case repost. *Athletic Therapy Today*, (4), 50-55.

Miller, M. G., Berry, D. C., Bullard, S., & Gilders, E. (2001). Recommendations for implementing an aquatic plyometric program. *National Strength & Conditioning Association*, 23 (6), 28-35.

Berry, D. C., & Miller, M. G. (2001). Athletic mouthguards and their role in injury prevention. *Athletic Therapy Today*, 6 (5), 53-56.

#### Professional Presentations:

2006 Berry, D. C. (April). Aquatic plyometrics: An evidence based approach. Invited speaker, Rocky Mountain Athletic Trainers' Association, Salt Lake City, UT.

- 2006 Berry, D. C. (April). Deep water running: Something for everyone. Invited speaker, National Parks and Recreation Association – New England Training Institute, Newport R.I.
- 2006 Berry, D. C., & Hurley, S. (April). Joint Angle Measurement: A comparison of computer aided lateral digital photography versus standard goniometry for ankle dorsiflexion and plantarflexion. American Alliance for Health, Physical Education, Recreation and Dance.
- 2006 Berry, D. C. (April). Using the Athletic Training Clinical Education Time Framework to Assess Students' Use of Clinical Experience Time: A Year Long Study. American Alliance for Health, Physical Education, Recreation and Dance.
- 2005 Walker, S. E., Pitney W. A., Lauber C., & Berry, D. C. (March). The Perceptions of Certified Athletic Trainers Toward Continuing Education. Presented at the Great Lakes Athletic Trainers' Association Annual Meeting.

### Approved Clinical Instructors and Affiliate Clinical Sites

| Approved Clinical Instructor and Professional Credentials | Clinical Education Site (Institution and Affiliated) | BOC Cert. # (ATCs only) | Date BOC Certified |
|-----------------------------------------------------------|------------------------------------------------------|-------------------------|--------------------|
| Valerie W. Herzog, EdD, ATC                               | Weber State University                               | 089302558               | 08-93              |
| David Berry, PhD, ATC                                     | Weber State University                               | 119302423               | 11-93              |
| Joel Bass, MS, ATC                                        | Weber State University                               | 000070426               | 06-88              |
| Nancy Weir, MS, ATC                                       | Weber State University                               | 000070194               | 03-81              |
| Kalene Collard, ATC                                       | Weber State University                               | 060302107               | 06-03              |
| Sean Wayne, ATC                                           | Weber State University                               | 050102007               | 05-01              |
| Jamie Stireman, ATC                                       | Weber State University                               | 060402598               | 06-04              |
| Michelle Christensen                                      | Ogden High School                                    | 020002229               | 02-00              |
| Jeffrey Speckman, ATC                                     | Ben Lomond High School & McKay Dee Sports Medicine   | 119302600               | 11-93              |
| Clay Sniteman, PT, ATC                                    | Sundance Physical Therapy                            | 080102250               | 08-01              |
| Kim Sonognini, ATC                                        | Sundance Physical Therapy                            | 070502142               | 07-05              |
| Leisha Berry, PT, ATC                                     | Kaysville PT                                         | 059602461               | 05-96              |
| Melanie Pyle, PT, ATC                                     | BASICS Sports Medicine                               | 060102441               | 06-01              |
| Steven Scharmann, MD                                      | Porter Family Clinic                                 | N/A                     |                    |
| David Tensmeyer, MD                                       | IHC - Layton                                         | N/A                     |                    |
| Jeff Harrison, MD                                         | Carlton-Harrison Clinic                              | N/A                     |                    |
| Dann Byck, MD                                             | Utah Sports Medicine Center                          | N/A                     |                    |
| Nylin Johnson, PT, ATC                                    | Mountain Land PT                                     | 030502158               | 03-05              |
| Jayne Wright, MS, ATC                                     | Utah Pain & Rehab                                    | 110102103               | 11-01              |
| Shannon Hansen, ATC                                       | Weber High School                                    | 119502530               | 11-95              |
| Melissa Montgomery, ATC                                   | Ogden High School                                    | 070402547               | 07-04              |
| Paul Bugnet, MS, ATC                                      | Morgan High School                                   | 120402314               | 12-04              |
| Stephen Simmons, PT, ATC                                  | MountainLand PT                                      | 070302131               | 07-03              |
| Teresa Ingram, MS, ATC                                    | Bear River High School                               | 049702408               | 04-97              |
| Maren Hansen, MS, ATC                                     | Woods Cross High School                              | 000070377               | 06-87              |
| Cheyenne Winslow, ATC                                     | Roy High School                                      | 010402095               | 01-04              |

| Names of Affiliate Clinical Education Sites (Host Institution and Affiliated Sites) | College/ University | High School | Hospital/ Surgical | Physician's Office/ General Medical | Rehabilitation/ Therapy Clinic |
|-------------------------------------------------------------------------------------|---------------------|-------------|--------------------|-------------------------------------|--------------------------------|
| Weber State University                                                              | x                   |             |                    |                                     |                                |
| Ogden High School                                                                   |                     | x           |                    |                                     |                                |
| Ben Lomond High School                                                              |                     | x           |                    |                                     |                                |
| Weber High School                                                                   |                     | x           |                    |                                     |                                |
| Morgan High School                                                                  |                     | x           |                    |                                     |                                |
| Roy High School                                                                     |                     | x           |                    |                                     |                                |
| Bear River High School                                                              |                     | x           |                    |                                     |                                |
| McKay-Dee Surgical Center                                                           |                     |             | x                  |                                     |                                |
| Mt.Ogden Surgical Center                                                            |                     |             | x                  |                                     |                                |
| Porter Family Clinic                                                                |                     |             |                    | x                                   |                                |
| Intermountain Family Clinic - Layton                                                |                     |             |                    | x                                   |                                |
| Sundance Physical Therapy                                                           |                     |             |                    |                                     | x                              |
| Kays Creek Physical Therapy                                                         |                     |             |                    |                                     | x                              |
| Utah Pain and Rehabilitation                                                        |                     |             |                    |                                     | x                              |
| Mountain Land Physical Therapy                                                      |                     |             |                    |                                     | x                              |
| McKay Dee Sports Medicine Clinic                                                    |                     |             |                    |                                     | x                              |
| BASICS                                                                              |                     |             |                    |                                     | x                              |

APPENDIX D

LETTERS OF SUPPORT FROM THE FOLLOWING ENTITIES ARE ON FILE WITH THE COMMISSIONER'S OFFICE

LETTERS OF SUPPORT

McKAY-DEE PORTER FAMILY PRACTICE CENTER

McKAY-DEE SPORTS MEDICINE

SUNDANCE PHYSICAL THERAPY

MOUNTAIN LAND PHYSICAL THERAPY AND REHABILITATION

MORGAN PHYSICAL THERAPY

BRIGHAM YOUNG UNIVERSITY

UTAH PAIN AND REHAB

BASICS SPORTS MEDICINE

July 11, 2007

**MEMORANDUM**

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Southern Utah University – Master of Science Degree in Sports Conditioning and Performance – Action Item

Issue

Officials at Southern Utah University (SUU) request authorization to offer a Master of Science Degree in Sports Conditioning and Performance effective Fall Semester, 2007. The proposed program was approved by the SUU Board of Trustees on May 5, 2006. The Regent's Program Review Committee reviewed the proposed program on April 24, 2007 and approved the proposed degree to move forward with a full proposal.

Background

The demand for this proposed degree emerged from discussions with alumni and current students of SUU's Physical Education department. The department's current program supplies Utah high schools with quality graduates from the "Coaching Factory." A survey of 59 alumni, who currently work at various Utah high schools in coaching capacities, resulted in 92% stating that they would be interested in pursuing this proposed master's degree. Since that survey was conducted, additional coaches have contacted the physical education department inquiring about this degree, which they heard about through the coaches surveyed.

The fitness boom of the 1970's resulted in a vast expansion of public opportunities and services. It also resulted in a need for qualified exercise professionals. Exercise related professions have been expanding for the past three decades. Individuals experienced and interested in exercise quickly became sources of information and assistance in this area without much attention to the educational background of such individuals. This lack of education about topics such as exercise physiology, exercise testing and prescription, and kinesiology, combined with the potential for injury or health complication due to the stress of exercise and misinformation that has been propagated in the past, has resulted in increased emphasis on quality education and training of exercise professionals.

Professionals working in the area of sport conditioning must understand the risks and benefits of conditioning for athletic participation as well as demonstrate the ability to educate athletes regarding the health benefits of long-term physical activity. The purpose of this degree program is to offer extensive coursework in the area of sport conditioning enabling professionals to design safe and effective exercise programs for students and athletes.

#### Policy Issues

The proposed program was reviewed by other USHE institutions during both the Letter of Intent phase of the approval process and again after the full proposal had been prepared. During those reviews several questions were raised and suggestions given. The full proposal addresses those questions and suggestions and other USHE institutions have given full support to the proposed program.

#### Commissioner's Recommendation

The Commissioner recommends that the Regents approve the Request to Offer a Master of Science Degree in Sports Conditioning and Performance at Southern Utah University, effective Fall Semester, 2007.

---

Richard E. Kendell, Commissioner

REK/GW  
Attachment

Academic, Applied Technology and Student Success Committee  
Action Item

Request to Offer a

Master of Science Degree in Sports Conditioning and Performance

Southern Utah University

Prepared for  
Richard E. Kendell  
By  
Gary Wixom

July 11, 2007



## **SECTION I: The Request**

Officials at Southern Utah University request authorization to offer a Master of Science Degree in Sport Conditioning and Performance effective Fall Semester 2007. The proposed program was approved by the SUU Board of Trustees on May 5, 2006.

## **SECTION II: Program Description**

### **Purpose of Degree**

The Master of Science Degree in Sport Performance and Conditioning will be offered by the Department of Physical Education and Human Performance (PEHP) and the College of Education. The graduate degree program will provide students with academic and professional development, applied experience in sport conditioning and performance, and research opportunities preparing them for successful careers in professions such as exercise leadership and management, sport conditioning specialists, occupational fitness, military fitness and conditioning, fire science, and law enforcement. The degree is a 33 credit hour program.

Exercise related professions have been expanding for the past three decades. Individuals experienced and interested in exercise quickly became sources of information and assistance in this area without much attention to the educational background of such individuals. This lack of education about topics such as exercise physiology, exercise testing and prescription, and kinesiology, combined with the potential for injury or health complication due to the stress of exercise and misinformation that has been propagated in the past, has resulted in increased emphasis on quality education and training of exercise professionals. The addition of a graduate degree in Sport Conditioning and Performance will compliment the existing undergraduate programs in exercise science, coaching and sport medicine, offering exercise and conditioning professionals additional educational opportunities at Southern Utah University to advance in their field, and assist teachers applying for re-licensure and salary advancement.

This mission of the Department of Physical Education at Southern Utah University is to provide students with the knowledge, skills, and opportunity to be a physically educated person, not just for the present, but also for a lifetime. Professionals working in the area of sport conditioning must understand the risks and benefits of conditioning for athletic participation as well as demonstrate the ability to educate athletes regarding the health benefits of long-term physical activity. The purpose of this proposed degree is to offer extensive coursework in the area of sport conditioning enabling professionals to design safe and effective exercise programs for students and athletes.

### **How the Program Relates to Recertification of Teachers:**

The program's main student population will most likely be composed of current teachers, coaches, and exercise professionals. As defined by the Utah Office of Education, each semester credit hour will equal 18 re-licensure points for Utah teachers applying for recertification in the physical education content area. This program is not designed to prepare students for the initial physical education licensure content exam but rather assist teachers in career advancement lane changes and to prepare individuals to take national strength and fitness certifying examinations.

#### How This Program Would Impact Jobs and Salaries of Graduates:

The proposed program would provide opportunities for coaches to earn continuing educational credits necessary to meet the professional growth requirements of the Utah State Office of Education while developing expertise in areas directly related to their professional responsibilities. Additionally, the program would enable graduates to obtain higher levels of compensation since the acquisition of graduate credits and a graduate degree directly affect both professional advancement and their personal earning potential.

#### Technological Delivery of the Proposed Program:

The program will be offered principally through distance education and intensive summer training. The primary delivery tool will be WebCT. All current PEHP faculty members are familiar with and have experience using WebCT as an instructional tool. Several on-line sports conditioning classes have already been successfully delivered to non-degree seeking students using WebCT instructional technology.

#### Clinical Aspects of the Program:

The three summer classes (PE 6050, PE 6060, and PE 6010) will require students to attend intensive clinical workshops of 1 to 2 weeks. These workshops will provide hands-on skill development of plyometric, medicine ball, speed, endurance, and power training techniques. The Dartfish motion analysis system will be used to evaluate biomechanical and skill techniques.

### **Institutional Readiness**

The impact of the new program upon existing administrative structures should be minimal. Adequate resources and faculty are already in place to implement the new degree program and care will be taken to ensure that it does not negatively affect existing undergraduate programs. The addition of a graduate degree in Sport Conditioning and Performance will compliment the existing undergraduate programs in exercise science, coaching and sport medicine, offering exercise and conditioning professionals additional educational opportunities at Southern Utah University to advance in their field, and assist teachers applying for re-licensure and salary advancement.

### **Faculty**

This proposed degree is consistent with the expertise and interests of the existing PE faculty. Many of the professors have professional experience beyond their educational degrees and are willing to participate in the delivery of the degree program. An additional PEHP faculty member has been hired to meet the expanding undergraduate demands and will direct the master's program if approved. This person possesses national certificates of expertise in the area of sport strength and conditioning and has the skills appropriate to deliver classes on-line through WebCT.

### **Staff**

The current staff involved in the operation and delivery of the Master Education program in the College of Education is well trained and capable of assisting in the delivery of the new proposed program. The addition of new staff members is not anticipated.

## **Library and Information Resources**

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

- Multi subject indexes for articles and searches
- Specific search indexes for biological science and education
- Internet access for all students
- Excellent government resources from federal reports to books on physical conditioning
- Utah Article Delivery service and interlibrary loan services
- Journals from nationally recognized associations such as NSCA, ACSM and AAHPERD. Several important university resources will be utilized in developing the Sports Conditioning & Performance program:
- SUU Exercise Physiology Lab
- SUU Biomechanics Lab
- SUU Motor Learning Lab

## **Admission Requirements**

Standard university procedures and requirement for admission to graduate studies will be followed. Additionally, students must submit a letter detailing their career goals, educational background, and purpose for pursuing this degree. Students will be selected for admissions to this program based on undergraduate performance, quality of their letter, and student space.

## **Student Advisement**

Students enrolling in this degree program will be advised by the Director of the Sport Conditioning and Performance graduate program.

## **Justification for Number of Credits**

The number of hours required for the proposed degree is within the range required by Regent's policy.

## **External Review and Accreditation**

Development of this proposal involved consultation with professionals in exercise related fields from across the country including: faculty at Arizona State University, Hofstra University (New York), Boise State University, Illinois State University, Excelsior Sports (Shelton, CT), SUU administration, faculty and students at SUU, and coaches in surrounding High Schools. Exercise Science curriculum programs across the United States were reviewed for coursework in the area of sport conditioning.

### Accreditation:

Currently, there are no special accreditation procedures for this type of degree program as it represents the first of its kind in the country. However, the American Alliance for Health, Physical Education, Recreation and Dance, as well as the National Strength and Conditioning Association, have established guidelines for

quality programs in the area of exercise science. Review by the National Strength and Conditioning Association will be sought for designation as an exemplary program.

### **Projected Enrollment**

A survey of current coaches and students indicate the following projected enrollment:

| Year        | 1  | 2  | 3  | 4  | 5  |
|-------------|----|----|----|----|----|
| Student FTE | 20 | 25 | 30 | 35 | 40 |
| S/F         | 1  | 1  | 1  | 1  | 1  |

A list of 30 individuals that have contacted SUU in anticipation of enrolling in the proposed program is provided in Appendix D.

## **SECTION III: Need**

### **Program Need**

Demand for the degree emerged from discussions with alumni and current students of SUU's Physical Education department. The department's current program supplies Utah high schools with quality graduates from the "Coaching Factory". A survey of 59 alumni, who currently work at various Utah high schools in coaching capacities, resulted in 92% stating that they would be interested in pursuing this proposed master's degree. Since that survey was conducted, additional coaches have contacted the physical education department inquiring about this degree, which they heard about through the coaches surveyed. Additionally, a survey of current students in the physical education/coaching program was conducted. Of the 88 students surveyed, 72 reported that they would most likely pursue this degree once they graduated and entered the coaching profession.

Conducting these surveys also afforded an opportunity to inquire of the coaches with respect to their desire and interest in pursuing an advanced degree. A common comment during communications with these coaches was stated by Randy Hunter, head football coach at Canyon View High School. He stated, "I need to pursue an advanced degree to enhance my yearly salary; however, I recognize the need to improve my knowledge and abilities in areas directly related to coaching. I feel no desire to take courses unrelated to my work, just so I can make more money. I want a degree directly related to coaching that can be completed without moving to a college campus for two years." These sentiments were echoed by the vast majority of the coaches interviewed. A review of master's degrees offered in the Utah Higher Education System identified no degree programs that would match these demands. Of particular interest is the lack of proximal advanced education opportunities for coaches in rural Utah high schools resulting in greater need for distance education possibilities in areas identified by coaches to be of interest.

### **Labor Market Demand**

At a recent presentation to the Utah High School Athletic Directors Association meeting, representatives of the SUU physical education department discussed the need for a degree, and received the following feedback:

- 1) numerous athletic directors expressed concern that their coaches were not trained well enough in designing and overseeing physical conditioning programs,
- 2) the concern of law-suits resulting from inappropriate conditioning methods or techniques was paramount and the consensus among these athletic directors was that offering this type of degree, which could be completed through distance education, would be of great value to their coaches, and
- 3) the department has received a number of calls from coaches who have since been encouraged by these athletic directors to gather information about such a potential degree offering. SUU expects that this trend would expand greatly once the degree was officially offered.

Continuing Demand-Once coaches are served how will the program sustain itself:

There will always be a demand for quality educators, coaches, and exercise specialists as indicated by historical and regional trends in population growth and attrition rates. Coaches will retire, get fired, move to other schools, and seek different career opportunities. The SUU PE and Human Performance Department graduated over 50 students this spring, many of which will be employed as teachers, coaches, and exercise specialists. In addition, many individual will seek advanced degrees and join the fitness industry as personal trainers, strength, and conditioning coaches, fitness instructors, and program directors.

### **Student Demand**

In addition to coaches, this program will attract numerous professionals in the strength and conditioning, physical therapy, and personal training areas. Gregg Lunt, a physical therapist in Cedar City commented that he is encountering a growing number of athletes seeking rehabilitation from injuries and hoping to return to competition as quickly as possible. His limited knowledge in the area of sport conditioning seriously limits his ability to serve these patients. When questioned regarding his interest in the proposed degree he stated, "Not only would I pursue the degree but there would be a line of physical therapists hoping to enroll". There are also more than 30,000 exercise professionals who hold memberships with the National Strength and Conditioning Association. Most of these professionals hold a bachelors degree and a professional certification. SUU contacted 25 members of this organization to identify potential interest from this population. Of the 25, only two had already completed an advanced degree and all 25 stated that they would be interested in this degree (even the two that already have master's degrees). Based on the mentioned survey data, it is apparent that this degree program can attract a large student base.

### **Similar Programs**

To SUU's knowledge, there is no institution in the country and only one in Australia that offers a Master's Degree in Sports Conditioning and Performance. However, this fact is definitely not evidence that there is no demand. It may be evidence that higher education is lagging behind in meeting the changes and demands of society. The educational process must adapt to changes in society. This degree program represents an emerging and exciting change in the field of exercise science.

Utah State University and the University of Utah offer master's degrees in exercise science related areas. However, a review of coursework and degree emphases offered in those programs demonstrated that

neither institution offers a degree specializing in sport conditioning and performance. While some courses offered in those programs may briefly address sport conditioning, the coursework and degrees offered at those institutions are different from those proposed in this degree.

Other universities that offer degrees in sport coaching or sport fitness such as the U.S. Sports Academy and Adams State have similar course offerings in sports psychology, evaluation and testing, research, sport nutrition, strength and conditioning, techniques/biomechanics and practicum classes. Edith Cowan University in Australia offers a Master of Exercise Science (Strength and Conditioning) and requires six classes that are very similar in specific conditioning content to the classes offered in this proposal. These classes include: Strength and Conditioning 1 (Physiology), Strength and Conditioning 2 (Biomechanics), Advanced Resistance Training, testing and evaluation, sports medicine, research, Applied Biomechanics, and Strength and Conditioning Practicum.

The National Strength and Conditioning Association (NSCA) have evolved from an initial membership of 76 to over 30,000 in 52 countries. Nearly every major university now has a strength and conditioning staff composed of certified specialists. The University of Alabama has spent \$13.5 million on construction of a 22,000 square foot strength and conditioning center. The US Air Force Academy has six full time certified strength coaches. Every major university in the state of Utah has dedicated facilities or centers for strength and conditioning including SUU, University of Utah, Utah State University, and Weber State University. Most directors of strength and conditioning in higher education have a Master's Degree and are certified. Society is now demanding highly qualified individuals (No Child Left Behind Act). The NSCA now has a fellowship program to recognize outstanding contributors in their field. One of the qualifications to enter into this society of NSCA fellows is a Master Degree in a closely related field. Many of the 30,000 members of NSCA only have baccalaureate degrees but will need MS degrees to access higher education employment opportunities.

The Department of Physical Education and Human Performance at SUU has just conducted a national search for a tenure track position in exercise science. Every one of the 16 qualified applicants indicated that a MS Sports Performance and Conditioning degree was exciting, innovative, and needed. Over 20 SUU graduates and Utah coaches have been anxiously waiting for approval of the degree. Almost on a weekly basis seniors and graduate assistant coaches inquire about the status of the program (see Appendix D).

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

Other than qualifying more graduate students to enter into doctoral programs, there should be minimal impact on other institutions since this is a unique degree not offered or duplicated in the state. From surveys of coaches and professionals, it is apparent that the students that will be attracted are looking for distance, non-traditional degree formats specifically related to their area of expertise. SUU's program would simply offer an additional avenue for a different population. It is reasonable to suggest that SUU would not draw students away from USU and Utah but would instead extend an opportunity to students that they do not currently serve.

## Benefits

The most obvious benefits of this program would be: 1) the advancement of educational, employment and economical opportunities for the students, and 2) prestigious national recognition for higher education in the state of Utah as being innovative and progressive.

## Consistency with Institutional Mission

The MS in Sport Performance and Conditioning is a priority on SUU's program development plans per the USHE "Programs Under Development/Construction, Section I, From: July 2006 through June 2007" matrix.

The proposal is consistent with SUU's five-year plan and with Regents' Policy R312-5.1 regarding SUU's role in the Utah System of Higher Education as a Type II institution "...committed to graduate education through master's degree." Additionally, the proposal affirms SUU's role as a regional institution and directly supports the university's mission/vision statement to "...provide skill development opportunities, (and) prepare its graduates to excel in careers..." by providing regional educators and coaches an opportunity to earn continuing educational credit, to develop expertise in areas directly related to their professional responsibilities, and to obtain a higher level of compensation. The acquisition of graduate credits and a graduate degree will have a direct effect on personal earning potential and economic advancement.

## SECTION IV

### Program and Student Assessment

#### Program Goals:

1. Prepare students for careers in sport conditioning
2. Meet the employment and educational needs of a growing sport conditioning industry
3. Develop exercise leadership skills which will enable all graduating students to contribute in a positive manner to their profession
4. Provide students with knowledge, skills, and abilities that will enable them to design safe and effective conditioning program for athletic populations

#### Program Assessment:

1. A graduate satisfaction survey will be given to all graduating majors prior to commencement to determine if the students were satisfied with the competencies they acquired in the major field of study and to solicit suggestions for program improvement.
2. A post-graduation employment survey will also be used to assess whether graduates are finding jobs and embarking on careers related to their field of study. Graduates will be surveyed one and five years post-graduation. Like the graduate satisfaction survey, the questionnaire will assess overall satisfaction with their undergraduate program, and ask for suggestions for improving the program.
3. An advisory committee will be formed to provide feedback on the academic curriculum, recruitment, facilities and equipment, and program objectives. This committee will include a student service representative, faculty, internship partners, industry representatives, and alumni. The advisory committee will meet at least once per year.

Graduates of this program will be able to:

1- Leadership –

- Describe the principles of leadership and how they can be applied to sport conditioning settings
- Demonstrate the qualities of a good leader in sport conditioning

2- Planning, Communication, and Organization

- Demonstrate effective time management skills
- Develop work plans, business strategies, and task sheets

3- Sport Conditioning Theory and Application

- Explain major concepts and principles as they apply to exercise and sports
- Integrate theoretical principles in professional situations in exercise and sports

4- Technical and Safety Skills

- Demonstrate advanced skills in exercise testing and prescription for athletic populations
- Implement appropriate risk stratification and reduction strategies
- Respond appropriately to emergency situations
- Describe legal issues related to sport related situations

## **Student Assessment**

All instructors of courses in the core programs will be required to: 1) Identify student competencies and measurable learning outcomes, 2) Develop specific methods for assessing each outcome appropriate to their class, and 3) Submit a class syllabus to the department chair and program director describing specific outcomes and assessments. Faculty will be given discretion to develop the best outcomes and assessment methods for their classes. Course approval will follow the established policies and procedures of the university before any class is offered, which includes evaluation by the Provost and other academic committees.

Information collected from the surveys and the advisory committee will be used annually to evaluate the effectiveness of the existing programs and classes. If changes are deemed necessary to improve the quality of the programs, a strategic plan will be developed and initiated following established university policies and procedures.



## SECTION V

### Budget

Approximately 50% of the tuition revenue generated by the MS in Sports Performance and Conditioning would flow to the new program. The budget presented below is based on an assumed annual second tier tuition increase of 6 percent. While this increase is not a certainty, it is representative of tuition increases in past years and the program would be financially viable even if second tier tuition were to remain flat over the next three to four years.

| TOTAL COSTS FOR THE SPORTS PERFORMANCE AND CONDITIONING PROGRAM<br>FOR THE FIRST FIVE YEARS* |                 |                 |                 |                 |                 |
|----------------------------------------------------------------------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|
|                                                                                              | 2007-2008       | 2008-2009       | 2009-2010       | 2010-2011       | 2011-2012       |
| FTE Students                                                                                 | 20              | 25              | 30              | 35              | 40              |
| FTE Faculty                                                                                  | 1               | 1               | 1               | 1               | 1               |
| <b>Revenues</b>                                                                              |                 |                 |                 |                 |                 |
| Tuition*                                                                                     | \$36,000        | \$47,700        | \$60,706        | \$75,040        | \$90,880        |
| Internal Reallocation**                                                                      | \$63,900        | \$65,817        | \$67,792        | \$69,826        | \$71,921        |
| Subtotal                                                                                     | \$99,900        | \$113,517       | \$128,498       | \$144,866       | \$162,801       |
| <b>Expenditures</b>                                                                          |                 |                 |                 |                 |                 |
| Faculty Salary                                                                               | \$63,900        | \$65,817        | \$67,792        | \$69,826        | \$71,921        |
| Adjunct Faculty                                                                              | 0               | 0               | \$4,200         | \$4,200         | \$4,200         |
| Student hourly wage                                                                          | \$400           | \$400           | \$400           | \$400           | \$400           |
| Assistantships                                                                               | \$18,000        | \$19,090        | \$20,230        | \$21,440        | \$22,720        |
| Current Expense                                                                              | \$500           | \$500           | \$500           | \$500           | \$500           |
| Capital                                                                                      | \$1,000         | \$1,000         | \$1,000         | \$1,000         | \$1,000         |
| Travel                                                                                       | \$500           | \$500           | \$500           | \$500           | \$500           |
| Subtotal                                                                                     | \$84,300        | \$87,307        | \$94,622        | \$97,866        | \$101,241       |
| <b>Difference</b>                                                                            | <b>\$15,600</b> | <b>\$26,210</b> | <b>\$33,876</b> | <b>\$47,000</b> | <b>\$61,560</b> |

\*Based on 50% of 2006-2007 SUU graduate resident tuition and fees (\$1,800) with 6% annual second tier tuition increases.

\*\*Based on addition of newly hired 1 FTE faculty position at \$45,000 base and 42% benefit package with 3% COLA annually.

### Funding Sources

The program will be funded based on tuition collected.

### Impact on Existing Budgets

There will be impact on existing budgets.

APPENDIX A  
Program Curriculum

**ALL PROGRAM COURSES**

Master of Science in Sports Conditioning (33 or 34 CREDIT HOURS)

**I. REQUIRED COMPONENTS (18 or 19 CREDIT HOURS)**

| Course Number and Title                                                                                                   | Credit Hours |
|---------------------------------------------------------------------------------------------------------------------------|--------------|
| PE 6000 Foundations of Sport Conditioning                                                                                 | 3            |
| PE 6010 Advanced Techniques of Sport Conditioning*                                                                        | 3            |
| PE 6040 Designing Resistance Training Programs                                                                            | 3            |
| PE 6050 Resistance Training Technique*                                                                                    | 3            |
| PE 6060 Evaluation in Sport Fitness*                                                                                      | 3            |
| PE 6080 Introduction to Sport Science Research and Statistics OR<br>EDUC 6650 Standards for Proposal Writing in Education | 3<br>4       |

**II. ELECTIVE COURSES (12 CREDIT HOURS SELECTED FROM COURSES LISTED BELOW)**

| Course Number Title                                                | Credit Hours |
|--------------------------------------------------------------------|--------------|
| PE 6110 Metabolic Training*                                        | 3            |
| PE 6030 Athletic Training and Sports Medicine*                     | 3            |
| PE 6070 Psychological Aspects of Sport Performance & Conditioning* | 3            |
| PE 6090 Motor Skill Acquisition*                                   | 3            |
| PE 6100 Bioenergetics & Sport Nutrition*                           | 3            |
| EDUC 6740 School Law                                               | 3            |
| EDUC 6500 School Finance                                           | 3            |
| EDUC 5000 Sport Conditioning Seminar                               | 3            |

**III. CAPSTONE PROJECT (3 CREDIT HOURS)**

| Course Number Title       | Credit Hours |
|---------------------------|--------------|
| PE 6200 Capstone Project* | 3            |

*\*New courses to be developed.*

## APPENDIX B

### MASTER'S DEGREE IN SPORTS PERFORMANCE AND CONDITIONING PROPOSED TEACHING TIME LINE 33-34 CREDIT HOURS

#### Courses taught ODD/Even School Years

##### Fall 2007

|           |                                                      |       | Required/Elective |
|-----------|------------------------------------------------------|-------|-------------------|
| PE 6000   | Foundations of Sport Conditioning                    | 3 cr. | Required          |
| PE 6040   | Designing Resistance Training Programs               | 3 cr. | Required          |
| EDUC 6650 | Standards of Proposal Writing in Education <i>OR</i> | 4 cr. | Required          |
| PE 6080   | Intro to Sport Science Research & Statistics         | 3 cr. | Required          |
| PE 6100   | Bioenergetics & Sport Nutrition                      | 3 cr. | Elective          |

##### Spring 2008

|           |                                                           |       |          |
|-----------|-----------------------------------------------------------|-------|----------|
| PE 6200   | Capstone Project                                          | 3 cr. | Required |
| EDUC 6650 | Standards of Proposal Writing in Education <i>OR</i>      | 4 cr. | Required |
| PE 6080   | Intro to Sport Science Research & Statistics              | 3 cr. | Required |
| PE 6110   | Metabolic Training                                        | 3 cr. | Elective |
| PE 6070   | Psychological Aspects of Sport Performance & Conditioning | 3 cr. | Elective |
|           | <i>OR</i>                                                 |       |          |
| PE 6030   | Athletic Training and Sports Medicine                     | 3 cr. | Elective |

##### Summer 2008

|         |                                           |       |          |
|---------|-------------------------------------------|-------|----------|
| PE 6050 | Resistance Training Technique             | 3 cr. | Required |
| PE 6060 | Evaluation in Sport Fitness               | 3 cr. | Required |
| PE 6010 | Advanced Techniques of Sport Conditioning | 3 cr. | Required |

#### Courses taught EVEN/Odd School Years

##### Fall 2008

|           |                                                      |       |          |
|-----------|------------------------------------------------------|-------|----------|
| PE 6000   | Foundations of Sport Conditioning                    | 3 cr. | Required |
| PE 6040   | Designing Resistance Training Programs               | 3 cr. | Required |
| EDUC 6650 | Standards of Proposal Writing in Education <i>OR</i> | 4 cr. | Required |
| PE 6080   | Intro to Sport Science Research & Statistics         | 3 cr. | Required |
| PE 6090   | Motor Skill Acquisition                              | 3 cr. | Elective |

##### Spring 2009

|           |                                                           |       |          |
|-----------|-----------------------------------------------------------|-------|----------|
| PE 6200   | Capstone Project                                          | 3 cr. | Required |
| EDUC 6650 | Standards of Proposal Writing in Education <i>OR</i>      | 4 cr. | Required |
| PE 6080   | Intro to Sport Science Research & Statistics              | 3 cr. | Required |
| PE 6030   | Athletic Training and Sports Medicine <i>OR</i>           | 3 cr. | Elective |
| PE 6070   | Psychological Aspects of Sport Performance & Conditioning | 3 cr. | Elective |

*Summer 2009*

|         |                                           |       |          |
|---------|-------------------------------------------|-------|----------|
| PE 6050 | Resistance Training Technique             | 3 cr. | Required |
| PE 6060 | Evaluation in Sport Fitness               | 3 cr. | Required |
| PE 6010 | Advanced Techniques of Sport Conditioning | 3 cr. | Required |

## APPENDIX C

### FACULTY

#### FACULTY LIST

| Name          | Department         | Degree |
|---------------|--------------------|--------|
| Julie Taylor  | Physical Education | PhD    |
| Rick Lambson  | Physical Education | EdD    |
| Ben Davidson  | Physical Education | MS     |
| Jean Lopour   | Physical Education | PhD    |
| Brian Lyons   | Physical Education | PhD    |
| Karyn Spencer | Physical Education | PhD    |
| Deborah Hill  | Education          | PhD    |

# APPENDIX D

## INQUIRIES ABOUT MS PROGRAM IN SPORTS CONDITIONING AND PERFORMANCE N=30

|                      | T-Number              | Phone                | E-mail                                                                                                                                   |
|----------------------|-----------------------|----------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| Bauman, Scott A.     | T00001153             | 586-7825             | <a href="mailto:bauman@suu.edu">bauman@suu.edu</a>                                                                                       |
| Bennett, Deidra      | T00120489             |                      | <a href="mailto:deidrab@hotmail.com">deidrab@hotmail.com</a>                                                                             |
| Bitters, Paul S.     | T00131968             |                      | <a href="mailto:scottbitters@msn.com">scottbitters@msn.com</a>                                                                           |
| Bowser, Suzanne      |                       |                      | <a href="mailto:suzanneb@m.pvms.wash.k12.ut.us">suzanneb@m.pvms.wash.k12.ut.us</a>                                                       |
| Church, Richard W.   | T00002633             | 586-7805             | <a href="mailto:church@suu.edu">church@suu.edu</a>                                                                                       |
| Christensen, Sharon  | New                   | 435-462-2452 ext 254 |                                                                                                                                          |
| Clune, Kevin         |                       |                      | <a href="mailto:kclune@hotmail.com">kclune@hotmail.com</a>                                                                               |
| Conner, Zac          |                       | 925-348-1704         | <a href="mailto:zconvict04@yahoo.com">zconvict04@yahoo.com</a>                                                                           |
| Cowan, Jerry D.      | T00118112             |                      | <a href="mailto:jcowan@dcsd.org">jcowan@dcsd.org</a><br><a href="mailto:Cowanj40@hotmail.com">Cowanj40@hotmail.com</a>                   |
| Cresswell, Cassandra | T00167024             |                      | <a href="mailto:Crez66@yahoo.com">Crez66@yahoo.com</a>                                                                                   |
| Elliott, Sam         |                       |                      | <a href="mailto:thegreatsamini@hotmail.com">thegreatsamini@hotmail.com</a>                                                               |
| Glaser, Andrew       |                       | 631-487-5944         | <a href="mailto:aglase1@pride.hofstra.edu">aglase1@pride.hofstra.edu</a>                                                                 |
| Gunnarson, Eric      | Sent info             |                      | <a href="mailto:egunnarson@dscmail.net">egunnarson@dscmail.net</a>                                                                       |
| Hamilton, Leslie W   | T00227107             | 801-644-3744         | <a href="mailto:altahawksfootball@hotmail.com">altahawksfootball@hotmail.com</a>                                                         |
| Hammer, Mathew       | T00119062             | 435-590-4050         | <a href="mailto:hamm6526@suuemail.net">hamm6526@suuemail.net</a><br><a href="mailto:chew_hammer@hotmail.com">chew_hammer@hotmail.com</a> |
| Harrison, Richard L  | T00205604             |                      | <a href="mailto:rlharrison@m.tooele.k12.ut.us">rlharrison@m.tooele.k12.ut.us</a>                                                         |
| Heath, Shane A.      | T00092361             | 435-867-1168         | <a href="mailto:sheath@m.tooele.k12.ut.us">sheath@m.tooele.k12.ut.us</a>                                                                 |
| Jessen, Eric         |                       |                      | <a href="mailto:eric.jessen@m.garfield.k12.ut.us">eric.jessen@m.garfield.k12.ut.us</a>                                                   |
| Joseph, Rod          |                       | 917-806-6227         | <a href="mailto:Da_Fatal_One@msn.com">Da_Fatal_One@msn.com</a>                                                                           |
| Joseph Wendy Lee     | T00125096             | 435-438-5297         | <a href="mailto:leejoseph89@msn.com">leejoseph89@msn.com</a>                                                                             |
| Korth, Donnarae      | Sent info             | 801-865-7764         | <a href="mailto:Drae13@hotmail.com">Drae13@hotmail.com</a>                                                                               |
| Lamping, Camaron J.  | T00142238             |                      | <a href="mailto:camaronlamping@yahoo.com">camaronlamping@yahoo.com</a>                                                                   |
| Lords, Kari          | Gymnastic coach Asst. | -435586-7825         | <a href="mailto:lords@suu.edu">lords@suu.edu</a>                                                                                         |
| Millward, David C.   | T00228663             | 435-884-3009         | <a href="mailto:dmillward@m.tooele.k12.ut.us">dmillward@m.tooele.k12.ut.us</a>                                                           |
| Mouritsen, Scott W   | T00099919             |                      | <a href="mailto:smouritsen@m.tooele.k12.ut.us">smouritsen@m.tooele.k12.ut.us</a>                                                         |
| Murphy, Rodney W     | T00075520             |                      | <a href="mailto:murphyr@netutah.com">murphyr@netutah.com</a>                                                                             |
| Palmer, Ryan         |                       |                      | <a href="mailto:Lecastor20@yahoo.com">Lecastor20@yahoo.com</a>                                                                           |
| Roberts, Angela      |                       |                      | <a href="mailto:anroberts@alpine.k12.ut.us">anroberts@alpine.k12.ut.us</a>                                                               |
| Thompson, M.S.       |                       |                      | <a href="mailto:Staven_t@hotmail.com">Staven_t@hotmail.com</a>                                                                           |
| Torgerson, Paul R.   | T00119605             |                      | <a href="mailto:paul.torgerson@sevier.k12.ut.us">paul.torgerson@sevier.k12.ut.us</a>                                                     |

July 11, 2007

**MEMORANDUM**

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Southern Utah University - Bachelor of Arts in Studio Arts and Bachelor of Arts in Art History Effective Fall 2007, along with a Request to Discontinue the Bachelor of Arts in Art – Action Item

Issue

Southern Utah University requests approval to offer a Bachelor of Arts in Studio Arts and a Bachelor of Arts in Art History effective Fall semester 2007. These programs were approved by the institutional Board of Trustees on March 22, 2007. Pending Regents' approval, Southern Utah University requests authorization to discontinue its current Bachelor of Arts in Art degree as soon as students currently enrolled have either graduated or moved into the two new degree programs.

Background

To better prepare students and more accurately express the graduate's course of study, Southern Utah University determined that the Bachelor of Arts degree should be discontinued and replaced by the Bachelor of Arts in Studio Art and the Bachelor of Arts in Art History. In actuality students were taking courses in these areas as part of the Bachelor of Arts degree. By establishing the two new bachelor degrees and discontinuing the current degree, students could be redirected into courses appropriate to the degree and area of interest.

All of the courses required for the two degrees are currently being taught. The new program requires no new administrative structures and few new organizational structures. Current budgets, faculty, staff, learning resources and instructional technology are sufficient to offer these programs.

Careers for graduates with an art history BA include positions in all areas of the gallery and museum professions, librarianships in fine arts and special collections, private and public institutional staff positions in digital collections management, slide librarianships, image database design positions, art cataloguing positions, art library directorships, archiving and research positions, art criticism and art journalism for newspapers, periodicals and web-based outlets, creative art and design work, and graduate studies.

### Policy Issues

Concern was raised regarding the single faculty who would teach the art history courses. However, SUU will add other faculty as student demand increases.

### Commissioner's Recommendation

The Commissioner recommends that Southern Utah University's request to offer a Bachelor of Arts in Studio Arts and the Bachelor of Arts in Art History be approved effective Fall 2007.

Commissioner

REK/PCS  
Attachment

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Richard E. Kendell,





Academic, Applied Technology, and Student Success Committee

Action Item

Request to Offer a Bachelor of Arts in Studio Art and the Bachelor of Arts in Art History with  
Discontinuance of the Bachelor of Arts in Art

Southern Utah University

Prepared for  
Richard E. Kendell  
by  
Phyllis C. Safman

July 11, 2007

## **Section I: The Request –**

Southern Utah University requests approval to offer a Bachelor of Arts in Studio Arts and a Bachelor of Arts in Art History effective Fall semester 2007. This program was approved by the Institutional Board of Trustees on March 22, 2007. Pending Regents approval of the above request, Southern Utah University requests authorization to discontinue its current Bachelor of Arts in Art degree as soon as students currently enrolled are graduated or moved into the two new degree programs.

## **Section II: Program Description –**

The two proposed degrees are more specialized and focused as compared to the existing degree. They are: (1) a Bachelor of Arts in Studio Arts and (2) a Bachelor of Arts in Art History, each with an accompanying Minor. Southern Utah University has concluded that the formerly approved degree (Bachelor of Arts in Art) is too general, with 15 credits that may be selected from art or art history courses. Therefore, a student taking this degree can self-structure the degree like a classic Bachelor of Arts in Studio Arts or a Bachelor of Arts in Art History. It would benefit art students more, as they move on to graduate school or seek employment, if the courses were more narrowly directed and the degrees more appropriately named as being in one area or the other. If this were the case, the interested employer or school would better understand the strengths of the particular degree, and that of its holder, by the degree title. The degree name would more accurately indicate the degree content. No new courses would be necessary for either of these degrees, although some new courses are planned that would enrich program offerings. Pending Regents approval, these proposed programs would become effective August 1, 2007.

The Bachelor of Arts in Studio Arts would be unchanged from the current Bachelor of Arts in Art except for the title and specificity of studio classes. Minors would be available for each new degree. Both degrees will require 16 credits of a foreign language (as does the existing degree). Both of the proposed programs conform to the guidelines and standards of the National Association of Schools of Art and Design.

The Bachelor of Arts in Art History will focus on the history of art and design in the context of a broad program of general studies. This program will provide a foundation for the student to conceptualize, process and critique art and design within a historical context, to understandingly place works of art and design in their historical and stylistic context, and to think, speak, and write clearly and effectively regarding art and design and about its relationship to society.

Students seeking the Bachelor of Arts in Art History degree must exhibit: academic and critical ability and potential in art history; problem-solving ability; an ability to understand connections with such other disciplines as music, literature, foreign languages, psychology and sociology; and the self-discipline to initiate, develop, and complete academic projects related to the history and

analysis of art. All students seeking the Bachelor of Arts in Art History would be required to meet with their advisor to discuss the requirements for the degree. In addition, the student would be required to produce at least two research papers of 10-15 pages each by the end of the fifth week of the second semester of the senior year.

Students would be required to produce a progress report by the end of the fifth week of the second semester of the senior year. The preparation and presentation of the progress report would not constitute a course and would have no credit-hours attached. The progress report consists of: a two-page self-assessment of the student's work and progress in the art history major; a list of classes taken in art history, studio art, and any related fields that have contributed to the student's understanding of art history; a small portfolio of not more than six works of art produced in the studio curriculum; and examples of the student's work in art history at all levels, including tangible results of any study undertaken abroad and internship experiences.

Foreign Language (16 credits). Four semesters of a single foreign language are required. French, German or Italian are the recommended languages for students who plan to continue their education in art history at the graduate level, but another language may be substituted provided that the student can offer a compelling reason for the substitution which relates to his or her particular art history-related interests.

### **Purpose of Degree**

The proposed division of the Bachelor of Arts degree into two specific degrees corrects a weakness in the degree as it is currently being offered: the current degree, depending upon the courses selected by the student, could straddle what a BA in Studio Art and a BA in Art History should be. The proposed liberal arts degrees are more narrowly defined and comply more closely with the standards of the National Association of Schools of Art and Design. The BA in Studio Arts is designed for students for whom a liberal arts degree serves their goals rather than a professional BFA degree. There are also those who cannot produce the portfolio required to enter the BFA degree program but still seek a degree in art. The BA in Art History, on the other hand, offers an alternative to those students who genuinely seek future careers for which an Art History BA is more useful and who are not primarily studio-oriented in their study of the visual arts.

### **Institutional Readiness**

All of the courses required for the two degrees are already currently being taught. The new program requires no new administrative structures and few new organizational structures. There would be some changes in student advisement for the BA in Art History. The College advisor's role would remain unchanged, but SUUs art historian would also advise students seeking the degree in art history. Internship opportunities would be developed for students to gain hands-on experience in history, museology, or gallery practices. Current budgets, faculty, staff, learning resources and instructional technology are sufficient to offer these programs. All of the components of these degrees are already being offered.

## **Faculty**

No new faculty are required for these programs. The courses needed for the art history degree are also needed to support the studio degrees. Consequently the coursework is already being offered. Growth in any or all of the existing degree programs also adds additional needs in art history because each of the department's degrees requires at least 12 credits of art history. If current growth continues then growth, not this new degree program, will necessitate an additional faculty line in art history. Such an addition would also multiply the perspectives to which the students would be exposed. This would have a beneficial effect on the proposed art history degree. Overall, in the past two years, courses taught by part-time, or adjunct, faculty have averaged 23 percent of the courses offered by the Department of Art and Design. The remaining 77 percent of courses have been taught by regular full-time faculty.

## **Staff**

Current staff is adequate for these two additional degrees.

## **Library and Information Resources**

Certainly library and information resources can and will be improved each year with the Department's yearly library budget. The library has a collection of 10,005 books on art and design in all of the categories necessary to support both proposed programs.

The National Association of Schools of Art and Design's Visiting Evaluators team found that "the library collection at Southern Utah University appears to meet the NASAD standards for library resources for undergraduate and graduate degree programs, access, and future planning." Subsequent to the NASAD representatives' visit, the SUU Gerald R. Sherratt Library procured the Art Museum Image Gallery which is an online collection of high-quality, digital documentation of works of art from around the world. Works from major European, American, and Canadian artists in the collections of member museums are included. Cultures and time periods range from contemporary art, Native American and Inuit art, to ancient Greek, Roman, and Egyptian works, along with Japanese and Chinese works. The database includes numerous multimedia files. Art Museum Image Gallery documents over 155,000 works of art. This image database is now available to students and faculty on campus for their use in and out of the classroom.

## **Admission Requirements**

Admission to the Department of Art and Design is open to all students who meet the University Admission requirements. In addition to a student's general admission to the University the Department of Art and Design reviews applicants for acceptance into its degree programs. The policies applicable to program admissions as stated in the General Catalog are included below (*italics indicate changes to existing policy that would be necessitated by the Art History degree*).

\*Upper division studio courses are only open to students after passing their Foundation Review and any prerequisites are completed (exceptions as determined by the instructor).

\*FOUNDATION REVIEW: All Art and Design majors are required to schedule a Foundation Review with the department secretary during the semester that the ART and ARTH course credits they have taken or in which they are currently enrolled total 24. This review may require repetition of courses, deny entrance, or grant acceptance into the applicable degree program. The student must bring to the review examples of actual work from each ART studio class that they have taken *if they are in a Studio Arts or BFA program, or, if applying for the Art History program, examples of writing from each ART or ARTH lecture class that they have taken*. The student will be notified, in writing, of the action of the review committee.

\*TRANSFER STUDENTS: Transfer students in Art and Design are subject to a portfolio review to determine transferability of art courses taken at other schools. The student should arrange this with the secretary in their first semester at SUU. This will coincide with their Foundation Review if they have approximately 24 credits in art and art history.

As stated in these policies, there is a second formal review that takes place near the end of a student's career at SUU if they have been admitted into one of the Bachelor of Fine Arts degree programs. This is the BFA Portfolio Review. Both this review and the earlier Foundations Review are made by at least three faculty members including the faculty members most directly involved in the discipline that the student is studying. The student must exhibit an aptitude for art and design as well as a work ethic, both of which indicate good potential for successful professional work in the field. This second review is not required of BA students.

### **Student Advisement:**

Student advisement is explained in the 2007-2008 catalog with the following statement: "Students are responsible for seeking academic advisement and monitoring progress toward graduation. Advisers are available in each college/school and in the Student Success Center to render assistance. Students should work with advisers prior to registration to ensure progress toward a degree or certificate of their choice. All students who have earned less than 60 credits are required to be advised each semester before registration."

In addition, each major in an Art and Design degree program is assigned an Art and Design faculty member as their advisor after their Foundation Review and admittance into a degree program. Prior to this, students are advised by the department secretary, the chair, and faculty members at the student's request.

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

The total required credits for both the Bachelor of Arts in Studio Art and the Bachelor of Arts in Art History are 120 credits.

## External Review and Accreditation

Application for an accreditation review was made to the National Association of Schools of Art and Design (NASAD). NASAD guidelines were used in the structure and content of the degree programs. The following table shows in what way the proposed SUU degrees correspond to NASAD guidelines.

| NASAD Minimum and Maximum Guidelines for BA in Studio Art                   |                       |                       | SUU BA in Studio Art  |
|-----------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|
| Art and art history 30-45% of the total credits of the degree (120 credits) | Minimum<br>36 credits | Maximum<br>54 credits | 46 credits or 38.33%  |
| At least 20% in studio classes                                              | 24 credits            | None<br>given         | 33 credits or 27.5%   |
| At least 5% in art history classes                                          | 6 credits             | None<br>given         | 13 credits or 10.833% |
| NASAD Minimum and Maximum Guidelines for BA in Art History                  |                       |                       | SUU BA in Art History |
| Art and art history 30-45% of the total credits of the degree (120 credits) | Minimum<br>36 credits | Maximum<br>54 credits | 46 credits or 38.33%  |

Southern Utah University submitted a self study report in October 2006 which was followed by the NASAD Visiting Team review. SUU received the Visiting Evaluator's Report in March 2007 and submitted an Optional Response. Non-compliance issues were addressed. By planning to discontinue the Bachelor of Arts and commence the Bachelor of Arts in Studio Arts and the Bachelor of Arts in Art History, SUU was considered in compliance and received associate membership which granted accreditation.

## Projected Enrollment

Most of the 38 students with a declared major in the BA in Art degree program in Fall 2006 moved into one of the BFA degree programs as they passed their Foundation Review and were accepted in those programs. Eighteen students are likely to remain in the BA programs. This figure is based upon students who actually go on to graduate with a BA. Fall enrollment in the Department of Art and Design since 2001 has averaged an increase of 10.7 percent per year. The BA in Art History will have fewer than half of the BA majors initially but this ratio will increase as the program develops and becomes known. Projections for FTE enrollments in the first five years of these programs are outlined in the table below:

|                   | Fall 2007 | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 |
|-------------------|-----------|-----------|-----------|-----------|-----------|
| BA in Studio Arts | 14        | 14        | 14        | 14        | 14        |
| BA in Art History | 4         | 6         | 8         | 10        | 13        |
| Total             | 18        | 20        | 22        | 24        | 27        |

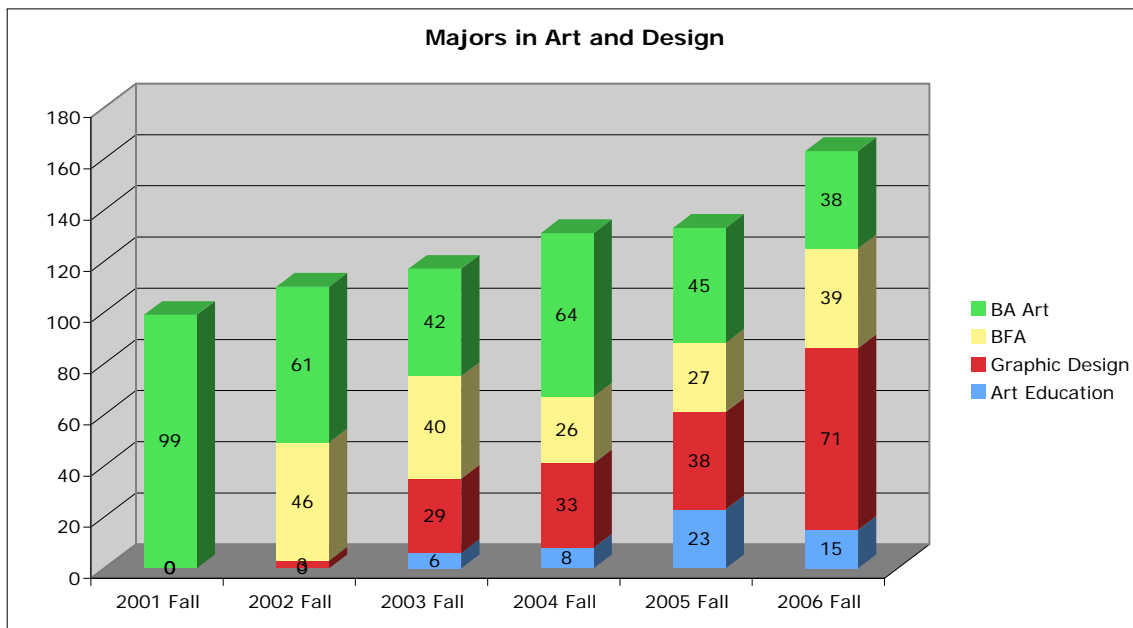
The Department of Art and Design projects an FTE of 168 for the entire Department for Fall 07 and faculty/student ratio of 1:15 FTE Students. Southern Utah University will maintain this ratio as nearly as possible through adjuncts and new hires. Projections are:

| Fall | FTE | Faculty Ratio |
|------|-----|---------------|
| 2007 | 168 | 11.25 1 to 15 |
| 2008 | 186 | 12.5 1 to 15  |
| 2009 | 206 | 13.8 1 to 15  |
| 2010 | 228 | 15.3 1 to 15  |
| 2011 | 253 | 16.8 1 to 15  |

The NASAD standard regarding student-to-faculty ratio states that, "The overall ratio of full-time equivalent students to full-time equivalent faculty in undergraduate studio art or design departments or in art/design schools should be 15 to 1 or less, and not in excess of 20 to 1."

### Expansion of Existing Program

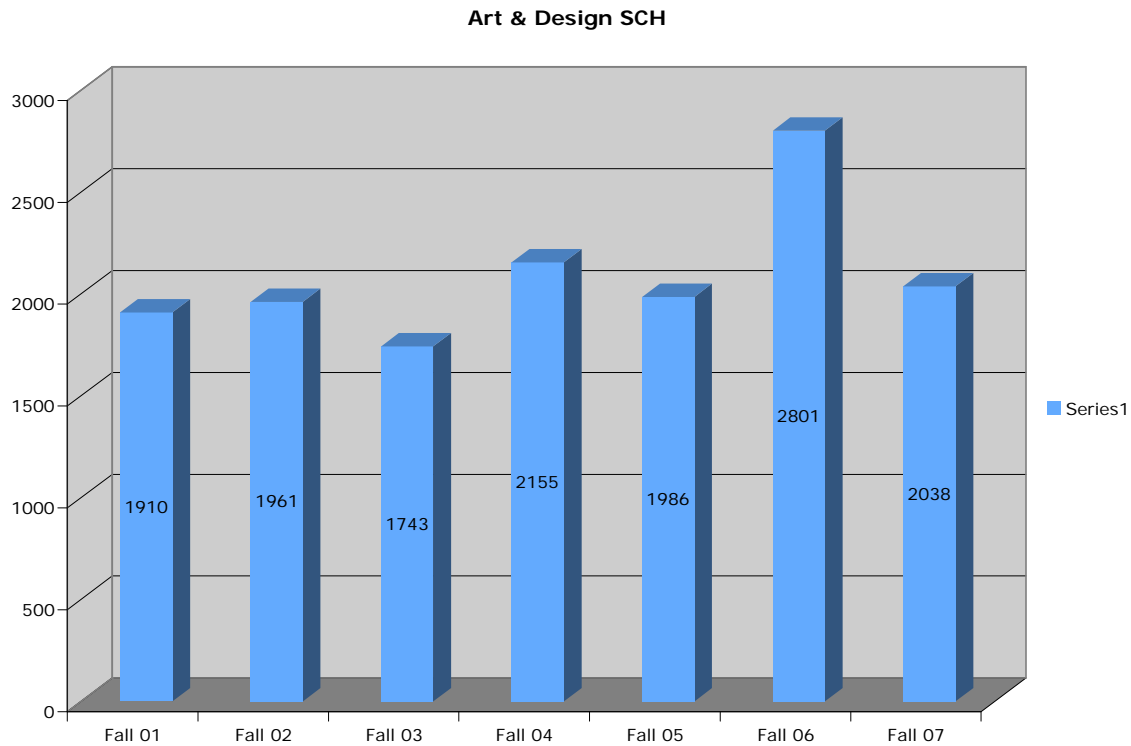
SUU's art and design programs have undergone a significant shift over the last five years. Formerly, the University tracked all art majors in one lump total at the beginning of the period. The



statistics were not separated into categories. The addition of a graphic design program, an art education degree and the introduction of the BFA degrees were subsequently tracked but various emphases in the Studio Arts degree are not separated. The following chart demonstrates the overall 64.64 percent growth in the number of students majoring in a degree in the Department of Art and Design.

Growth in SCH in the Department of Art and Design is shown in the following chart. Fall 07 enrollment is as of May 22, 2007 and appears to be on track to exceed 3000 by the first day of classes on August 27<sup>th</sup>:





### SECTION III: Need

#### Program Need

These two programs are needed to bring Southern Utah University into alignment with accreditation standards. In addition, they are needed to provide students with access to degree programs in a stimulating and interesting field that is underrepresented in the southern part of the state.

#### Labor Market Demand

Careers for graduates with an art history BA include positions in all areas of the gallery and museum professions, librarianships in fine arts and special collections, private and public institutional staff positions in digital collections management, slide librarianships, image database design positions, art cataloguing positions, art library directorships, archiving and research positions, art criticism and art journalism for newspapers, periodicals and web-based outlets, creative art and design work, and of course graduate studies in art, art history, or museum studies which could lead to advanced careers in higher education, research and curatorial work. The Department of Art and Design will track the progress of future students in the Art History Major following their graduation.

Nationally, archivists, curators, and museum technicians held about 27,000 jobs in 2004. About 34 percent were employed in museums, historical sites, and similar institutions, and 16 percent worked for state and private educational institutions, mainly college and university libraries. Nearly 28 percent worked in federal, state, and local government, excluding educational institutions. Most federal archivists work for the National Archives and Records Administration; others manage military archives in the U.S. Department of Defense. Most federal government curators work at the Smithsonian Institution, in the military museums of the Department of Defense, and in archaeological and other museums and historic sites managed by the U.S. Department of the Interior. All state governments have archival or historical-record sections employing archivists. State and local governments also have numerous historical museums, parks, libraries, and zoos employing curators.

### **Student Demand**

Information on student demand is discussed in “Projected Enrollment” above. In addition, student demand is apparent in the following examples. SUU has about four students per year who request an art history program of study. SUU has just initiated a new category of Art History in an interest survey given to high school students. Results are expected in several months. The Higher Education Arts Data Service (HEADS) of which SUU has been a participant the past two years, gives statistics on student interest in Art and Art History among accredited schools. In the 2005-2006 academic year student enrollment in an Art History degree program totaled 6 percent of the 110,693 students enrolled in all art and design programs at 250 accredited schools. Such statistics suggest that Southern Utah University's program might expect to have 10 students enrolled in the program after it has had time to mature. It is expected that the specificity of the two degrees will be more attractive to students and will contribute to an increase in the current FTE.

### **Similar Programs**

There are similar programs offered elsewhere in the state. The University of Utah offers a BA in Art History. Utah State University offers a BA with an Emphasis in Art History. Weber State University offers a Minor in Art History. None of the other institutions in the USHE offers a program in art history. The proposed program differs from other programs. It will have a more direct connection to studio applications and practices. This difference is explored further in the next section, Collaboration with and Impact on Other USHE Institutions.

The tables below demonstrate the similarities and differences among the proposed programs and those at sister institutions. Youngstown State University is included as a peer institution. All schools are NASAD accredited and a peer institution of SUU. Weber State University, not shown, offers a Minor in Art History. None of the other institutions in the USHE offers a program in art history. ARTH 2710 and ARTH 2720 are articulated courses, agreed upon at the Majors Meetings by all USHE institutions. Many of the courses articulate among the sister institutions.

### **Comparison Tables of Southern Utah University's Proposed Degree with Similar Degrees at University of Utah and Utah State, and with Peer Institution and NASAD Member School, Youngstown State University**

| SOUTHERN UTAH UNIVERSITY                                           |               |
|--------------------------------------------------------------------|---------------|
| Course Number and Title                                            | Credits       |
| <b>Required</b>                                                    |               |
| PVA 1040 Arts Retrospective                                        | 3             |
| HIST 1100 Western Civilization I                                   | 3             |
| HIST 1110 Western Civilization II                                  | 3             |
| ART 1120 Two-Dimensional Design                                    | 3             |
| ART 1110 or 1050 or 1130 or 2210                                   | 3             |
| ARTH 2300 Why Art? Intro to Art Theory                             | 3             |
| ARTH 2710 Art History Survey I                                     | 3             |
| ARTH 2720 Art History Survey II                                    | 3             |
| ART 3000 Art Insights                                              | 4             |
| ART 3080 Museum & Gallery Practices                                | 3             |
| ARTH 4700 History of Graphic Design                                | 3             |
| ARTH 4740 Nineteenth Century Art                                   | 3             |
| ARTH 4750 Twentieth Century Art                                    | 3             |
| ART 4890 Internship                                                | 3             |
| ART 4990 Senior Seminar                                            | 3             |
| <b>Total Credits</b>                                               | <b>46</b>     |
| UNIVERSITY OF UTAH                                                 |               |
| Course Number and Title                                            | Credits       |
| <b>Required</b>                                                    |               |
| ARTH 2500: Introduction to the History of Art                      | 3             |
| Four ARTH 3000 level courses                                       | 12            |
| Six ARTH 4000 level courses                                        | 18            |
| *ARTH 4950: Art History Senior Seminar                             | 3             |
| <b>Total Credits</b>                                               | <b>36</b>     |
|                                                                    |               |
| Courses with articulation possibilities*                           | With<br>SUU # |
| *ARTH 3400 20 <sup>th</sup> Century Art                            | ARTH<br>4750  |
| *ART 3600 History of Graphic Design                                | ARTH<br>4700  |
| *ARTH 4490 Senior Seminar in Contemporary Art Theory and Criticism | ARTH<br>2300  |
| *ARTH 4850 Internship in Art History                               | ART<br>4890   |

| UTAH STATE UNIVERSITY              |         |
|------------------------------------|---------|
| Course Number and Title            | Credits |
| <b>Required</b>                    |         |
| **ARTH 2710 Survey of Western Art: | 3       |

|                                                                                                                                                                                                                                                      |               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Prehistoric to                                                                                                                                                                                                                                       |               |
| **ARTH 2720 Survey of Western Art: Renaissance                                                                                                                                                                                                       | 3             |
| *HIST 1040 Western Civilization: Ancient/Medieval                                                                                                                                                                                                    | 3             |
| *HIST 1040 Western Civilization: Modern                                                                                                                                                                                                              | 3             |
| *ART One Studio Art Course                                                                                                                                                                                                                           | 3             |
| Six Upper Division Art History Courses<br>OR<br>3 Art History & 3 courses from a different department that relate to the study of Art History (such as British Commonwealth Studies, French Studies, American Studies, Folklore, Anthropology, etc.) | 18            |
| *ART 4790: Research/Writing/Methods                                                                                                                                                                                                                  | 3             |
| <b>Total Credits</b>                                                                                                                                                                                                                                 | <b>36</b>     |
|                                                                                                                                                                                                                                                      |               |
| Courses that are currently articulated**                                                                                                                                                                                                             |               |
| Courses with articulation possibilities*                                                                                                                                                                                                             | With<br>SUU # |
| *ARTH 4740 Nineteenth Century Art                                                                                                                                                                                                                    | ARTH<br>4740  |
| *ARTH 4750 Twentieth Century Art                                                                                                                                                                                                                     | ARTH<br>4750  |

| YOUNGSTOWN STATE UNIVERSITY      |           |
|----------------------------------|-----------|
| Course Number and Title          | Credits   |
| <b>Required</b>                  |           |
| Art 1541 Survey of Art History 1 | 3         |
| Art 1541 Survey of Art History 2 | 3         |
| Eight Art History courses        | 24        |
| Two Studio courses               | 6         |
| Art 4889 Seminar in Art History  | 3         |
| <b>Total Credits</b>             | <b>39</b> |
|                                  |           |

### Collaboration with and Impact on Other USHE Institutions

The proposed programs are not expected to impact other USHE schools as most have either similar programs or emphases in art history.

### Benefits

Southern Utah University represents a distinctly different demographic area from the northern part of the state. There is no art history degree available in Southern Utah. Many students will attend Southern Utah University and choose from the options available. The proposed programs serve the

student's needs by giving them an option previously unavailable. The coursework in art history has developed to support the curricular needs of Southern Utah University's studio-based programs. Southern Utah has experienced one of the most dramatic population growth rates in the country and this growth has necessitated the development of programs to meet the corresponding demands. The Department of Art and Design has grown 68% in the past five years; from 99 majors in 2001-2002 to 167 majors in 2006-2007. The number of full-time faculty has also increased to meet these needs, growing from 5 in 1999 to 9 in 2007, adding to the preparedness of the faculty. The addition of a highly qualified art historian to the department in the fall of 2005 solidified the preparedness of the faculty to offer these degrees.

USHE benefits from the economy and wisdom of offering something of value when all the component parts already exist. These are programs that can be offered at no additional cost to the state but which would increase choice and opportunity for, and reduce financial hardship of students in SUU's service area.

### **Consistency with Institutional Mission**

These programs fit within the current R312 description for the institution, including definition and mission as stated by the policy. In addition, Regents' Policy R312-5.2.2 encourages specialized accreditations, stating that, "Regional, state, and specialized accreditation is a goal for programs for which such accreditation is available and appropriate for the institution's mission and role. Such accreditation should enhance the excellence of the program and education of the student." Southern Utah University, in harmony with this policy, has sought and been granted accreditation with the National Association of Schools of Art and Design as of May 17, 2007 – the first USHE institution to have such accreditation. NASAD is the only accrediting agency covering the whole field of art and design recognized by the U.S. Department of Education. NASAD does not accredit programs or departments separate from an institution. They do not accredit individual degrees. They do accredit the entire institution, and their accreditation covers all art and design related degrees. This accreditation does include both liberal arts degrees (including art history degrees) and professional studio art degrees. Southern Utah University has completed a very lengthy self-study for the purpose, and has hosted a NASAD Accreditation Team visit on November 28 to December 1, 2006. The elimination of the BA in Art and initiation of the BA in Studio Arts and BA in Art History were included as part of the self-study with the intent that this would bring Southern Utah University's art programs more fully into harmony with NASAD Standards. The Accreditation Team's comments in their exit interview regarding the proposed changes were positive and favorable. The NASAD Visitor's report dated March 28, 2007 has been received. The Visiting Evaluators' Report of the National Association of Schools of Art and Design does indeed state that the current BA in Art (the one that SUU proposes to discontinue when and if the two proposed degrees are approved by the Regents) "does not appear to meet NASAD guidelines for a liberal art degree." On the other hand, of the two proposed degrees they state: "It appears to the visiting team that NASAD standards for the liberal arts degree in studio art will be met." And also, "It appears to the visiting team that NASAD standards for the liberal arts degree in art history will be met." In this light then, Utah Board of Regents approval of these two degrees would correspond with the NASAD evaluator's report and facilitate Southern Utah University's accreditation by them. Conversely, the disapproval of these proposed degree changes would appear to hinder NASAD accreditation of Southern Utah University. An "Optional Response" to the Visiting Evaluator's

Report was submitted by Southern Utah University in mid-April. The final decisions and recommendation of the NASAD Commission on Accreditation was favorable. Southern Utah University is now an Associate Member of the National Association of Schools of Art and Design. The approval of these programs enhances Southern Utah University's consistency with and appropriateness to their Board of Regents'-approved mission, roles and goals.

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

### **Program Assessment:**

#### **Objectives**

1. To complement and enhance the undergraduate experience for all students on campus by providing tools, facilities and training in the areas of two and three dimensional visual art.
2. To aim students toward successful careers in visual art studies, art education, professional studio art and/or graduate programs throughout the United States.
3. To contribute to and maintain the University's and community's exposure and involvement in the many faceted areas of the visual arts.

#### **Measures**

The Art Department will assess the achievement of these outcomes by the:

- 1a. Number and quality of exhibits and presenters
- 1b. Numbers and quality of experience in General Education courses
- 1c. Number and quality of interdisciplinary connections
- 2a. Number of art majors and graduates
- 2b. Statistics and examples from involvement in clubs, internships, competitions and exhibitions
- 2c. Examination of student portfolios
- 2d. Statistics and examples of related employment and advanced schooling
- 3a. Number and quality of visiting lectures and other workshops and presentations
- 3b. Example of professional achievement and creative work by faculty and by the local opportunities to experience such

### **Expected Standards of Performance**

Upon graduation, students must possess: 1) a developed visual sensitivity; 2) the technical skills, perceptual development, and understanding of principles of visual organization sufficient to achieve basic visual communication and expression in one or more media; 3) ability to make workable connections between concept and media; and 4) some familiarity with the works and intentions of major artists/designers and movements of the past and the present, both in the Western and non-Western worlds.

Students should understand the nature of contemporary thinking on art and design, and have gained

at least a rudimentary discernment of quality in design projects and works of art. Also required are sixteen credits of foreign language study.

The required coursework will develop these abilities. Each course in the curriculum measures competencies. There is also a Foundation Review after 24 credit hours where students will be evaluated and advised.

Students in the Art History Major will develop visual sensitivity, an ability to conceptualize observations and articulate ideas, a familiarity with a wide range of techniques (as well as a measure of competence in several of these), and a broad familiarity with the works and intentions of major artists and designers, art movements and visual cultures of the past and the present.

Upon completion of the major, graduates must have attained the following:

- a) a general knowledge of the monuments and principal artists of all major art periods of the past, including a broad understanding of the art of the twentieth century and acquaintance with the art history of non-Western cultures. This knowledge should be augmented by study in greater depth and precision of several cultures and periods in the history of art and concentration in at least one area to the advanced seminar level. Study at the advanced level should include theory, analysis, and criticism;
- b) a general knowledge of world history;
- c) knowledge of the tools and techniques of scholarship. Active research and the writing of analytical and critical essays should continue throughout the program; and
- d) functional knowledge of the creative process. Normally, this is accomplished through one or more foundation or other studio courses; however, there are many methods of ensuring this competence.
- e) The student should achieve adequate mastery of at least one foreign language to support research through the reading of primary source materials.

Assessment of competencies is made in each course and students are required to produce a progress report by the end of the fifth week of the second semester of the senior year. The progress report consists of a two-page self-assessment of the student's work and progress in the art history major; a list of classes taken in art history, studio art, and any related fields that have contributed to the student's understanding of art history; a small portfolio of not more than six works of art produced in the studio curriculum; and examples of the student's work in art history at all levels, including tangible results of any study undertaken abroad and internship experiences.

## **SECTION V: Finance**

### **Budget**

The Bachelor of Arts in Studio Arts is essentially a name change of an existing program and the budget will carry over and continue from the Bachelor of Arts in Art. The Bachelor Arts in Art History is already essentially intact with no new courses. The programs replace an existing program and require no new faculty or facilities. The budget appearing below is based on projected initial enrollment of 10 students in each of the two programs. The following budget assumes the necessity of one faculty position in art history and funding for supportive expenses, however, it should be remembered that this faculty position was already funded and in place as of 2005-2006. Increases are based upon standard inflationary rates. Growth would necessitate additional support and is not factored in. This position serves the dual needs of both proposed programs.

| TOTAL COSTS FOR THE DIFFERENTIATED BA IN ART HISTORY<br>AND STUDIO ART PROGRAMS FOR THE FIRST FIVE YEARS* |                 |                 |                 |                 |                 |
|-----------------------------------------------------------------------------------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|
|                                                                                                           | 2007-2008       | 2008-2009       | 2009-2010       | 2010-2011       | 2011-2012       |
| FTE Students                                                                                              | 20              | 20              | 25              | 25              | 30              |
| Current FTE Faculty*                                                                                      | 1               | 1               | 1               | 1               | 1               |
| <b>Revenues</b>                                                                                           |                 |                 |                 |                 |                 |
| Current FTE Faculty                                                                                       | \$54,000        | \$55,620        | \$57,289        | \$59,007        | \$60,777        |
| Tuition**                                                                                                 | \$28,340        | \$30,040        | \$39,800        | \$42,175        | \$53,640        |
| Subtotal                                                                                                  | \$82,340        | \$85,660        | \$97,089        | \$101,182       | \$114,417       |
| <b>Expenditures</b>                                                                                       |                 |                 |                 |                 |                 |
| Existing FTE Faculty                                                                                      | \$54,000        | \$55,620        | \$57,289        | \$59,007        | \$60,777        |
| Adjunct Faculty                                                                                           | \$4200          | \$4200          | \$4200          | \$4200          | \$4200          |
| Student hourly wage                                                                                       | \$2000          | \$2000          | \$2000          | \$2000          | \$2000          |
| Current Expense                                                                                           | \$1000          | \$1000          | \$1000          | \$1000          | \$1000          |
| Capital                                                                                                   | \$1000          | \$1000          | \$1000          | \$1000          | \$1000          |
| Travel                                                                                                    | \$1000          | \$1000          | \$1000          | \$1000          | \$1000          |
| Subtotal                                                                                                  | \$63,200        | \$64,820        | \$66,489        | \$68,207        | \$69,977        |
| <b>Difference</b>                                                                                         | <b>\$19,140</b> | <b>\$20,840</b> | <b>\$30,600</b> | <b>\$32,975</b> | <b>\$44,740</b> |

\*Faculty base salary and benefits increase by 3% annually.

\*\*Tuition estimates based on 50% of undergraduate resident tuition of \$2,834 increased by 6% annually.

### Funding Sources

No additional resources are being requested. Current faculty will teach all courses in the program.

### Reallocation

No reallocation of funds is deemed necessary at this time.

### Impact on Existing Budgets

These programs have no additional costs at this time. All of the courses are currently being offered. Oversight of a program is considered part of the contract duties of the faculty members in the Department of Art and Design. Each faculty member administers, or shares the administration of graphic design, art education, and ceramics. Growth in student population and development of new courses may necessitate attendant budgetary increases in the future. If growth cannot be supported, enrollment caps would need to be implemented at some, as yet undetermined point.



## Appendix A: Program Curriculum

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

The Utah Board of Regents has specifically requested that a description be included of new courses to be added because of this proposal. The proposal was written using only existing courses in the current Southern Utah University general catalog so there are no new courses to describe. However, there are three courses in art history that the Department of Art and Design plans to add to enrich the curriculum. This will likely occur in the 2007-2008 academic year. The courses may be taken as substitutions for existing courses in the curriculum. They will not be in addition to existing requirements. These classes will not all be taught immediately, but will be inserted into the class schedule as soon and as often as student need and faculty resources allow them to be – probably one each year on a rotating schedule. They are:

| Course Number                                                                                                                                                                                                                                                                                                                                                            | Title                   | Credit Hours |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|--------------|
| ARTH 4720                                                                                                                                                                                                                                                                                                                                                                | History of Photography  | (3)          |
| A survey of important photographers, photography processes, and of historical influences on the development of photography from the invention of the camera obscura to the present.                                                                                                                                                                                      |                         |              |
| ARTH 4730                                                                                                                                                                                                                                                                                                                                                                | History of Ceramics     | (3)          |
| A study of the history of ceramics of the world, covering Near Eastern, Greek, Chinese, Japanese, and American ceramics with an emphasis on the historical development of pottery in individual cultures, as well as how one culture's pottery has influenced another.                                                                                                   |                         |              |
| ARTH 4740                                                                                                                                                                                                                                                                                                                                                                | Non-Western Art History | (3)          |
| A survey of non-western art, including Pre-Columbian, African, Oceanic, Asian, and Islamic art, that aims to increase understanding of the formal and iconographic properties of these arts and their differences from western art. Special consideration will be given to the cultural contexts of non-western art and to its influence on modern and contemporary art. |                         |              |

Some courses in the Department of Art and Design must be repeated. When the student repeats the course, the instructor gives the student a different syllabus than the first time the course was taken. It was strongly suggested by the NASAD Visiting Team that SUU differentiates these repeated courses with a different title as well as content. This would benefit the student by making it clear on their transcript that they had taken different content courses and thus exhibit their full educational experience. For example Ceramics II must be repeated. One course might emphasize glaze calculation and one might emphasize kiln building. SUU will divide these courses and give them appropriate titles. What these will be exactly has not yet been determined, but will take place in the next two years. These will be taught as before, where, in a class there will be more than one syllabi among the several students. This change will not alter the course load of the teachers. Students in the BA in Studio Arts degree program may choose to enroll in such classes. No other courses are currently under consideration.

**All Program Courses**  
**Bachelor of Arts in Studio Art**  
 General Education

| Course Number                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Title                                          | Credit Hours |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|--------------|
| ENGL 1010                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Intro to Academic Writing                      | (3)          |
| A disciplined approach to the rhetoric of English composition with emphasis on organization and development in the whole composition, on coherence and effectiveness in paragraphs, and on maturity and flexibility in sentence styles. While grammar and usage are not neglected, they are treated as means to achieving rhetorical objectives. Students with ACT English scores below 29 are required to take ENGL 1010 before enrolling in 2010. Students with ACT English scores below 17 must concurrently enroll in ENGL 1000 Intro to Academic Writing Workshop. (Fall, Spring, Summer) course or ENGL 2200 functions as a prerequisite for upper division work in the major and minor. (Fall, Spring)                      |                                                |              |
| ENGL 2010                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Intermediate Writing: Selected Topics          | (3)          |
| This course emphasizes the development of an effective academic style in argumentative essays that make use of traditional rhetorical patterns. A major research paper is required. The class may count toward filling the skills competencies requirement for secondary education or for General Education. Subtopics will vary but students with a major in the Department of Art and Design must take the topic of "Writing about Art". Prerequisite: ENGL 1010. (Students with ACT English scores below 29 are required to take ENGL 1010 before enrolling in ENGL 2010). (Fall, Spring, Summer) related to major pedagogical theories and to make practical applications of those theories. Prerequisite: ENGL 2010. (Spring) |                                                |              |
| MATH (several math courses may fill this requirement)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                | (3 – 4)      |
| LM 1010                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Information Literacy                           | (1)          |
| An introduction to the research process and methods for retrieving information. Focuses on developing information literacy skills, selecting relevant sources, and then evaluating, organizing, and citing the information. (Fall, Spring, Summer)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                |              |
| UNIV 1010                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | University Orientation                         | (1)          |
| Offered at a variety of times during the summer and before spring semester, Orientation provides academic advisement, social activities and events to introduce students to SUU. Acquaints students with the services, facilities, opportunities, and respRequired of all first-time freshmen. (P/F)                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                |              |
| CSIS 1000                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Introduction to Computer Apps and the Internet | (3)          |
| Designed to explore concepts of microcomputer systems. Concepts include: windows and general information, word processing, spreadsheets, database, presentations, and the Internet. Students will gain proficiency with the basic command structures of each application in an integrated office suite. Fulfills general education-computer literacy requirement. Recommend speed of at least 25 wpm. (Fall, Spring, Summer)                                                                                                                                                                                                                                                                                                       |                                                |              |

|                                                             |       |
|-------------------------------------------------------------|-------|
| American Institutions Requirement (choose from 3 courses)   | (3)   |
| Fine Arts (may choose from 15 courses)                      | (3)   |
| Interdisciplinary (may choose from 9 courses)               | (3)   |
| Humanities (may choose from 26 courses)                     | (3-4) |
| Social and Behavioral Sciences (may choose from 26 courses) | (3)   |
| Life Science (may choose from 13 courses)                   | (3-4) |

|                                                     |         |
|-----------------------------------------------------|---------|
| Physical Science (may choose from 15 courses)       | (4-5)   |
| General Education Sub-Total                         | (36-37) |
| Foreign Language, 4 semesters (or proficiency test) | (16)    |
| Foreign Language Sub-Total (BA requirement)         | (16)    |

#### Core Courses

| Course Number | Title | Credit Hours |
|---------------|-------|--------------|
|---------------|-------|--------------|

|          |             |     |
|----------|-------------|-----|
| ART 1050 | Photography | (3) |
|----------|-------------|-----|

The study of art, design, and communication principles as applied and practiced in photography, a dominant visual medium in society. Presents and practices the basic process of black and white photography and visual component elements and applications as applied to color photography and digital imaging. Film or digital camera with adjustable shutter and aperture is required. Regular attendance at a lab is also required. (Fall, Spring)

|          |           |     |
|----------|-----------|-----|
| ART 1110 | Drawing I | (3) |
|----------|-----------|-----|

A studio class which explores the elements and compositional principles of visual art through drawing. Assignments are designed to encourage creative solutions, develop drawing skills, and apply the basics of linear representation, shading, perspective, shape (negative and positive) and textural depiction. (Fall, Spring, Summer)

|          |                        |     |
|----------|------------------------|-----|
| ART 1120 | Two-Dimensional Design | (3) |
|----------|------------------------|-----|

A study of design fundamentals with an application in two-dimensional media. Presents the basic design principles and elements employed in all visual expression. (Fall, Spring, Summer)

|          |            |     |
|----------|------------|-----|
| ART 1130 | 3-D Design | (3) |
|----------|------------|-----|

A foundation design course in which the basic principles and vocabulary of visual organization in three dimensions are explored through a series of studio problems, i.e., sculptural and spatial problems. Prerequisites: ART 1110 and 1120. (Fall, Spring)

|          |            |     |
|----------|------------|-----|
| ART 2110 | Drawing II | (3) |
|----------|------------|-----|

A continuation of approaches and techniques in drawing. Emphasis will be placed on design, composition, subject, content, experimental, and color drawing. Prerequisite: ART 1110. (Fall, Spring)

|          |                 |     |
|----------|-----------------|-----|
| ART 2210 | Digital Imaging | (3) |
|----------|-----------------|-----|

Introductory course in the study and uses of the computer as a visual arts tool. Training will be given in selected current software directed toward the production of art and graphic design projects. Prerequisite: ART 1120. (Fall, Spring)

|           |                      |     |
|-----------|----------------------|-----|
| ARTH 2710 | Art History Survey I | (3) |
|-----------|----------------------|-----|

A survey of Western Art from Prehistoric times through the Middle Ages. (Fall, every other year)

|                                                                                         |                           |     |
|-----------------------------------------------------------------------------------------|---------------------------|-----|
| ARTH 2720                                                                               | Art History Survey II (F) | (3) |
| A survey of Western Art from the Renaissance to the present. (Spring, every other year) |                           |     |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                           |      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|------|
| ART                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 3000 Art Insights (must be taken 8 times) | (.5) |
| Students meet once weekly for seminars featuring professionals in visual art; artists, curators, educators, critics and art administrators. Through lectures, discussions, demonstrations, critiques and hands on experience, students will be introduced to current issues and the practical realities facing professionals in the visual arts. Art majors must repeat this class eight times (transfer students must enroll every semester) for a total of 4 credit hours. (P/F) (Fall, Spring) |                                           |      |

|                                                                                                                                                                                                                                                                                                                                   |                       |     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----|
| ARTH 4750                                                                                                                                                                                                                                                                                                                         | Twentieth-Century Art | (3) |
| Traces the history of art from approximately 1890 through the early years of the twenty-first century. Course material emphasizes but is not limited to art of the western world, i.e. Europe and the United States; with increased attention to the globalization of the art scene in recent decades. (Spring, every other year) |                       |     |

|                                |      |
|--------------------------------|------|
| Five classes with ART prefixes | (15) |
| Core Sub-Total                 | (46) |

|                                          |       |              |
|------------------------------------------|-------|--------------|
| Elective Courses                         |       |              |
| Course Number                            | Title | Credit Hours |
| Electives (including completing a minor) |       | (21-22)      |
| Total Number of Credits                  |       | (120)        |

### **Bachelor Arts in Art History**

#### **General Education**

|               |       |              |
|---------------|-------|--------------|
| Course Number | Title | Credit Hours |
|---------------|-------|--------------|

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                           |     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|-----|
| ENGL 1010                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Intro to Academic Writing | (3) |
| A disciplined approach to the rhetoric of English composition with emphasis on organization and development in the whole composition, on coherence and effectiveness in paragraphs, and on maturity and flexibility in sentence styles. While grammar and usage are not neglected, they are treated as means to achieving rhetorical objectives. Students with ACT English scores below 29 are required to take ENGL 1010 before enrolling in 2010. Students with ACT English scores below 17 must concurrently enroll in ENGL 1000 Intro to Academic Writing Workshop. (Fall, Spring, Summer) course or ENGL 2200 functions as a prerequisite for upper division work in the major and minor. (Fall, Spring) |                           |     |

|                                                                                                                                                                                                                                                                                                                                                                                                     |                                       |     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|-----|
| ENGL 2010                                                                                                                                                                                                                                                                                                                                                                                           | Intermediate Writing: Selected Topics | (3) |
| This course emphasizes the development of an effective academic style in argumentative essays that make use of traditional rhetorical patterns. A major research paper is required. The class may count toward filling the skills competencies requirement for secondary education or for General Education. Subtopics will vary but students with a major in the Department of Art and Design must |                                       |     |

take the topic of "Writing about Art". Prerequisite: ENGL 1010. (Students with ACT English scores below 29 are required to take ENGL 1010 before enrolling in ENGL 2010). (Fall, Spring, Summer) related to major pedagogical theories and to make practical applications of those theories. Prerequisite: ENGL 2010. (Spring)

MATH (several math courses may fill this requirement) (3 – 4)

LM 1010 Information Literacy (1)  
An introduction to the research process and methods for retrieving information. Focuses on developing information literacy skills, selecting relevant sources, and then evaluating, organizing, and citing the information. (Fall, Spring, Summer)

UNIV 1010 University Orientation (1)  
Offered at a variety of times during the summer and before spring semester, Orientation provides academic advisement, social activities and events to introduce students to SUU. Acquaints students with the services, facilities, opportunities, and respRequired of all first-time freshmen. (P/F)

CSIS 1000 Introduction to Computer Apps and the Internet (3)  
Designed to explore concepts of microcomputer systems. Concepts include: windows and general information, word processing, spreadsheets, database, presentations, and the Internet. Students will gain proficiency with the basic command structures of each application in an integrated office suite. Fulfills general education-computer literacy requirement. Recommend speed of at least 25 wpm. (Fall, Spring, Summer)

|                                                             |         |
|-------------------------------------------------------------|---------|
| American Institutions Requirement (choose from 3 courses)   | (3)     |
| Fine Arts (may choose from 15 courses)                      | (3)     |
| Interdisciplinary (may choose from 9 courses)               | (3)     |
| Humanities (may choose from 26 courses)                     | (3-4)   |
| Social and Behavioral Sciences (may choose from 26 courses) | (3)     |
| Life Science (may choose from 13 courses)                   | (3-4)   |
| Physical Science (may choose from 15 courses)               | (4-5)   |
| General Education Sub-Total                                 | (36-37) |
| Foreign Language, 4 semesters (or proficiency test)         | (16)    |
| Foreign Language Sub-Total (BA requirement)                 | (16)    |

#### Core Courses

|               |       |              |
|---------------|-------|--------------|
| Course Number | Title | Credit Hours |
|---------------|-------|--------------|

|                                                                                                                                                                                                                                                                 |                    |     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|-----|
| PVA 1040                                                                                                                                                                                                                                                        | Arts Retrospective | (3) |
| An examination of how the arts both influence and respond to a societal epoch or theme. Through a selected specific topic the course investigates the interrelationship of three fine art disciplines and how they express the spirit of an age. (Fall, Spring) |                    |     |

|           |                        |     |
|-----------|------------------------|-----|
| HIST 1100 | Western Civilization I | (3) |
|-----------|------------------------|-----|

This course examines the political, social (including gender roles) and intellectual history of Western society from the urban revolution in Mesopotamia to the later Middle Ages. Special emphasis is placed on the reading and analysis of primary historical sources. (Fall, Spring)

HIST 1110                      Western Civilization II                      (3)

This is an introductory survey course in the history of Western Civilization. This course acquaints students with some of the general interpretations of European and world history from the Age of Absolutism to the collapse of the Soviet Union. (Fall, Spring)

ART 1120                      Two-Dimensional Design                      (3)

A study of design fundamentals with an application in two-dimensional media. Presents the basic design principles and elements employed in all visual expression. (Fall, Spring, Summer)

A second studio class (choose from 4 courses)                      (3)

ART 1050 Photography, ART 1110 Drawing I, ART 1130 3-D Design, or ART 2210 Digital Imaging

ARTH 2300                      Why Art? Intro to Art Theory                      (3)

An introduction to the literature that helps shape and explain art, its meaning, purpose, and function. When is something art? Why do humans need it? What are the biological, sociopolitical, and psychological reasons for it? How does it affect me? (Fall, Spring)

ARTH 2710                      Art History Survey I                      (3)

A survey of Western Art from Prehistoric times through the Middle Ages. (Fall, every other year)

ARTH 2720                      Art History Survey II (F)                      (3)

A survey of Western Art from the Renaissance to the present. (Spring, every other year)

ART                      3000 Art Insights (must be taken 8 times)                      (.5)

Students meet once weekly for seminars featuring professionals in visual art; artists, curators, educators, critics and art administrators. Through lectures, discussions, demonstrations, critiques and hands on experience, students will be introduced to current issues and the practical realities facing professionals in the visual arts. Art majors must repeat this class eight times (transfer students must enroll every semester) for a total of 4 credit hours. (P/F) (Fall, Spring)

ART 3080                      Gallery and Museum Practices                      (3)

Fundamental concepts of gallery and museum practices including in-depth study of the nature of objects, interpretation of objects, and administration responsibilities. (Fall)

ARTH 4700                      History of Graphic Design                      (3)

Overview of the history of graphic design, from the ancient civilizations to today. Emphasis on genesis of modern graphic design. The lectures will provide a survey of the major movements of the field from the perspective of the social and political realities from which they developed. A research paper will be assigned incorporating these ideas. No prerequisites. (every 3rd semester)

ARTH 4740                      Nineteenth-Century Art                      (3)

Traces the history of art from approximately 1790 through the early years of the twentieth century. Course material emphasizes but is not limited to art of the western world, i.e. Europe and the United States. (Fall, every other year)

ARTH 4750                      Twentieth-Century Art                      (3)  
Traces the history of art from approximately 1890 through the early years of the twenty-first century. Course material emphasizes but is not limited to art of the western world, i.e. Europe and the United States; with increased attention to the globalization of the art scene in recent decades. (Spring, every other year)

ART 4890/5890                      Internship (P/F)                      (1-12)  
Supervised work experience in any art and design related field. To be arranged with an Art & Design instructor. Instructor permission required. (Fall, Spring, Summer)

ART 4990                      Senior Seminar                      (1-4)  
Advanced supervised work in one of the following areas as approved by the instructor: art history, design, graphic design, ceramics, sculpture, illustration, painting, drawing, printmaking, photography, and experimental media. (Fall, Spring)

|      |           |      |
|------|-----------|------|
| Core | Sub-Total | (46) |
|------|-----------|------|

#### Elective Courses

|               |       |              |
|---------------|-------|--------------|
| Course Number | Title | Credit Hours |
|---------------|-------|--------------|

|                                          |         |
|------------------------------------------|---------|
| Electives (including completing a minor) | (21-22) |
| Total Number of Credits                  | (120)   |

## Appendix B: Program Schedule

Suggested sequence of courses.

### Bachelor of Arts in Studio Art

#### Freshman Year: Semester 1

|                      |                                                  |         |
|----------------------|--------------------------------------------------|---------|
| ENGL 1010            | Intro to Academic Writing                        | (3)     |
| MATH                 | (several math courses may fill this requirement) | (3 – 4) |
| UNIV 1010            | University Orientation                           | (1)     |
| ART 1120             | Two-Dimensional Design                           | (3)     |
| ART 3000             | Art Insights (must be taken 8 times)             | (.5)    |
| CSIS 1000            | Introduction to Computer Apps and the Internet   | (3)     |
| Total Semester Hours |                                                  | (13.5)  |

#### Freshman Year: Semester 2

|                                |                                      |        |
|--------------------------------|--------------------------------------|--------|
| LM 1010                        | Information Literacy                 | (1)    |
| ART 1110                       | Drawing I                            | (3)    |
| Social and Behavioral Sciences | (may choose from 26 courses)         | (3)    |
| Interdisciplinary              | (may choose from 9 courses)          | (3)    |
| ART 3000                       | Art Insights (must be taken 8 times) | (.5)   |
| Life Science                   | (may choose from 13 courses)         | (3-4)  |
| Total Semester Hours           |                                      | (13.5) |

#### Sophomore Year: Semester 1

|                                          |                                         |        |
|------------------------------------------|-----------------------------------------|--------|
| Foreign Language                         |                                         | (4)    |
| ENGL 2010                                | Intermediate Writing: Writing about Art | (3)    |
| ART 1130                                 | 3-D Design                              | (3)    |
| ART 3000                                 | Art Insights (must be taken 8 times)    | (.5)   |
| American Institutions Requirement        | (choose from 3 courses)                 | (3)    |
| Electives (including completing a minor) |                                         | (3)    |
| Total Semester Hours                     |                                         | (16.5) |

#### Sophomore Year: Semester 2

|                                          |                                      |        |
|------------------------------------------|--------------------------------------|--------|
| Foreign Language                         |                                      | (4)    |
| ART 1050                                 | Photography                          | (3)    |
| Physical Science                         | (may choose from 15 courses)         | (4-5)  |
| ART 3000                                 | Art Insights (must be taken 8 times) | (.5)   |
| Electives (including completing a minor) |                                      | (3)    |
| Total Semester Hours                     |                                      | (14.5) |

#### Junior Year: Semester 1

|                  |                                      |       |
|------------------|--------------------------------------|-------|
| Foreign Language |                                      | (4)   |
| Humanities       | (may choose from 26 courses)         | (3-4) |
| ART 2110         | Drawing II                           | (3)   |
| ARTH 2710        | Art History Survey I                 | (3)   |
| ART 3000         | Art Insights (must be taken 8 times) | (.5)  |



|                                          |        |
|------------------------------------------|--------|
| Electives (including completing a minor) | (3)    |
| Total Semester Hours                     | (16.5) |

#### Junior Year: Semester 2

|                                               |        |
|-----------------------------------------------|--------|
| Foreign Language                              | (4)    |
| ART 2210 Digital Imaging                      | (3)    |
| ARTH 2720 Art History Survey II (F)           | (3)    |
| ART 3000 Art Insights (must be taken 8 times) | (.5)   |
| An upper division class with an ART prefix    | (3)    |
| Electives (including completing a minor)      | (3)    |
| Total Semester Hours                          | (16.5) |

#### Senior Year: Semester 1

|                                               |        |
|-----------------------------------------------|--------|
| ART 3000 Art Insights (must be taken 8 times) | (.5)   |
| ARTH 4750 Twentieth-Century Art               | (3)    |
| Fine Arts (may choose from 15 courses)        | (3)    |
| An upper division class with an ART prefix    | (3)    |
| An upper division class with an ART prefix    | (3)    |
| Electives (including completing a minor)      | (3)    |
| Total Semester Hours                          | (15.5) |

#### Senior Year: Semester 2

|                                               |        |
|-----------------------------------------------|--------|
| ART 3000 Art Insights (must be taken 8 times) | (.5)   |
| An upper division class with an ART prefix    | (3)    |
| An upper division class with an ART prefix    | (3)    |
| An upper division class with an ART prefix    | (3)    |
| Electives (including completing a minor)      | (3)    |
| Total Semester Hours                          | (12.5) |

Suggested sequence of courses.

### Bachelor of Arts in Art History

#### Freshman Year: Semester 1

|                                                          |         |
|----------------------------------------------------------|---------|
| ENGL 1010 Intro to Academic Writing                      | (3)     |
| MATH (several math courses may fill this requirement)    | (3 – 4) |
| UNIV 1010 University Orientation                         | (1)     |
| ART 1120 Two-Dimensional Design                          | (3)     |
| ART 3000 Art Insights (must be taken 8 times)            | (.5)    |
| CSIS 1000 Introduction to Computer Apps and the Internet | (3)     |
| Total Semester Hours                                     | (13.5)  |

#### Freshman Year: Semester 2

|                                                             |     |
|-------------------------------------------------------------|-----|
| LM 1010 Information Literacy                                | (1) |
| PVA 1040 Arts Retrospective                                 | (3) |
| Social and Behavioral Sciences (may choose from 26 courses) | (3) |
| Interdisciplinary (may choose from 9 courses)               | (3) |

|                                           |                                      |        |
|-------------------------------------------|--------------------------------------|--------|
| ART 3000                                  | Art Insights (must be taken 8 times) | (.5)   |
| Life Science (may choose from 13 courses) |                                      | (3-4)  |
| Total Semester Hours                      |                                      | (13.5) |

Sophomore Year: Semester 1

|                                                           |                                         |        |
|-----------------------------------------------------------|-----------------------------------------|--------|
| Foreign Language                                          |                                         | (4)    |
| ENGL 2010                                                 | Intermediate Writing: Writing about Art | (3)    |
| HIST 1100                                                 | Western Civilization I                  | (3)    |
| ART 3000                                                  | Art Insights (must be taken 8 times)    | (.5)   |
| American Institutions Requirement (choose from 3 courses) |                                         | (3)    |
| Electives (including completing a minor)                  |                                         | (3)    |
| Total Semester Hours                                      |                                         | (16.5) |

Sophomore Year: Semester 2

|                                               |                                      |        |
|-----------------------------------------------|--------------------------------------|--------|
| Foreign Language                              |                                      | (4)    |
| HIST 1110                                     | Western Civilization II              | (3)    |
| Physical Science (may choose from 15 courses) |                                      | (4-5)  |
| ART 3000                                      | Art Insights (must be taken 8 times) | (.5)   |
| Electives (including completing a minor)      |                                      | (3)    |
| Total Semester Hours                          |                                      | (14.5) |

Junior Year: Semester 1

|                                          |                                      |        |
|------------------------------------------|--------------------------------------|--------|
| Foreign Language                         |                                      | (4)    |
| Humanities (may choose from 26 courses)  |                                      | (3-4)  |
| ART 1110, 1050, 1130, OR 2210            |                                      | (3)    |
| ARTH 2710                                | Art History Survey I                 | (3)    |
| ART 3000                                 | Art Insights (must be taken 8 times) | (.5)   |
| Electives (including completing a minor) |                                      | (3)    |
| Total Semester Hours                     |                                      | (16.5) |

Junior Year: Semester 2

|                                          |                                      |        |
|------------------------------------------|--------------------------------------|--------|
| Foreign Language                         |                                      | (4)    |
| ARTH 2300                                | Why Art? Intro to Art Theory         | (3)    |
| ARTH 2720                                | Art History Survey II                | (3)    |
| ART 3000                                 | Art Insights (must be taken 8 times) | (.5)   |
| ARTH 4700                                | History of Graphic Design            | (3)    |
| Electives (including completing a minor) |                                      | (3)    |
| Total Semester Hours                     |                                      | (16.5) |

Senior Year: Semester 1

|                                          |                                      |        |
|------------------------------------------|--------------------------------------|--------|
| ART 3000                                 | Art Insights (must be taken 8 times) | (.5)   |
| ART 3080                                 | Gallery and Museum Practices         | (3)    |
| ARTH 4740                                | Nineteenth-Century Art               | (3)    |
| Fine Arts (may choose from 15 courses)   |                                      | (3)    |
| ART 4890/5890                            | Internship (P/F)                     | (3)    |
| Electives (including completing a minor) |                                      | (3)    |
| Total Semester Hours                     |                                      | (15.5) |

Senior Year: Semester 2

|                                          |                                      |        |
|------------------------------------------|--------------------------------------|--------|
| ART 3000                                 | Art Insights (must be taken 8 times) | (.5)   |
| ARTH 4750                                | Twentieth-Century Art                | (3)    |
| ART 4990                                 | Senior Seminar                       | (3)    |
| Electives (including completing a minor) |                                      | (3)    |
| Electives (including completing a minor) |                                      | (3)    |
| Total Semester Hours                     |                                      | (12.5) |

\*Adjustments may need to be made because of frequency of course offerings.

## **Appendix C: Faculty**

On the following pages are abbreviated credentials of the full-time faculty, excepting two new faculty; Jeremias Paul, MFA from Savannah College of Art and Design in photography and a new hire in graphic design. Finalists for the position are currently being interviewed.

Full-Time Faculty Member

|                                    |                                                                                                            |
|------------------------------------|------------------------------------------------------------------------------------------------------------|
| Name                               | <b>Arlene Braithwaite</b>                                                                                  |
| Year Hired                         | 1978                                                                                                       |
| Rank                               | Associate Professor of Art and Design                                                                      |
| Tenure Status                      | Tenured                                                                                                    |
| Degrees:<br>Majors and<br>Emphases | 1974 BFA, Secondary Art Education University of Utah<br>1977 M. Ed. University of Utah, Emphasis Education |
| current areas of<br>teaching       | Drawing I, II, and III<br>Secondary Art Education                                                          |

**Professional Experience:**

1978 – present Associate Professor Art and Design, (tenured) Southern Utah University, Cedar City, UT Current Areas of Teaching; Drawing I, Drawing II, Drawing III, and Art Methods for Secondary Teachers  
1977 – 78 Illustrator, photographer and writer, *Color Country Spectrum*, Cedar City, UT  
1975 – 76 Art teacher, Granite Park Junior High, Salt lake City, UT  
1968 – 74 Illustrator/photographer, *Deseret News*, Salt Lake City, UT

**Summary of Creative Work & Research (Last Three Years)**

**Solo Exhibitions**

2006 Zion Museum of Human History, Zion National Park, UT  
2006 Utah Museum of Natural History, Salt Lake City, UT  
2005 St. George Art Museum, St George, UT  
2004 Springville Museum, Springville, UT

**Group Exhibitions**

2006 "Get Real", Springville Museum, Springville, UT

**Awards and Images in Print**

2006 First Place and Honorable Mention, Dixie Invitational Exhibition, Dixie College, St. George, UT  
2006 First Place Award, Cedar City Annual Art Exhibit, Cedar City, UT  
2005 Directors Award, Celebrate Pastel (Statewide Pastel Exhibition) Springville Museum, Springville, UT  
2004 Purchase Award, Cedar City Annual Art Exhibit, Cedar City, UT

**Professional Presentations and Service**

2006 Presenter, Utah Museum of Natural History, "Brown Bag with the Artist", Salt Lake City, UT  
2006 Demonstrator, Utah Museum of Natural History, "Evening for Legislators", Salt Lake City, UT  
2005 Presenter, "Meet the Artist" St. George Art Museum, St George, UT

2004    Presenter, "Evening for Educators" Springville Museum, Springville

Full-Time Faculty Member

|                                    |                                                                                                                                                                                                                                                                                                                          |
|------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Name                               | <b>Eric A. Brown</b>                                                                                                                                                                                                                                                                                                     |
| Year Hired                         | 1993                                                                                                                                                                                                                                                                                                                     |
| Rank                               | Associate Professor of Art and Design                                                                                                                                                                                                                                                                                    |
| Tenure Status                      | Tenured                                                                                                                                                                                                                                                                                                                  |
| Degrees:<br>Majors and<br>Emphases | Master of Fine Arts in Painting and Drawing. Drake University, Des Moines, Iowa, 1977<br>Utah Teaching Certificate: Secondary Education. Southern Utah State College, Cedar City, Utah, 1975<br>Bachelor of Science in Art Composite (Painting/Drawing/Printmaking). Southern Utah State College, Cedar City, Utah, 1974 |
| current areas of<br>teaching       | Drawing I, Life Drawing and Anatomy for the Artist, Two-Dimensional Design, Art History Survey, Introduction to Art                                                                                                                                                                                                      |

- Exhibitions: "Get Real," Southern Utah University Faculty Exhibition, February 9 – March 11, 2006, Braithwaite Gallery.  
Group Exhibition, "Southern Utah University Faculty: 'Mostly Real'", Springville Museum of Art, Springville, Utah, January 6 – February 1, 2006.  
Southern Utah University Faculty Exhibition, Jan.-Mar. 2005, Braithwaite Gallery.  
18<sup>th</sup> Annual Religious and Spiritual Art of Utah Exhibition, Springville Museum of Art. November 2 – December 28, 2003.  
Southern Utah University Faculty Exhibit, Cedar City, Utah; 1982 to present.
- Papers: Contract with Prentice Hall to write ancillary materials for Marilyn Stokstad's *Art: A Brief History: Third Edition*. Student Study Guide, Instructor's Manual, and test item file, 2006.  
"Contesting the Code: Navigating Reactions to Dan Brown's Book", Third International Conference on New Directions in the Humanities, Cambridge, U.K. Aug. 2005. Published in the conference proceedings.  
"The Da Vinci Code", Lecture at Art Major Seminar, Southern Utah University, February 17, 2005.  
"Swear to Tell the Truth the Whole Truth and Nothing But the Truth", Hawaii International Conference on Arts and Humanities, Honolulu, Hawaii, Jan. 13-16, 2005. Published in the conference proceedings.  
"Virtual Reality Versus Decorative Beauty in the Achievements of Italian Painting", S.U.U.'s International Week (History 2920/4920), November 4, 2003.  
"The Post-Modern Muse or The Resilience of the Modernist Antagonist", presented at the Utah Academy of Sciences, Arts & Letters annual meeting, April 6, 2001. Awarded 2001 Outstanding Paper in the Arts Division by the Utah Academy of Sciences, Arts & Letters. Published in the Journal of the Utah Academy of Sciences, Arts & Letters.
- Experience: Named Southern Utah University's Outstanding Educator of the Year for 2005-2006.  
  
Chair of the Department of Art and Design, Southern Utah University, July 2004-present.

#### Full-Time Faculty Member

|                                    |                                                                                                                                                                                                            |
|------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Name                               | <b>Susan D. Harris</b>                                                                                                                                                                                     |
| Year Hired                         | 1996                                                                                                                                                                                                       |
| Rank                               | Professor of Art and Design                                                                                                                                                                                |
| Tenure Status                      | Tenured                                                                                                                                                                                                    |
| Degrees:<br>Majors and<br>Emphases | 1968 BA, University of Illinois, Champaign-Urbana, Illinois. Majors in Music and Anthropology.<br>1990 MFA, Utah State University, Logan, Utah. Major in Ceramics, Emphases in Printmaking and Archeology. |
| current areas of<br>teaching       | Three Dimensional Design, Sculpture; Beginning, Intermediate and Advanced Ceramics (with emphasis on the vessel idiom), including special topics, kiln building and glaze and clay calculation.            |

#### Professional Experience

- 1996-present Associate Prof. of Art + Design, Southern Utah University, Cedar City, UT
- 1992-1998 Exhibitions Director, National Council on Education for the Ceramic Arts (NCECA)  
(Curator, 6 International Exhibitions, 6 Regional Student Exhibitions)
- 1993-94 Assistant Professor of Art, Utah State University, Logan, UT
- 1979-96 Artist-in-Residence, Alliance for the Varied Arts, Logan, UT
- 1990 Guest Instructor, Kansas City Art Institute, K.C., MO
- 1987-89 Graduate Curatorial and Collections Assistant, Nora Eccles Harrison Museum of Art, Logan, UT
- 1985-87 Teaching Assistant, Department of Art, U.S.U., Logan, UT

#### Selected Exhibitions

##### Solo Exhibitions

- 2007 Susan Harris, Solo Exhibition, Florida Community College at Jacksonville, FL
- 2004 Mythical Objects, St. George Art Museum, St. George, UT
- 2002 College of Eastern Utah, Price, UT

##### Two Person Exhibitions

- 2003 Mythical Objects, Glendinning Gallery, Utah Arts Council, SLC, UT

##### Selected Group Exhibitions

- 2007 Black and White, Ball State University, Muncie IN
- 2006 Yixing Effect, Holter Museum of Art, Helena MT (Travelling)  
Coming of Age: 21 Years of Ceramics, Utah State University, Hall Gallery, Portland, OR  
Coming of Age: 21 Years of Ceramics, Utah State University, Nora Eccles Harrison Museum of Art, Logan, UT  
Tea Time: The Art of the Teapot, Kalamazoo Institute of Arts, Kalamazoo, MI  
Get Real, Springville Art Museum, Springville, UT (Catalog)
- 2005 Evocative Implements, Baltimore Clayworks, Baltimore, MD
- 2005 Utah Designer Craft Alliance, Building Bridges, Ogden UT (award)
- 2004 Utah Ceramics Invitational 2004, Kimball Visual Arts Center, Ogden, UT  
National Ceramics Invitational, Armory Art Center, West Palm Beach, FL
- 2003 21st Century Ceramics, Columbus College of Art and Design, Columbus, OH  
CLAYWEST: 2003 Intermountain Invitational, Nora Eccles Harrison Museum of Art, Logan, UT



### *Publications*

- 2005 Susan Harris – Thorns and Creatures, in *Ceramics Art & Perception*, #62, 2005, p.25-28  
2005 Crowned with Thorns and Creatures of the Night, Frank McEntire, in *Ovations*, Quarterly Utah Arts Council News, Spring '05.

### **Other Images In Print**

- 500 Pitchers: Contemporary Expressions of a Classic Form. Lark Books, 2006, p. 356  
Yixing Effect: Echoes of the Chinese Scholar, Marvin Sweet. Foreign Languages Press, Beijing, 2006, image p. 179, Artist Statement, p. 189.  
The Ceramic Spectrum: A Simplified Approach to Glaze and Color Development, Robin Hopper, Krause Publications, 2001, p. 232  
Clay and Glazes for the Potter, Third Ed., Daniel Rhodes, Revised and Expanded by Robin Hopper, Krause Publications, 2000, p. 280  
Functional Pottery: Form and Aesthetic in Pots of Purpose, 2<sup>nd</sup>. Ed., Robin Hopper, Krause Publications, 2000, pp. 56 and 85  
Making Marks: Discovering the Ceramic Surface. Robin Hopper, Krause Publications, 2004, p. 98  
21<sup>st</sup> Century Ceramics in the United States and Canada. Compiled by Bill Hunt, American Ceramics Society, 2003, p. 83

### *Honors*

- National Council on Education for the Ceramic Arts, Fellow of the Council  
Full Scholarship in Ceramics, Nora Eccles Treadwell Foundation, Utah State University, 1986-1990  
Fellow, Mountain West Center for Regional Studies, Nora Eccles Harrison Museum of Art, U.S.U., 1987-1989

### *Selected Workshops (Presented)*

- CVAA, Jackson, Wyoming  
Kansas State University, Manhattan, Kansas  
Cranbrook Academy, Michigan  
Salt Lake Art Center, Utah  
Riverton Community College, Wyoming  
Casper College, Casper, Wyoming  
Peter's Valley Craft Education Center, Layton, NJ

### Full-Time Faculty Member

|                        |                                                                                                                                  |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| Name                   | <b>Brian Paul Hoover</b>                                                                                                         |
| Year Hired             | 1995                                                                                                                             |
| Rank                   | Professor of Art and Design                                                                                                      |
| Tenure Status          | Tenured                                                                                                                          |
| Degrees:<br>Majors and | 1990 State University of New York at Buffalo, MFA Printmaking/Painting<br>1988 Kutztown University, PA, BFA Printmaking/Painting |

|                           |                                                                                                |
|---------------------------|------------------------------------------------------------------------------------------------|
| Emphases                  | 1984-86 Cleveland Institute of Art, Undergraduate<br>1982-84 Harrisburg Area Community College |
| current areas of teaching | Painting I, Painting II, Intaglio/Lithography, Relief/Silkscreen, Two-Dimensional Design       |

#### Professional Experience

1995 to present Professor, Southern Utah University  
1990 – 1995 Adjunct Professor – Harrisburg Area Community College  
1988 – 1990 Teaching Assistantship – State University of New York at Buffalo

#### Recent Exhibitions

##### Solo Exhibitions

2007 Sears Gallery - St. George, Utah  
2004 Gallery East – Price, Utah  
2002 Springville Museum of Art – Springville, Utah

##### Two-Person Exhibitions

2003 Glendinning Gallery – "Mythical Objects", Salt Lake City, Utah

##### Group Exhibitions

2006 Ohio State University- "Mid America Print Council", Athens, Ohio  
2006 Rio Gallery- "Untitled", Salt Lake City, Utah  
2006 St. George Art Museum – "Dixie Regional", St. George, Utah  
2006 Springville Museum of Art - "Get Real - Figurative Art from  
  
2005 New Visions Gallery - "2002 Revisited", Salt Lake City, Utah  
2005 Springville Museum of Art - "81<sup>st</sup> Annual Spring Salon", Merit Award, Springville, Utah  
2004 Fairview Museum of History & Art- "Permanent Collection", Fairview, Utah  
2004 "A" Gallery- Salt Lake City, Utah  
2004 Springville Museum of Art - "The Spiritual Show", Springville, Utah

SUU"

#### Full-Time Faculty Member

|                                    |                                                                                                                                                                                                                                                                                                               |
|------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Name                               | <b>Andrew Marvick</b>                                                                                                                                                                                                                                                                                         |
| Year Hired                         | 2005                                                                                                                                                                                                                                                                                                          |
| Rank                               | Associate Professor of Art History                                                                                                                                                                                                                                                                            |
| Tenure Status                      | Tenure-track, not tenured                                                                                                                                                                                                                                                                                     |
| Degrees:<br>Majors and<br>Emphases | BA, Harvard University (1980), Cambridge, Massachusetts<br>Major: Art History (magna cum laude)<br>Accademia Nerina Simi, Florence, Italy (1977-78) Credential: 1978<br>MA, University of California, Los Angeles (1982)<br>Art History (19th C. American art)<br>Ph.D., Columbia University, New York (1994) |

|                           |                                                                                                                                                                                                      |
|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                           | Art History (Victorian painting)                                                                                                                                                                     |
| current areas of teaching | Art History I, Art History II, 19th-Century Art, 20th-Century Art, Introduction to Art Theory, Introduction to Visual Art, Arts Retrospective, Museum & Gallery Practises, History of Graphic Design |

### Summary

Areas of research: nineteenth-century art, modern European and American art, 19th- and 20th-century interdisciplinary studies

### Publications and scholarly activity:

"Draper and Dross: Aestheticism in the reception of late Victorian painting," paper to be given at MLA, Philadelphia, December 2006

"Patches of 'Black Blot': Reception of space in Beardsley and Khnopff," paper given at the Victorian Spaces conference, Trinity and All Saints College, Leeds, England, March 2006; published in *Victorian Working Papers*, January 2005

Panel moderator, North American Victorian Studies Association 2005 Conference, University of Virginia, Charlottesville, Sept. 2005

"'A Strumous young lady of no high breeding': Reception of the female adolescent in late Victorian painting," paper given at the Nineteenth-Century Studies Association conference, Augusta, Georgia, March 11, 2005.

Entries on Jean Arp, Piet Mondrian, Amédée Ozenfant, Gerrit Rietveld, Samuel Barber and Alban Berg, in *Interdisciplinary Biographical Dictionaries of The Western World's Greatest Cultural Eras, Volume 8: The Modern Age, 1914-2000*.

Entries on modernism, Jean-Léon Gérôme, Kurt Schwitters and César Baldaccini in Antonia Boström, Ed., *The Encyclopedia of Sculpture*, Fitzroy Dearborn 2003.

"Resisting a Groove"? Waterhouse and his public after 1884," in Hardwick, Paul and Martin Hewitt, eds., *The Pre-Raphaelite Ideal: Leeds Centre Working Papers in Victorian Studies*, Volume 7, Spring 2004, pp. 76 - 88.

"Dada: The Coordinates of Cultural Politics," review-essay in *Intl. Review of Modernism*, Spring 1998.

"Dada Zurich: A Clown's Game from Nothing," review-essay in *Intl. Review of Modernism*, Spring 1998.

"'Herself a Psyche': Feminine Identities in the Art of JW Waterhouse," in *The Journal of Pre-Raphaelite Studies*, ns 5:Sp.96:81-94.

*The Art of John William Waterhouse: Eclecticism in Late 19th-C. British Painting*, Columbia doctoral diss., UMI, Ann Arbor, 1994.

*American Painters of Interior Subjects: 1880-1920*, UCLA MA thesis, UCLA Publications, 1982.

"American Expatriate Painters in Holland," in *The Dutch and America*, exhibition catalogue, Grunwald Center for Graphic Arts, 1982.

### Exhibitions, Collections and Honors 1997 – 2005

6 works in SUU Dept. of Art and Design annual Faculty Art Exhibition, Braithwaite Fine Arts Gallery 2006

Fall 2003 Art Show, Goddard Center for the Arts, Ardmore, Oklahoma

Fall 1999 Art Show, Goddard Center for the Arts, Ardmore, Oklahoma

Oklahoma State University Faculty Art Exhibition, Spring 2000, Ada, Oklahoma  
 Weatherford Arts Council Annual Christmas Art Show, each Christmas season, 1997 -  
 2004  
 Southwestern Oklahoma State University Faculty Art Exhibition, each fall from 1997  
 through 2004  
 Portrait of Archie Black Owl (commissioned portrait in oils), Southwest National Bank,  
 Weatherford, 2000  
 First Prize, Oil Painting, Oklahoma Fall Arts Institute, Stillwater, Oklahoma 1998  
 Third Prize, Painting, Weatherford Arts Festival, Weatherford, Oklahoma, 1998 and 1999  
 Online Exhibition, Southwestern Oklahoma State University Art Department  
 (<http://www.swosu.edu>)  
 Noble Foundation Collection of Art, Southwestern Oklahoma State University,  
 Weatherford, Oklahoma  
 Art Department Collection of Art, Southwestern Oklahoma State University, Weatherford,  
 Oklahoma

#### Full-Time Faculty Member

|                                    |                                                                                                                                                                                                                                       |
|------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Name                               | <b>David J. Richardson</b>                                                                                                                                                                                                            |
| Year Hired                         | 2004                                                                                                                                                                                                                                  |
| Rank                               | Assistant Professor of Art and Design                                                                                                                                                                                                 |
| Tenure Status                      | Tenure-track, not tenured                                                                                                                                                                                                             |
| Degrees:<br>Majors and<br>Emphases | Master of Fine Arts in Graphic Design. Indiana University, Bloomington, Indiana, 2004<br>Scuola Internazionale di Graphica. Venice, Italy; Summer 2003<br>B.A. English and Journalism. Indiana University, Bloomington, Indiana, 1990 |
| current areas of<br>teaching       | Graphic Design, both print and interactive                                                                                                                                                                                            |

Associate Instructor, Graphic Design. *Indiana University, 2003–2004. Bloomington, Indiana*  
 Graphic Designer (Print and Digital). *Indiana University Foundation, 1999–2004. Bloomington, Indiana*

Graphic Designer (Print). *Inari Information Services, Inc., 1990–1999. Bloomington, Indiana*

#### AWARDS / EXHIBITS / PRESENTATIONS

"Fiction, Poetry, Dance, and Graphic Design: Case Studies in Collaborative  
 Interactive and Print Design Projects," Hawaii International Conference on Arts and  
 Humanities, Honolulu, Hawaii, 2007

*Upcoming:* Solo exhibit, "Restless Boundaries." Exhibit of graphic design, art, and writing.  
 Vincennes University, Indiana, January to February, 2006.

*Upcoming:* Lecture, "No Boundaries." Vincennes University, Indiana, February 2006.

Solo exhibit, "Restless Boundaries." Exhibit of graphic design, art, and writing.  
 Bellevue University, Nebraska, October 2006.

"Creative Writing, Graphic Design, and New Media," visiting designer lecture, Bellevue  
 University, Nebraska, October 2006.

"Get Real," Southern Utah University Faculty Exhibition, February 9 – March 11, 2006;  
 Braithwaite Gallery.  
 Group Exhibition, "Southern Utah University Faculty: 'Mostly Real'", Springville Museum of  
 Art, Springville, Utah, January 6 – February 1, 2006.  
 Identity and website for the Southern Utah Recycling Coalition (SURC), 2006.  
 Cedar City Arts Council, print media for Fall Festival publicity, 2006.  
 Guest Lecturer, Central Washington University, St. Cloud State University, 2006  
 "Raising Awareness through Graphic Design and New Media," lecture and workshop  
 at SUNY-Osego, Feb. 2006; visiting designer/artist  
 Faculty Development Grant, SUU, 2006  
 "Get Real" Exhibition, Springville Museum of Art, Utah, Jan.–Feb. 2006  
 Born magazine (bornmagazine.org), "Unexpurgated," with Lisa Nold and Jay  
 Berlinsky, interactive poetry design, 2006  
 "Toward Closing the Rift," co-authored with Professor Todd Petersen, was selected  
 for presentation at University and College Designers Association's Design  
 Educators Summit; Nashville, TN; August 2005  
 Bornmagazine.com, "Notes from the Night Highway (II)," interactive poetry  
 design, 2005  
 Faculty Development Grant, SUU, 2005

#### Full-Time Faculty Member

|                              |                                                        |
|------------------------------|--------------------------------------------------------|
| Name                         | <b>Benjamin R. Sowards</b>                             |
| Year Hired                   | 2001                                                   |
| Rank                         | Artist in Residence                                    |
| Tenure Status                | Non-tenure track                                       |
| Degrees: Majors and Emphases | 2001 BFA in Illustration from Brigham Young University |
| current areas of teaching    | Drawing, Illustration, Portrait and Figure Painting    |

#### Books

- 2006 14 paintings as illustrations for a book titled "A Christmas Bell for Anya"  
 Written by Chris Stewart and performed by Clair Bloom and the Mormon  
 Tabernacle Choir. Aired as PBS Christmas Special 2006  
 -8 illustrations along with auxiliary marketing illustrations for a book  
 entitled "Leven Thumps and the Whispered Secret" Hardcover: Shadow  
 Mountain, Paperback Simon & Schuster 2006
- 2005 12 paintings as Illustrations for a book titled "Sister Eternal" written by  
 Deiter F. Uchtdorf and Published by Deseret Book of Salt Lake City, UT.  
 -Completes 18 illustrations along with auxiliary marketing illustrations and  
 animations for a book entitled "Leven Thumps and the Gateway to Foo"  
 Hardcover Shadow Mountain Paperback Simon & Schuster
- 2004 19 paintings as Illustrations for a book titled "A Christmas Dress for Ellen"  
 written by Thomas S. Monson and Published by Deseret Book of Salt  
 Lake City, UT.

- 2004 26 paintings as Illustrations for a book titled "You are Priceless" written by Stephen E. Robinson and Published by Shadow mountain of Salt Lake City, UT.
- 2003 13 paintings as Illustrations for a book titled "He Took My Lickin' For Me" written by Timothy R. Robinson and Published by Shadow mountain of Salt Lake City, UT.
- 18 paintings as Illustrations for a book titled "A Family is Forever" written by Sean Ann Bessey and Published by Covenant Communications of American Fork, UT.
- 10 paintings as Illustrations for a book titled "Real Men listen to Rush" written by Shane Fortune and Published by Crown Oak Press.
- 2002 18 paintings as Illustrations for a book titled "Christmas Oranges" written by Linda Bethers and and Published by Covenant Communications of American Fork, UT.
- 2001 Collaborated with Artist David Lindsley to illustrate a book titled "Daughter of a King" written by Rachel Anne Nunesh and Published by Covenant Communications of American Fork, UT.

#### Commissions

- 2006 8 commissioned portraits for both public and private collections. (SUU, R. Haze Hunter Conference Center, Michael O. Leavitt center for Politics and Public Service)

July 11, 2007

**MEMORANDUM**

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Dixie State College – Bachelor of Science in Communication – Action Item

Issue

Officials at Dixie State College of Utah (DSC) request approval to offer the degree of Bachelor of Science Degree in Communication, effective Fall Semester, 2007. This program was approved by the institutional Board of Trustees on February 12, 2007. The Regent's Program Review Committee approved the Letter of Intent on April 24, 2007.

Background

DSC's dual mission includes "[offering] baccalaureate programs in high demand areas and in core or foundational areas consistent with four-year colleges" (DSC Mission Statement, approved 2005). DSC intends to seek approval for several baccalaureate degrees in core or foundational academic areas that are traditional at nearly every baccalaureate-granting institution of higher education in the nation. For the past two years DSC has offered the Communication and New Media (CNM) Degree and the interactions with prospective students has demonstrated that the students desire and need the more traditional communication offerings available at other schools. The proposed degree in Communications will meet that need. The degree in Communication and New Media (CNM) will be discontinued once the new proposed degree is approved (see the consent calendar). At the time the CNM Degree is discontinued, DSC will begin teaching out the currently enrolled students according to policy.

The proposed communication baccalaureate will provide a core of communication courses with three emphases: Human Communication, Mass Communication, and Digital Film. The core courses are essential components necessary for all three emphases and all students major in one of the three emphases. This proposed degree aims at preparing students in the research, theory, and practice of communication so that they can take their skills and area of emphasis into the workplace or go on for an advanced degree in communication or other related disciplines.

### Policy Issues

The proposed program was reviewed by other USHE institutions during both the Letter of Intent phase of the approval process and again after the full proposal had been prepared. During those reviews several questions were raised and suggestions given. The full proposal addresses those questions and suggestions. Although there is general support for the proposed degree, Southern Utah University (SUU) has raised the concern that the proposed degree duplicates the Communication Degree offered at SUU.

### Commissioner's Recommendation

The Commissioner recommends that the Regents approve the Request to Offer a Bachelors of Science Degree in Communication, 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 Degree in Communication  
Dixie State College

Prepared for  
Richard E. Kendell  
By  
Gary Wixom

July 11, 2007

## **SECTION I: The Request**

Dixie State College of Utah (DSC) requests approval to offer the degree of Bachelor of Science in Communication, effective Fall Semester, 2007. This program was approved by the institutional Board of Trustees on February 12, 2007. Included with this request is the termination of the Communication and New Media (CNM) Baccalaureate degree once this Bachelor of Science in Communication degree is approved. At the time the CNM Degree is discontinued, DSC will begin teaching out the currently enrolled students according to policy.

## **SECTION II: Program Description**

### **Complete Program Description**

This proposed communication baccalaureate would provide a core of communication courses with three emphases: Human Communication, Mass Communication, and Digital Film. The core courses are essential components necessary for all three emphases and all students major in one of the three emphases. This degree aims at preparing students in the research, theory, and practice of communication so that they can take their skills and area of emphasis into the workplace or go on for an advanced degree in communication or other related disciplines.

Human Communication Emphasis (See Appendix

A): Students majoring in communication with a human communication emphasis will focus on communication in public speaking, interpersonal skills, small group, human resources, organizational leadership, and inter-cultural settings. Some institutions refer to this emphasis as "speech communication" to differentiate it from a mass communication profession. The Human Communication emphasis provides maximum flexibility for students to tailor their electives to specific job opportunities (e.g., human resources).

Mass Communication Emphasis (See Appendix A): Students majoring with a Mass Communication emphasis will focus on communication in mass media professions such as broadcasting, broadcast journalism, print journalism, public relations, advertising, media sales, and marketing, and new media settings. The core theoretical underpinnings and core skills provided in this Mass Communication emphasis will prepare students to enter the job market or to extend their education by entering a graduate program of their choice. The Mass Communication emphasis provides maximum flexibility for students to tailor their electives to specific job opportunities (e.g., broadcasting, public relations, print journalism, and electronic journalism).

Digital Film Emphasis (See Appendix A): Students majoring with a Digital Film emphasis will focus on the applied skills associated with communicating messages through the digital film medium. Majors will develop the skills necessary to script, design, shoot, and prepare film for marketing. Additionally they will understand how to put together a persuasive message that will directly influence the desired and targeted audiences. The Digital Film emphasis provides maximum flexibility for students to tailor their electives to specific job opportunities (e.g., digital film production, production management, compositing).

Most of the courses needed to complete the Communication degree, including the emphases, already exist, and are being taught by existing communication faculty. The new courses required as part of the new emphasis requirements can be found in Appendix A. DSC's present faculty are qualified to teach all of these new courses.

## Purpose of Degree

DSC's dual mission includes "[offering] baccalaureate programs in high demand areas and in core or foundational areas consistent with four-year colleges" (DSC Mission Statement, approved 2005). DSC intends to seek approval for several baccalaureate degrees in core or foundational academic areas that are traditional at nearly every baccalaureate-granting institution of higher education in the nation. For the past two years DSC has offered the CNM degree and the interactions with prospective students has demonstrated overwhelming that the students desire and need the more traditional communication offerings at other schools. This proposed degree will meet that need.

## Institutional Readiness

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

With eight years of steady and sustained development as a baccalaureate institution, DSC's infrastructure and institutional environment are now fully ready to respond to southern Utah's burgeoning demand for a more varied offering of baccalaureate programs. During those years, the institution has devoted resources and attention to developing infrastructure, including baccalaureate-appropriate student services and library services.

Specific to this degree is the preparation made to teach the CNM degree. Funding was provided for new library holdings, faculty were hired and coursework created. This proposed Communication degree will replace the CNM degree, providing the new degree with all the essential materials needed to meet the three proposed emphases.

## Faculty

Presently, the Communication department at DSC employs nine (9) full-time faculty, five (5) of which hold doctorate degrees and four (4) hold MS, MA, or M.Ed. degrees. One of the MS faculty has announced his retirement and a search is underway to replace him with a Ph.D. faculty member. Currently, eight (8) qualified adjunct professors are employed.

Many of DSC's faculty are generalists—qualified to teach in more than one competency area. The qualifications of the full-time faculty for the three competency areas within the Communication degree are as follows, listed alphabetically within each area:

Human Communication (6): Randal S. Chase, Ph.D.; Donald R. Hinton, Ph.D.; G. Wayne Shamo, Ph.D.; Dennis Wignall, Ph.D.; Michael L. Woodward, M.S. (retiring); and Eric Young, M.Ed.

Mass Communication (5): John W. Campbell, Ph.D.; Randal S. Chase, Ph.D.; Stan Everett, M.Ed.; Eric Young, M.Ed.; and Rhiannon Bent, M.A.

Digital Film (3): John Campbell, Ph.D.; Randal Chase, Ph.D.; and Eric Young, M.Ed.

Summaries of full-time faculty academic and professional qualifications can be seen in Appendix C. Adjuncts are recruited from local industry and are current in their professional field. To keep current with the profession, Dixie State College's full-time faculty attend nationally recognized association conventions and training programs, of which they are members. These include but are not limited to the International Communication Association (ICA), the National Communication Association (NCA), and the Western States Communication Association (WSCA).

## **Staff**

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

## **Library and Information Resources**

When the CNM degree was approved at DSC, on-going money was included within the library budget to fund communication needs in the library. That has provided two years of increasing library holdings in this area and this improvement will continue. However, since the CNM degree was an applied degree and the present proposal is a research-oriented degree, there will be a need for some increase to library funding. DSC is well aware that building library sources is an integral part of program development, and the Browning Library continues to expand appropriate collections for current baccalaureate offerings. As DSC's baccalaureate mission becomes more dominant, the library is expanding its overall collections. During last year's budgets, DSC reallocated additional funds to its library and pressures will continue to push for increased funding.

## **Admission Requirements**

An intentional effort has been made with both the CNM degree and this proposal to ensure that entrance into the degree is as fluid as possible. Students will be admitted to the Communication major if they are in good standing with the College. Acceptance into the Communication major is open for any matriculated student. While the prerequisite structure of the curriculum limits students from taking advanced courses before they take foundational courses as appropriate, students will be admitted as majors at any point after they have matriculated. Transfer students will be admitted if they have a 2.5 GPA.

In determining the above requirements, program admission requirements at other USHE institutions were carefully examined. Only one institution in the state of Utah is built upon a two plus two platform. Two additional institutions have some admission requirements and a third offers entry into the communication major with only the declaration of intent to enroll. Utah State University's Journalism Communication program requires that a student complete at least 60 hours as part of the admission requirements. Therefore, a student must complete two full years of study before applying for acceptance. Weber's requirements rank next for work required for admission with 30 credits. However, Weber does not force the completion of all General Education requirements before acceptance, only Quantitative and Composition literacy must be completed. University of Utah, however, requires that 9 hours be completed on the

University of Utah campus as well as completing three communication courses, at least one of which must be taken at the University of Utah. One semester's requirement would qualify a student for admission to the program. Southern Utah University has an open admission process with a seamless entry for students interested in majoring in communication.

The design of admission at DSC has been created to serve the students needs rather than place arbitrary obstacles to restrict and delay student's study in communication. Athletes and others who transfer to DSC have the difficult task of proving to financial aids that they are making progress toward their degree. Such progress cannot be demonstrated if the student does not meet admission requirements and can provide serious problems for students. Requirements delay students, often forcing them to complete 4 and a half to 5 years of study to graduation because the student had to qualify for entrance. The admission requirements detailed in the first paragraph of this section have intentionally been created to meet student needs and assist in their rapid progress towards degree completion.

### **Student Advisement**

Communication faculty are anxious to assist in the advising process and every student who comes to the department expressing interest is assigned to a faculty mentor to assist in the advising effort. Additionally, college advisors from the Campus Advising office will also assist in this effort. Until the major becomes large enough to require a more formal advising structure, initially advising will be done by existing advising staff and by program faculty. As the program grows, the College will expand existing advisement staff through its strategic planning process.

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

The proposed Communication degree and emphases require 120 to 122 credit hours, falling within USHE guile lines.

### **External Review and Accreditation**

In the process of preparing this full proposal, contact was made with Dr. Ann Darling, Communication Department Chair, at the University of Utah. She consented to serve as an external reviewer for the proposal. Key elements of Dr. Darling's review included:

- This degree program proposal provides clear and compelling evidence for the urgent need for such a program in Washington County. Clear and compelling evidence is also provided for a faculty, staff, and collection of student services well positioned to respond to that need successfully.
- As indicated in the proposal the DSC curriculum was devised using the University of Utah's Department of Communication curriculum as a model. Indeed, especially in the areas of Human Communication and Mass Communication there is a great deal of complimentary overlap which will allow for articulation and collaboration between the two institutions. Several of the required core courses and the courses developed especially for each area of concentration share titles and numerical identifiers. This will allow students who wish to transfer between the two institutions to do so easily.
- Thus, the DSC proposal has strong professional consensus behind its curricular offerings in this area [Human Communication.] That said, the DSC proposal also has dimensions that

make it unique and will distinguish it in the state and potentially the region. For example, there is a clear focus on preparation for management and supervision in a variety of organizational settings. This focus of attention is somewhat unique to DSC.

- Importantly, the curriculum reflects the strong attention to precise and careful skill development necessary for mass communication students. Like the area of Human Communication, the curriculum proposed reflects a great deal of common ground with other mass communication programs of this size throughout the country. Of particular note in reviewing this curriculum is the degree of flexibility available to students.
- This [Digital Film] is a unique pedagogical perspective from which to offer instruction.
- My concerns about resources relate primarily to the number of full time faculty currently available to this unit. . . . Thus, if all of the 250 students are immediately realized (and I suspect that they will) then there is little accommodation for the quick growth that has been seen in other communication programs across the country. In other words, this faculty will be immediately prepared, in terms of numbers, to provide high quality educational experiences to the students that are projected to enroll but they will not be adequate to accommodate the kind of quick growth that I would expect to see in the very immediate future of this fine program. It is my hope that those within the institution and at the state level recognize this potential need and respond accordingly.
- I have concerns about budgetary attention given to equipment needs. Again, given the preparation there is clearly ample evidence to assume that this unit is prepared for this proposal to be implemented. However, with two areas of specialization that will be dependent on equipment needs, this department, like all departments of communication in the state, will need to receive the kinds of technological support currently protected for colleges of engineering and science.
- There is a clear and urgent need for more access to higher education in the southern region of the state. This proposal describes a school and a faculty positioned to make a positive contribution toward the resolution of that need. It is my recommendation, and hope, that the proposal be supported and that institutional resources are appropriately allocated at the State level so that this program can be wildly successful.

## **Projected Enrollment**

Current enrollments in the CNM degree at DSC have reached 80 majors. Many of those majors are hoping that the newly proposed Communication degree will be approved, at which time they will move into and complete that degree. Additionally, many students have expressed an interest in the new degree and faculty members have 220 names of students (these student's names have been checked to ensure that they are unduplicated headcount) who are either current CNM majors or interested this proposed degree. Additionally athletic coaches indicate another 75 athletes who have expressed interest in this degree. There may be some duplication between the athletes and faculty lists but a conservative estimate would indicate some 250 students who have expressed a desire to major in this new degree.

## Expansion of Existing Program

As a part of this degree proposal, DSC does not anticipate expanding the existing program but rather eliminating the CNM degree with a teach-out and replacing it with this proposed Communication degree.

## SECTION III: Need

### Program Need

As indicated above, students interested in a Communication degree continue to approach communication faculty, expressing the hope that this degree will be approved as requested. They come in sufficient quantity to demonstrate a strong student need.

**Labor Market Demand:** Washington County is the fastest-growing metropolitan area in the state of Utah and the second-fastest-growing in the United States. Population estimates for the end of the next decade are 200,000<sup>1</sup>. Non-farm annual job growth in Washington County is 10.2%, second-highest in the state behind only Tooele County at 11.5%<sup>2</sup>. This is well above the statewide average of 4.0% and the national average of just under 3% for the year 2005<sup>3</sup>. Dixie State College is the sole state institution of higher education in the county and will be increasingly counted on to provide the trained and educated workers that this kind of growth will require. A substantial portion of those jobs will involve the kinds of communication skills that graduates will receive in a communication degree.

### Labor Market Demand – Statewide in Utah

*Skills in Demand:* The Utah Department of Workforce Services (DWS), reports that the skills that are projected to be in the highest demand for new hires in the state of Utah all relate to communication. In fact, of the top 16 skills in demand, 14 are an integral part of the communication curriculum. Altogether, DWS estimates a demand of 57,920 new hires over the ten-year period from 2002–2012 for people with these specific skills<sup>4</sup>.

*Occupations in Demand:* DWS also reports data by occupations that show projections for Utah job opportunities (employment estimates, annual openings) in each of the recognized occupation categories. In those categories related to human communication that require persons with bachelor degrees, DWS estimates a demand of 1,550 new hires per year over a ten year period from 2004–2014<sup>5</sup>. . In those

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<sup>1</sup>Source: Utah Population Estimates Committee; Utah Governor's Office of Planning and Budget

<sup>2</sup>Source: Utah Department of Workforce Services; U.S. Bureau of Labor Statistics

<sup>3</sup>Source: Utah Department of Workforce Services

<sup>4</sup> Source: Projected Demand for Skills for Employment, Utah Department of Workforce Services.

<sup>5</sup> Source: Utah Occupational Projections 2004–2014 for the following occupational categories: Advertising, Marketing Promotions, Public Relations, and Sales Managers (SOC 11-2000); Operations Specialties Managers (SOC 11-3000); and Business Operations Specialists (SOC 13-1000).

categories related to mass communication that require persons with bachelor's degrees, DWS estimates a demand of 950 new hires per year over a ten year period from 2004–2014<sup>6</sup>.

When compared to other occupations, communication specialists are among the fastest-growing in the state. Human communication ranking seventh with an annual growth rate of 6.0%<sup>7</sup> and mass communication experiencing an average annual growth rate of 3% (the fastest growing category—computer and mathematical—is at 5%)<sup>8</sup>

## **Student Demand**

Recognizing that DSC has received approval for and has been offering the CNM degree, a cadre of students have been identified whose needs are genuinely met by the degree. However, what it has provided more than any other thing is a steady stream of students who want communication degrees that offer greater flexibility and a less narrowed focus. The CNM degree really combines three majors into one and is an applied degree as opposed to the more traditional liberal arts communication degrees at sister institutions in USHE. Over 220 students have approached communication faculty expressing an interest in the Communication degree or one of the three emphases being submitted as a part of that degree. This student interest is one of the major driving forces behind the request for this degree.

Additionally, DSC's athletic program is transitioning to NCAA Division II standing which has resulted in a significant increase in transfer students. As athletic personnel visit with these student athletes, there has been a strong interest expressed for a more flexible communication degree. Maurine Eckroth, Assistant Athletic Director at Dixie State College, indicates that over 75 of DSC's student athletes have expressed their interest in this Communication degree. That adds further indications of student desire for this degree.

## **Similar Programs**

The proposed Communication degree and emphases were created using the University of Utah Communication program as a model. Similar communication degrees in both human and mass communication are offered in one shape or another at Utah State University, Weber State University, and Southern Utah University (SUU). The exception to this would be the Digital Film Emphasis where comparable offerings are few. The University of Utah's film program is more theoretical and the design and desire for DSC's Digital Film Emphasis is applied.

Although this proposed Communication degree and emphases are offered at the four universities in the USHE, there is still a strong need for it at DSC. Southern Utah University has had an excellent communication degree offering for most of their four-year degree granting existence. However,

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<sup>6</sup> Source: Utah Occupational Projections 2004–2014 for the following occupational categories: Advertising, Marketing Promotions, Public Relations, and Sales Managers (SOC 11-2000); Media and Communication Workers (SOC 27-3000); Media and Communication Equipment Workers (SOC 27-4000), and Sales Representatives, Services (SOC 41-3000).

<sup>7</sup> Source: Utah Job Trends, Statewide Occupational Outlook. Current through June 2007. Utah Department of Workforce Services.

<sup>8</sup> Source: Utah Job Trends, Statewide Occupational Outlook. Current through June 2007. Utah Department of Workforce Services.



Washington County supplies only 7% of SUU's freshman class and only 9.5% of SUU's total student body<sup>9</sup>. There must be a reason that so few Washington County residents attend SUU and it certainly is not the quality of education granted there. SUU's programs are excellent. However, the need in Washington County is not being met. Again, as noted in Section III, the key is to provide the degrees at DSC where 70% of DSC's freshman class comes from Washington County. The demand is certainly here, as evidenced by the students desiring the degree. Another strong reason for DSC offering the degree is the number of student athletes and transfer students desiring the degree.

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

As indicated in the prior section, the proposed Communication degree and emphases were created using the University of Utah Communication program as a model. At the same time, the other programs in the state were reviewed and compared. Dr. Ann Darling, Communication Department Chair at the University of Utah, served as an external reviewer in an effort to ensure that this degree program is effective, efficient and connected to national norms within the discipline.

Using the CNM Degree as impetus and with an eye to the possibility of this degree being approved, Dr. Randal Chase negotiated an articulation agreement with Salt Lake Community College (SLCC) Communication Department to facilitate a smooth transfer of graduates from SLCC to DSC's communication program. The articulation document can be found at Appendix F.

Certainly, it is important that new programs do not affect other USHE programs negatively. Given the information shared in the prior section, it is reasonable to conclude that a program at DSC will not reduce the numbers at SUU. In fact, given their Masters degree in Communication, having a less applied and more main stream degree will produce more communication graduates in Southern Utah with a desire to move on to advanced degrees. In great measure, this process holds a real promise to expand SUU's graduate school enrollments in communication.

### **Benefits**

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

### **Consistency with Institutional Mission**

Dixie State College's mission authorizes offering "core and foundational" degrees. Communication is certainly one of the core and foundational disciplines offered by colleges and universities across the nation. The National Communication Association (NCA) reports that of the 1,400 schools listed in *America's Best*

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<sup>9</sup> <http://www.suu.edu/general/ir/fact06/enrollmentstats.pdf>

*Colleges 2005* (published by *U.S. News and World Report*), over 300 schools report that communication was among the five most frequently selected undergraduate majors for the class of 2004. At 25 of these colleges, communication was the single most popular major.<sup>10</sup> These results are reflected throughout the schools in USHE. Communication certainly is among higher education's core and foundational degrees.

According the US Census 2005 American Community Survey, Washington County has a bachelor's degree educational attainment rate of 16.7% in the 25 to 34 year-old age group. As a point of reference, the national rate for the same group is 29.9%, and the rate for West Virginia, a state with long-standing educational performance challenges, is 21.5%. (Appendix D)

Citizens in southwest Utah need immediate opportunities to earn bachelor's degrees, immediate in both place and time. This Communication degree proposal is one important component in response to the urgent local need for accessible and comprehensive higher education opportunities. Access to a full selection of foundation degree programs is the first step in a strategy that will require an aggressive public relations program aimed at persuading an education-deficient population to come to college.

Dixie State College's Academic Plan identifies core and foundational programs that grow out of three clusters: Business and Technology, Core Degrees and Education, and Health Sciences and Public Safety. This Communication degree fits under the Business rubric of those three clusters. The Academic Plan also identifies a sequence in which the degrees are to be requested and the Communication degree with these emphases is ranked as the number one priority for the institution at this time.

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

### **Program Assessment**

The Senior Seminar course, Communication 4980, has been designed as a capstone course where students will bring together what they have learned from all of their course work and provide the Communication Department an opportunity to assess the program's application to the student's lives. The assessment will be accomplished through service learning projects where the student is given appropriate government or business communication problems within Washington County and, working singly or in groups, solve those problems. Additionally, each student will have to complete an appropriate research project where s/he will apply student learning to projected career opportunities. In these and other ways, the students will pull together what they have learned and what they are capable of doing as well as assessing their competence in the emphasis they have chosen. Additionally, the Communication program will be reviewed every five years as part of USHE's established policies. This review will include both internal and external reviews of the communication offerings.

### **Student Assessment**

Learning objectives have been identified for every course within the communication curriculum (see Appendix G.) To do so, faculty members assigned to teach each course was tasked to articulate those learning objectives with an eye to evaluation. By drawing upon those learning objectives, each course

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<sup>10</sup> Source: Database on the NCA website, <http://www.natcom.org/nca/Template2.asp?bid=7030>

has a pre and post test designed to measure the student's value added. Every year the Communication Department Chair collects those pre and post test results as well as the faculty member's adjustments to the course based upon those results. In the years ahead, both the learning objectives and the courses will be refined through this process.

### **Expected Standards of Performance**

Each course within the degree as well as each emphasis has identified student performance outcomes. It is anticipated that students completing an emphasis will meet or exceed those outcomes and that each five year program review will be evaluated at acceptable or better.

## **SECTION V: Finance**

### **Budget**

In Spring of 2005, the Utah System of Higher Education (USHE) approved DSC to offer the CNM degree. Students' have expressed a strong desire for a more flexible communication degree as indicated under student demand in this proposal; therefore, the budget projections approved for that degree remain in effect and have already been approved. An average of five new courses per emphasis will be needed. However, Dixie State College already has a sufficiently strong communication faculty base upon which to build this degree. There will be some costs in shifting faculty from teaching lower division courses to upper division courses and paying adjunct faculty to teach the equivalent of the new, additional students. However, projections indicate that there will be no new hires needed during the next three (3) years of the program's operation. Additional faculty will be needed as enrollments outgrow the current faculty.

Equipment is always a concern with both film and mass communication. However, initially the equipment already in use to support the CNM degree and the facilities of CEC television on campus will meet those needs. However, as the years move forward and enrollments increase, it will be essential to acquire additional television and digital film cameras and equipment as well as monies for equipment maintenance and repair as well as technological upgrades. Library expenses were approved for the CNM degree and will provide an excellent base from which to build. As expected with enrollment growth, there will need to be some additional library acquisitions.

The budget summaries, as indicated in the CNM degree proposal, continues to be an accurate reflection of anticipated costs as the Communication degree comes on-line.

| Budget Summary for Communication Degree      |           |           |           |           |           |
|----------------------------------------------|-----------|-----------|-----------|-----------|-----------|
| Expenses                                     | Year 1    | Year 2    | Year 3    | Year 4    | Year 5    |
| Total Salaries & Wages (adjunct rate)        | \$ 3,500  | \$ 7,000  | \$ 7,200  | \$ 7,400  | \$ 7,600  |
| Current Expense                              | \$ 4,000  | \$ 4,000  | \$ 4,000  | \$ 4,000  | \$ 4,000  |
| Software Upgrades & Production Fees and Dues | \$ 5,250  | \$ 5,250  | \$ 5,250  | \$ 5,250  | \$ 5,250  |
| Equipment Maintenance & Repair               | \$ 1,000  | \$ 1,000  | \$ 1,000  | \$ 1,000  | \$ 1,000  |
| Travel                                       | \$ 3,750  | \$ 3,750  | \$ 3,750  | \$ 3,750  | \$ 3,750  |
| Library                                      | \$ 10,250 | \$ 10,250 | \$ 8,750  | \$ 8,750  | \$ 8,750  |
| Total Expenses                               | \$ 27,750 | \$ 31,250 | \$ 29,950 | \$ 30,150 | \$ 30,350 |
| Revenues                                     | Year 1    | Year 2    | Year 3    | Year 4    | Year 5    |
| Internal Reallocation                        | CNM Op*   | CNM Op*   | CNM Op*   | CNM Op*   | CNM Op*   |
| Tuition** (250 HC)                           | \$29,843  | \$29,843  | \$29,843  | \$29,843  | \$29,843  |
| Program generated revenues after exp         | \$820     | \$820     | \$820     | \$820     | \$820     |
| Total Income                                 | \$30,663  | \$30,663  | \$30,663  | \$30,663  | \$30,663  |

In general, this program is designed to be self-supporting, generating sufficient FTE to support the program needs. Additionally, many of the programs within this degree generate revenues through advertising and products produced for business and industry, which will offset expenses. Additional faculty needs will certainly develop as enrollments out grow the current communication faculty.

**Funding Sources:** The bulk of the funds necessary to fund this degree are already funding the CNM degree. Those funds will provide the initial financial requirements. As the program grows and substantial FTE is generated, additional faculty will need to be requested through established budget processes to meet that need. Some of the funding needs are provided within the programs offered within this degree. Print journalism already provides for much of its funding through advertising. The radio station and television offerings also can provide funds to meet much of their needs. The film program has demonstrated its ability to provide financially for its needs. The department also anticipates applying for grants and other similar funding sources.

**Reallocation:** As indicated previously, the approval of this degree assumes the elimination of the CNM degree. Those resources will be reallocated to the new degree.

**Impact on Existing Budgets:** No other programs will be negatively affected by the approval and operation of this degree.

## Appendix A: Program Curriculum

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

| Course Number | Title                                         | Credit Hours |
|---------------|-----------------------------------------------|--------------|
| COMM 1050     | Introduction to Communication Theory          | 3            |
| COMM 1370     | Introduction to Television Production         | 3            |
| COMM 2140     | Electronic Media News Writing & Reporting     | 3            |
| COMM 2500     | Elements, Trends & Issues of Digital          | 3            |
| COMM 3020     | Communication Research                        | 3            |
| COMM 3120     | Family Communication                          | 3            |
| COMM 3580     | Introduction to Public Relations Practices    | 3            |
| COMM 3590     | Media Management & Sales                      | 3            |
| COMM 3610     | News and Copy Editing                         | 3            |
| COMM 3700     | Television News Process                       | 3            |
| COMM 4100     | Documentary Production                        | 3            |
| COMM 4370     | Advanced Television Production                | 3            |
| COMM 4680     | Advanced Reporting                            | 3            |
| COMM 4500     | Human Communication and Conflict              | 3            |
| COMM 4580     | Public Relations Case Studies                 | 3            |
| COMM 4500/5   | Advanced Digital Film Production (& lab)      | 4            |
| COMM 4780     | Audio Design for Digital Film Production      | 3            |
| COMM 4800/5   | Advanced Digital Film Post-Production (& lab) | 4            |
| COMM 4980     | Senior Seminar (Capstone)                     | 3            |

**All Program Courses**  
**Proposed Bachelor of Science in Communication**  
**With Emphasis in Human Communication**

|                                                              |                |                                      |
|--------------------------------------------------------------|----------------|--------------------------------------|
| <b>Lower Division General Education Requirements:</b>        | <b>Credits</b> | <b>Prerequisites and Notes</b>       |
| <b>TOTAL GENERAL EDUCATION REQUIREMENTS:</b>                 | <b>31-32</b>   |                                      |
|                                                              |                |                                      |
| <b>Communication Core Requirements:</b>                      | <b>Credits</b> | <b>Prerequisites and Notes</b>       |
| •                                                            |                |                                      |
| • COMM 1270, Argumentation-Critical Thinking                 | 3              |                                      |
| • COMM 2110, Interpersonal Communication                     | 3              |                                      |
| • COMM 2500, Elements, Trends & Issues of Digital            | 3              |                                      |
| • PHIL 3510, Professional Ethics                             | 2              |                                      |
| • COMM 4950, Internship                                      | 1-3            | Completed any semester -.repeatable  |
| • COMM 4980, Senior Seminar (Capstone)                       | 3              |                                      |
|                                                              |                |                                      |
| <b>Total Communication Core Requirements:</b>                | <b>15-18</b>   |                                      |
|                                                              |                |                                      |
| <b>Human Communication Emphasis Requirements</b>             | <b>Credits</b> | <b>Prerequisites and Notes</b>       |
|                                                              |                |                                      |
| <b>Lower Division Human Communication Core Requirements:</b> | <b>Credits</b> | <b>Prerequisites and Notes</b>       |
| • COMM 1020, Public Speaking                                 | 3              |                                      |
| • COMM 1050, Intro to Communication Theory                   | 3              |                                      |
|                                                              |                |                                      |
| <b>Total Lower Division Human Communication Core Req.:</b>   | <b>6</b>       |                                      |
|                                                              |                |                                      |
| <b>TOTAL LOWER DIVISON CREDIT REQUIREMENTS:</b>              | <b>61-62</b>   |                                      |
|                                                              |                |                                      |
| <b>Upper Division Human Communication Core Requirements:</b> | <b>Credits</b> | <b>Prerequisites and Notes</b>       |
| • COMM 3020, Communication Research                          | 3              | COMM 1050                            |
| • COMM 3050, Small Group Communication                       | 3              |                                      |
| • COMM 3190, Intercultural Communication                     | 3              | COMM 1050 and 2110                   |
| • COMM 3850, Organizational Communication                    | 3              | COMM 1050 and 2110                   |
| • COMM 4010, Persuasion                                      | 3              | COMM 1050 and 1270                   |
| • COMM 4350, Communication Theory                            | 3              | COMM 1050 and 2110                   |
| • COMM 4500, Human Communication and Conflict                | 3              | COMM 1050 and 2110                   |
|                                                              |                |                                      |
| <b>Total Upper Division Human Communication Core Req.:</b>   | <b>21</b>      |                                      |
|                                                              |                |                                      |
| <b>TOTAL UPPER DIVISION CREDIT REQUIREMENTS:</b>             | <b>40</b>      | Min. 30 upper division credits @ DSC |
|                                                              |                |                                      |
| <b>TOTAL HUMAN COMM DEGREE CREDIT REQUIREMENTS:</b>          | <b>120-122</b> |                                      |

**Proposed Bachelor of Science in Communication  
With Emphasis in Mass Communication**

|                                                             |                |                                     |
|-------------------------------------------------------------|----------------|-------------------------------------|
| <b>Lower Division General Education Requirements:</b>       | <b>Credits</b> | <b>Prerequisites and Notes</b>      |
| <b>TOTAL GENERAL EDUCATION REQUIREMENTS:</b>                | <b>31-32</b>   |                                     |
| <b>Communication Core Requirements:</b>                     | <b>Credits</b> | <b>Prerequisites and Notes</b>      |
| • COMM 1270, Argumentation-Critical Thinking                | 3              |                                     |
| • COMM 2110, Interpersonal Communication                    | 3              |                                     |
| • COMM 2500, Elements, Trends & Issues of Digital           | 3              |                                     |
| • PHIL 3510, Professional Ethics                            | 2              |                                     |
| • COMM 4950, Internship                                     | 1-3            | Completed any semester - repeatable |
| • COMM 4980, Senior Seminar (Capstone)                      | 3              |                                     |
| <b>Total Communication Core Requirements:</b>               | <b>15-18</b>   |                                     |
| <b>Mass Communication Emphasis Requirements</b>             | <b>Credits</b> | <b>Prerequisites and Notes</b>      |
| <b>Lower Division Mass Communication Core Requirements:</b> | <b>Credits</b> | <b>Prerequisites and Notes</b>      |
| • COMM 1130, Writing for Mass Audiences                     | 3              |                                     |
| • COMM 1500, Introduction to Mass Communication             | 3              |                                     |
| • Mass Communication Production Practicum: (Choose 1)       | 3              |                                     |
| COMM 1210, Newspaper Production (3)                         |                |                                     |
| COMM 1370, Introduction to Television Prod (3)              |                |                                     |
| COMM 1560, Beginning Radio Production (3)                   |                |                                     |
| COMM 1610, News Writing and Reporting (3)                   |                |                                     |
| COMM 2140, Elec. Media News Writing & Rep (3)               |                | COMM 1130                           |
| COMM 2370, Sports Broadcasting (3)                          |                | COMM 1370                           |
| <b>Total Lower Division Mass Communication Core Req.:</b>   | <b>9</b>       |                                     |
| <b>TOTAL LOWER DIVISON CREDIT REQUIREMENTS:</b>             | <b>61-62</b>   |                                     |
| <b>Upper Division Mass Communication Core Requirements:</b> | <b>Credits</b> | <b>Prerequisites and Notes</b>      |
| • COMM 3560, Visual Communication (& 3565 Lab)              | 4              | COMM 1050, COMM 3560/3565           |
| • COMM 4260, Media Law                                      | 3              |                                     |
| • Mass Communication Practicum: (Choose three)              | 9              |                                     |
| COMM 3580, Intro to Public Relations Practices (3)          |                |                                     |
| COMM 3590, Media Management & Sales (3)                     |                |                                     |
| COMM 3600, New Media Reporting (3)                          |                |                                     |
| COMM 3610, News and Copy Editing (3)                        |                |                                     |
| COMM 3650, Television Reporting & Field Prod (3)            |                | COMM 1370                           |
| COMM 3700, Television News Process (3)                      |                | COMM 3650                           |
| COMM 3790, Audio Production/Broadcasting (3)                |                |                                     |
| COMM 4100, Documentary Production (3)                       |                | COMM 3650                           |
| COMM 4370, Advanced Television Production (3)               |                |                                     |
| COMM 4580, Public Relations Case Studies (3)                |                |                                     |
| COMM 4680, Advanced Reporting (3)                           |                |                                     |
| <b>Total Upper Division Mass Communication Core Req.:</b>   | <b>16</b>      |                                     |
| <b>TOTAL UPPER DIVISION CREDIT REQUIREMENTS:</b>            | <b>40</b>      | At least 30 upper div credits @ DSC |
| <b>TOTAL MASS COMMUNICATION DEGREE CREDIT REQ.:</b>         | <b>120-122</b> |                                     |

**Proposed Bachelor of Science in Communication  
With Emphasis in Digital Film Communication**

|                                                             |                |                                      |
|-------------------------------------------------------------|----------------|--------------------------------------|
| <b>Lower Division General Education Requirements:</b>       | <b>Credits</b> | <b>Prerequisites and Notes</b>       |
| <b>TOTAL GENERAL EDUCATION REQUIREMENTS:</b>                | <b>31-32</b>   |                                      |
|                                                             |                |                                      |
| <b>Communication Core Requirements:</b>                     | <b>Credits</b> | <b>Prerequisites and Notes</b>       |
| •                                                           |                |                                      |
| • COMM 1270, Argumentation-Critical Thinking                | 3              |                                      |
| • COMM 2110, Interpersonal Communication                    | 3              |                                      |
| • COMM 2500, Elements, Trends & Issues of Digital           | 3              |                                      |
| • PHIL 3510, Professional Ethics                            | 2              |                                      |
| • COMM 4950, Internship                                     | 1-3            | Completed any semester - repeatable  |
| • COMM 4980, Senior Seminar (Capstone)                      | 3              |                                      |
|                                                             |                |                                      |
| <b>Total Communication Core Requirements:</b>               | <b>15-18</b>   |                                      |
|                                                             |                |                                      |
| <b>Digital Film Communication Emphasis Requirements</b>     | <b>Credits</b> | <b>Prerequisites and Notes</b>       |
|                                                             |                |                                      |
| <b>Lower Division Digital Film Communication Core Req.:</b> | <b>Credits</b> | <b>Prerequisites and Notes</b>       |
| • COMM 1050, Intro to Communication Theory                  | 3              |                                      |
| • COMM 1500, Introduction to Mass Communication             | 3              |                                      |
| • COMM 2660, Introduction to Digital Film Production        | 3              |                                      |
| • ART 1050, Introduction to Photography                     | 3              |                                      |
| •                                                           |                |                                      |
|                                                             |                |                                      |
| <b>Total Lower Division Digital Film Core Requirements:</b> | <b>12</b>      |                                      |
|                                                             |                |                                      |
| <b>TOTAL LOWER DIVISON CREDIT REQUIREMENTS:</b>             | <b>61-62</b>   |                                      |
|                                                             |                |                                      |
|                                                             |                |                                      |
| <b>Upper Division Digital Film Communication Core Req.:</b> | <b>Credits</b> | <b>Prerequisites and Notes</b>       |
| • COMM 3640 Digital Motion Picture Pre-Production           | 3              | COMM 2660                            |
| • COMM 3660 Digital Motion Picture Production               | 3              | COMM 3640                            |
| • COMM 3680 Digital Motion Picture Post-Production          | 3              | COMM 3660                            |
| • COMM 3790, Audio Production/Broadcasting                  | 3              |                                      |
| • COMM 4700, Advanced Digital Film Prod. (& 4705 Lab)       | 4              | COMM 3680, COMM 4700/4705            |
| • COMM 4790, Audio Design for Digital Film Production       | 3              | COMM 3790                            |
| • COMM 4800, Adv. Digital Film Post-Prod. (& 4805 Lab)      | 4              | COMM 3680, COMM 4800/4805            |
|                                                             |                |                                      |
| <b>Total Upper Division Human Communication Core Req.:</b>  | <b>23</b>      |                                      |
|                                                             |                |                                      |
| <b>TOTAL UPPER DIVISION CREDIT REQUIREMENTS:</b>            | <b>40</b>      | At least 30 upper div. credits @ DSC |
| <b>TOTAL DIGITAL FILM COMM. DEGREE CREDIT REQ.:</b>         | <b>120-122</b> |                                      |



**Appendix B**  
**Program Schedule**  
**Dixie State College**  
**Communication Baccalaureate Degree Program Schedule**  
**Human Communication Emphasis**

| <b>JUNIOR YEAR—1<sup>ST</sup> SEMESTER</b> |                         | <b>1</b>       |
|--------------------------------------------|-------------------------|----------------|
| <b>Course# - Sec</b>                       | <b>Course Title:</b>    | <b>Credits</b> |
| COMM 3020                                  | Communication Research  | 3              |
| COMM 3190                                  | Intercultural Comm      | 3              |
| COMM 3850                                  | Organizational Comm     | 3              |
| Choose                                     | Upper division elective | 3              |
| Choose                                     | Upper division elective | 3              |
| Semester Total:                            |                         | 15             |

| <b>SENIOR YEAR—3<sup>RD</sup> SEMESTER</b> |                         | <b>3</b>       |
|--------------------------------------------|-------------------------|----------------|
| <b>Course# - Sec</b>                       | <b>Course Title:</b>    | <b>Credits</b> |
| COMM 3050                                  | Small Group Comm        | 3              |
| COMM 4350                                  | Communication Theory    | 3              |
| COMM 4500                                  | Human Comm & Conflict   | 3              |
| Choose                                     | Upper division elective | 3              |
| Choose                                     | Upper division elective | 3              |
| Semester Total:                            |                         | 15             |

| <b>JUNIOR YEAR—2<sup>ND</sup> SEMESTER</b> |                         | <b>2</b>       |
|--------------------------------------------|-------------------------|----------------|
| <b>Course# -</b>                           | <b>Course Title:</b>    | <b>Credits</b> |
| PHIL 3510                                  | Professional Ethics     | 2              |
| Choose                                     | Upper division elective | 3              |
| Choose                                     | Upper division elective | 3              |
| Choose                                     | Upper division elective | 3              |
| Choose                                     | Upper division elective | 3              |
| Semester Total:                            |                         | 15             |

| <b>SENIOR YEAR—4<sup>TH</sup> SEMESTER</b> |                         | <b>4</b>       |
|--------------------------------------------|-------------------------|----------------|
| <b>Course# - Sec</b>                       | <b>Course Title:</b>    | <b>Credits</b> |
| COMM 4980                                  | Senior Seminar          | 3              |
| COMM 4010                                  | Persuasion              | 3              |
| Choose                                     | Upper division elective | 3              |
| Choose                                     | Upper division elective | 3              |
| Choose                                     | Upper division elective | 3              |
| Semester Total:                            |                         | 15             |

COMM 4950    Internship    1-3    Must be completed sometime during the student's senior year.

Dixie State College  
Communication Baccalaureate Degree Program Schedule  
Mass Communication Emphasis

**JUNIOR YEAR—1<sup>ST</sup> SEMESTER**

**1**

| Course# - Sec   | Course Title:            | Credits |
|-----------------|--------------------------|---------|
| COM 3560/5      | Visual Comm & Lab        | 4       |
| COMM 4350       | Communication Theory     | 3       |
| Practicum *     | Mass comm applied course | 3       |
| Choose          | Upper division elective  | 3       |
| Choose          | Upper division elective  | 3       |
| Semester Total: |                          | 16      |

**SENIOR YEAR—3<sup>RD</sup> SEMESTER**

**3**

| Course# - Sec   | Course Title:            | Credits |
|-----------------|--------------------------|---------|
| COMM 3020       | Communication Research   | 3       |
| Practicum *     | Mass comm applied course | 3       |
| Choose          | Upper division elective  | 3       |
| Choose          | Upper division elective  | 3       |
| Choose          | Upper division elective  | 3       |
| Semester Total: |                          | 15      |

**JUNIOR YEAR—2<sup>ND</sup> SEMESTER**

**2**

| Course# - Sec   | Course Title:            | Credits |
|-----------------|--------------------------|---------|
| PHIL 3510       | Professional Ethics      | 2       |
| Practicum *     | Mass comm applied course | 3       |
| Choose          | Upper division elective  | 3       |
| Choose          | Upper division elective  | 3       |
| Choose          | Upper division elective  | 3       |
| Semester Total: |                          | 15      |

**SENIOR YEAR—4<sup>TH</sup> SEMESTER**

**4**

| Course# - Sec   | Course Title:             | Credits |
|-----------------|---------------------------|---------|
| COMM 4980       | Senior Seminar (Capstone) | 3       |
| COMM 4260       | Media Law                 | 3       |
| Choose          | Upper division elective   | 3       |
| Choose          | Upper division elective   | 3       |
| Choose          | Upper division elective   | 3       |
| Semester Total: |                           | 15      |

COMM 4950 Internship 1-3 Must be completed sometime during the student's senior year.

\* Mass Communication Practicum: (Students choose 9 credits suitable to their specific professional interests)

|           |                     |           |
|-----------|---------------------|-----------|
| Comm 3580 | Public Relations    | 3 credits |
| Comm 3590 | Media Mgmt & Sales  | 3 credits |
| Comm 3600 | New Media Reporting | 3 credits |

|           |                                |           |
|-----------|--------------------------------|-----------|
| Comm 3610 | News Copy & Editing            | 3 credits |
| Comm 3650 | Television Rptng/Field Prod    | 3 credits |
| Comm 3700 | Television News Process        | 3 credits |
| Comm 3790 | Audio Production/Broadcasting  | 3 credits |
| Comm 4100 | Documentary Production         | 3 credits |
| Comm 4370 | Advanced Television Production | 3 credits |
| Comm 4580 | Public Relations Case Studies  | 3 credits |
| Comm 4680 | Advanced Reporting             | 3 credits |

**Dixie State College**  
**Communication Baccalaureate Degree Program Schedule**  
**Digital Film Emphasis**

| <b>JUNIOR YEAR—1<sup>ST</sup> SEMESTER</b> |                             | <b>1</b>        |
|--------------------------------------------|-----------------------------|-----------------|
| <b>Course# - Sec</b>                       | <b>Course Title:</b>        | <b>Credits:</b> |
| COMM 3640                                  | Digital Film Pre-Production | 3               |
| Choose                                     | Upper division elective     | 3               |
| Choose                                     | Upper division elective     | 3               |
| Choose                                     | Upper division elective     | 3               |
| Choose                                     | Upper division elective     | 3               |
| Semester Total:                            |                             | 15              |

| <b>SENIOR YEAR—3<sup>RD</sup> SEMESTER</b> |                              | <b>3</b>        |
|--------------------------------------------|------------------------------|-----------------|
| <b>Course# -</b>                           | <b>Course Title:</b>         | <b>Credits:</b> |
| COMM                                       | Advanced Dig Film Production | 3               |
| Choose                                     | Upper division elective      | 3               |
| Choose                                     | Upper division elective      | 3               |
| Choose                                     | Upper division elective      | 3               |
| Choose                                     | Upper division elective      | 3               |
| Semester Total:                            |                              | 15              |

| <b>JUNIOR YEAR—2<sup>ND</sup> SEMESTER</b> |                              | <b>2</b>        |
|--------------------------------------------|------------------------------|-----------------|
| <b>Course# -</b>                           | <b>Course Title:</b>         | <b>Credits:</b> |
| PHIL 3510                                  | Professional Ethics          | 2               |
| COMM                                       | Digital Film Production      | 3               |
| COMM                                       | Digital Film Post-Production | 3               |
| COMM                                       | Audio Production/Brdcasting  | 3               |
| Choose                                     | Upper division elective      | 3               |
| Semester Total:                            |                              | 15              |

| <b>SENIOR YEAR—4<sup>TH</sup> SEMESTER</b> |                             | <b>4</b>        |
|--------------------------------------------|-----------------------------|-----------------|
| <b>Course# - Sec</b>                       | <b>Course Title:</b>        | <b>Credits:</b> |
| COMM 4980                                  | Senior Seminar (Capstone)   | 3               |
| COMM 4790                                  | Audio Design for DFP        | 3               |
| COMM 4800                                  | Advanced Dig Film Post Prod | 3               |

|           |                         |                                                              |
|-----------|-------------------------|--------------------------------------------------------------|
| Choose    | Upper division elective | 3                                                            |
| Choose    | Upper division elective | 3                                                            |
|           | Semester Total:         | 15                                                           |
| COMM 4950 | Internship 1-3          | Must be completed sometime during the student's senior year. |

## Appendix C

### Faculty:

#### Communication Department Faculty:

##### **Rhiannon Bent**

M.A., Speech Communication, Washington State University

Dixie State College of Utah – 2004 to present

Current Rank: Instructor

Previous Positions:

Teaching Assistant, Communication Department, Washington State University – 2002 to 2004

Editorial Intern, Salt Lake Magazine -- 2003

Senior Staff Writer, University Journal, Southern Utah University – 1999 to 2002

Area of Specialty: Mass Communication, Print Journalism, Communication Apprehension

##### **John W. Campbell**

Ph.D., Communication, Ohio University, 2001

Dixie State College of Utah – August 2005 to present

Current Rank: Assistant Professor

Previous Positions:

Adjunct Professor, Northern Arizona University, Flagstaff, AZ – 2004-2005

Visiting Professor, Ramkhamhaeng University, Bangkok, Thailand – 2004 and 2005

Assistant Professor, Eastern New Mexico University, Portales, NM – 2002-2004

Lecturer, California Polytechnic State University, San Luis Obispo, CA – 2001-2002

Visiting Instructor, Texas A&M Int'l. University, Laredo, TX – 2000-2001

Assistant Professor, Northern Arizona University, Flagstaff, AZ - 1994-1999

Assistant Professor, Ashland University, Ashland, OH - 1989-1994

Digital Recording Studio Supervisor, Recording for the Blind and Dyslexic, Phoenix, AZ - 1999

TV News Anchor/Producer, KNAZ-TV (NBC), Flagstaff, AZ - 1994-1995

Senior Producer/TV News Anchor, Television Broadcasts Ltd. (TVB), Hong Kong - 1986-1988

News Director, Guam Cable TV, Agana, Guam - 1983-1986

Assignment Editor, KPLC-TV (NBC), Lake Charles, Louisiana - 1982

Reporter/Anchor/Producer, WMTV (NBC), Madison, Wisconsin - 1978-1981

Reporter/Anchor, KZTV (CBS), Corpus Christi, TX - 1974-1978

Areas of Specialty: International Telecommunication, South East Asian Studies

**Randal S. Chase**

Ph.D., Communication, University of Utah, 1997

Dixie State College of Utah – January 2006 to present

Current Rank: Professor

Previous Positions:

Professor (Tenured), Communication, Salt Lake Community College – 1993 to 2005

Teaching Assistant, Communication, University of Utah – 1986 to 1993

Vice President Human Resources, Ivy Logistics, Inc., St. George, Utah – 2005 to 2006

President, CEO, Chase Consulting – 1984 to Present

President, Chase Media Inc. (International Media Software Firm) – 1973 to 1984

Program Director, KSL-FM Radio, Salt Lake City, UT

Executive Producer, Youth Talk, KCPX-FM, Salt Lake City, UT

Executive Vice-President, Phoenix Systems, Salt Lake City, UT

Areas of Specialty: New Media Technologies, Media History, Communication Theory

Generalist – Extensive Human Communication and Mass Communication

Teaching Experience

**Wayne Shamo**

Ph.D., Communication, Southern Illinois University, Carbondale, IL

Dixie State College of Utah – 2000 to present

Current Rank: Associate Professor

Previous Positions:

Associate Professor of Communication, Dixie State College – 2000 to present

Owner/Operator of Shamo Lumber, Hurricane, Utah – 1976 to present

Literacy Coordinator, Washington County Library – 1985 to present

Assistant Professor of Speech Communication, Purdue University, South Bend, IN – 1969 to 1976

Assistant Professor of Communication, Memphis State University, Memphis, TN – 1965 to 1969

Areas of Specialty:

Rhetoric/Public Speaking

Interpersonal Communication

**Dennis Wignall**

Ph.D., Communication Studies, University of Denver, Denver, CO

Dixie State College of Utah – 2004 to present

Current Rank: Associate Professor

Previous Positions:

Assistant Professor of Communication, Saginaw Valley State University – 1999 to 2004

Honorarium Instructor, University of Colorado at Denver – 1969 to 1999

Adjunct Professor, Metro State College of Denver – 1988 to 1994, 1997, 1999

Adjunct Professor, Front Range Community College, CO – 1993 to 1999

Areas of Specialty:

Rhetoric/Public Speaking

Interpersonal Communication

**Michael L. Woodward**

M.S., Speech Communication, Brigham Young University

Dixie State College of Utah – 1969 – present

Current Rank: Professor

Previous Positions:

Professor of Communication, Dixie State College – 1969 to present

Assistant Debate Coach and Instructor of Speech, Brigham Young University – 1968 to 1969

Speech, Forensics and English teacher, Box Elder High School – 1965 to 1968

Areas of Specialty:

Rhetoric/Public Speaking

Argumentation/Debate

**Eric Young**

M.Ed., Communication Education, Southern Utah University, Cedar City, UT

Dixie State College of Utah – 1995 to present

Current Rank: Assistant Professor

Previous Positions:

Assistant Professor of Communication, Dixie State College – 1995 to present

Director of Photography, The Church of Jesus Christ of Latter Day Saints, 1995 to 2001

Producer/Director, Horizon Video Productions – 1994

Producer/Director, WordPerfect Corporation – 1991 to 1994

Producer/Director, Western Electro-Chemical Company – 1988 to 1989

Areas of Specialty:

Communication Education

Digital and Film Motion Picture Production

Mass Communication

**Other Full-Time Persons Teaching Communication Courses:****Stanley Wilford Everett**

M.Ed., Instructional Systems and Learning Resources from the University of Utah – 1974

B.S., Telecommunications, University of Utah, 1972

Dixie State College of Utah – 1994 to present

Previous Positions:

Director/Manager KCEC Television St. George, Utah 1994 to present

Instructional TV Coordinator, Princeton City School District, Cincinnati, OH 1980 to 1994

Director of Education, LDS Hospital, Salt Lake City, Utah 1976 to 1979

**Donald Ray Hinton**

Ph.D., Speech Communication, Southern Illinois University, Carbondale, IL

Dixie State College of Utah – 1977 to present

Current Rank: Professor

Previous Positions:

Dean, School of Education, Humanities, Arts, and Social Sciences, Dixie State College, 2006 to present

Dean (Acting), Division of Arts, Letters, and Sciences, Dixie State College – 2003 to 2005

Professor of Communication, Dixie State College – 1977 to present

Chair, Fine Arts Department, Dixie College – 1994 to 2000

Public Affairs Director, Dixie College – 1978 to 1979

Public Affairs Officer, United States Army Reserve – 1982 to 1995

Public Affairs Officer, 25th Infantry, United States Army – 1976 to 1977

Areas of Specialty:

Interpersonal Communication

Rhetoric and Public Speaking

Oral Interpretation

Voice and Diction



**Appendix D**  
**Bachelor's Degree Completion Rates**  
**U.S. Census Bureau 2005 American Community Survey**

**Washington County, Utah** S1501. Educational Attainment  
 Data Set: 2005 American Community Survey

| Subject                            | Total        | Margin of Error | Male   | Margin of Error | Female | Margin of Error |
|------------------------------------|--------------|-----------------|--------|-----------------|--------|-----------------|
| Population 25 to 34 years          | 20,425       | +/-840          | 10,100 | +/-445          | 10,325 | +/-620          |
| High school graduate or higher     | 87.4%        | +/-4.7          | 86.5%  | +/-5.4          | 88.3%  | +/-7.0          |
| <b>Bachelor's degree or higher</b> | <b>17.4%</b> | +/-5.3          | 11.7%  | +/-6.1          | 21.5%  | +/-8.0          |

Available at: [http://factfinder.census.gov/servlet/STTable?\\_bm=y&-state=st&-context=st&-qr\\_name=ACS\\_2005\\_EST\\_G00\\_S1501&-ds\\_name=ACS\\_2005\\_EST\\_G00\\_&-tree\\_id=305&-redoLog=true&-\\_caller=geoselect&-geo\\_id=05000US49053&-format=&-\\_lang=en](http://factfinder.census.gov/servlet/STTable?_bm=y&-state=st&-context=st&-qr_name=ACS_2005_EST_G00_S1501&-ds_name=ACS_2005_EST_G00_&-tree_id=305&-redoLog=true&-_caller=geoselect&-geo_id=05000US49053&-format=&-_lang=en)

**United States** S1501. Educational Attainment  
 Data Set: 2005 American Community Survey

| Subject                            | Total        | Margin of Error | Male       | Margin of Error | Female     | Margin of Error |
|------------------------------------|--------------|-----------------|------------|-----------------|------------|-----------------|
| Population 25 to 34 years          | 38,785,474   | +/-27,224       | 19,323,847 | +/-21,216       | 19,461,627 | +/-16,407       |
| High school graduate or higher     | 86.4%        | +/-0.1          | 84.8%      | +/-0.2          | 87.9%      | +/-0.2          |
| <b>Bachelor's degree or higher</b> | <b>29.9%</b> | +/-0.2          | 27.2%      | +/-0.2          | 32.5%      | +/-0.2          |

Available at: [http://factfinder.census.gov/servlet/STTable?\\_bm=y&-geo\\_id=01000US&-qr\\_name=ACS\\_2005\\_EST\\_G00\\_S1501&-ds\\_name=ACS\\_2005\\_EST\\_G00\\_&-\\_lang=en&-\\_caller=geoselect&-state=st&-format=](http://factfinder.census.gov/servlet/STTable?_bm=y&-geo_id=01000US&-qr_name=ACS_2005_EST_G00_S1501&-ds_name=ACS_2005_EST_G00_&-_lang=en&-_caller=geoselect&-state=st&-format=)

**West Virginia** S1501. Educational Attainment  
Data Set: 2005 American Community Survey

| Subject                            | Total        | Margin of Error | Male    | Margin of Error | Female  | Margin of Error |
|------------------------------------|--------------|-----------------|---------|-----------------|---------|-----------------|
| Population 25 to 34 years          | 216,671      | +/-2.885        | 107,134 | +/-1,742        | 109,537 | +/-2,012        |
| High school graduate or higher     | 89.3%        | +/-1.3          | 87.9%   | +/-1.6          | 90.8%   | +/-1.8          |
| <b>Bachelor's degree or higher</b> | <b>21.5%</b> | +/-1.7          | 18.1%   | +/-2.1          | 24.7%   | +/-2.3          |

Available at: [http://factfinder.census.gov/servlet/STTable?\\_bm=y&-state=st&-context=st&-qr\\_name=ACS\\_2005\\_EST\\_G00\\_S1501&-ds\\_name=ACS\\_2005\\_EST\\_G00\\_&-tree\\_id=305&-redoLog=false&-caller=geoselect&-geo\\_id=04000US54&-format=&-lang=en](http://factfinder.census.gov/servlet/STTable?_bm=y&-state=st&-context=st&-qr_name=ACS_2005_EST_G00_S1501&-ds_name=ACS_2005_EST_G00_&-tree_id=305&-redoLog=false&-caller=geoselect&-geo_id=04000US54&-format=&-lang=en)

## Appendix E



April 20, 2007

Professor Donald Ray Hinton  
Dean, School of Education, Humanities, Arts, and Social Sciences  
Dixie State College  
225 S. 700 E.  
St. George, UT 84770

Dear Don:

It is an honor to be asked to review and comment on the Dixie State College proposal to prepare for and offer a Bachelor of Communication degree. As a member of the University of Utah Department of Communication faculty since 1992 and current chair of the department, I feel well prepared to comment on the need for this program and the capacity of the program to meet that need effectively and efficiently. This degree program proposal provides clear and compelling evidence for the urgent need for such a program in Washington County. Clear and compelling evidence is also provided for a faculty, staff, and collection of student services well positioned to respond to that need successfully.

The proposal provides clear and compelling evidence of the need for a Bachelor of Communication degree at Dixie State College (DSC). It states that "Washington County is the fastest-growing metropolitan area in the state of Utah and the second-fastest-growing in the United States" (p.7). As this county grows and its social, economic, and political structure becomes more complex, there will be an increasing demand for a well educated and highly skilled labor force. Communication principles and practices will be in particular demand especially in service and high tech industries such as those gravitating to Washington County. Presently there is an alarmingly low degree completion rate in the DSC area and the authors of this proposal articulate a perspective that a lack of access to higher education may be in some part accountable for this distressing pattern. All of the citizens of the State of Utah should be concerned about access to higher education in our high growth counties. An educated citizenry is one that is well prepared for economic, social, and political growth and stability. The proposal being reviewed advances a carefully considered plan for providing more educational access in a particular area of knowledge and skill that is especially relevant to the citizens of the state in general and Washington County in particular.

Department of Communication  
Salt Lake City, Utah 84112  
(801) 581-6888  
FAX: (801) 585-6255

Dixie State College in general and the Communication faculty in particular are well positioned to respond to this urgent need. Two years ago DSC began offering a degree in Communication and New Media (CNM). This primarily applied program provided the experiential foundation necessary to advance the current request for permission to offer a Bachelor of Science in Communication degree at DSC. Readiness for and responses to the CNM degree have positioned the faculty and the staff at DSC to offer a credible and important educational experience in Communication to the students of Washington County and surrounding areas. The new degree program is organized around three areas of specialization: Human Communication, Mass Communication, and Digital Film. As indicated in the proposal, the DSC curriculum was devised using the University of Utah's Department of Communication curriculum as a model. Indeed, especially in the areas of Human Communication and Mass Communication there is a great deal of complimentary overlap which will allow for articulation and collaboration between our two institutions. Several of the required core courses and the courses developed especially for each area of concentration share titles and numerical identifiers. This will allow students who wish to transfer between the two institutions to do so easily. The area of Digital Film is not one that is targeted by the Department of Communication at the University of Utah and so areas of overlap beyond those identified in the core required courses are not as relevant to this review.

The area of Human Communication focuses on knowledge and skill development in areas like public speaking, interpersonal communication, small group communication, human resources, organizational leadership, and intercultural settings. These areas of development are common across colleges and universities offering four year degrees in communication. Thus, the DSC proposal has strong professional consensus behind its curricular offerings in this area. That said, the DSC proposal also has dimensions that make it unique and will distinguish it in the state and potentially the region. For example, there is a clear focus on preparation for management and supervision in a variety of organizational settings. This focus of attention is somewhat unique to DSC. While a focus on intercultural settings is not novel to DSC, it is probably very important to the current and projected student body and labor force in that region of the state.

The area of Mass Communication focuses on skill development in all of the primary mass communication platforms: print, broadcast, electronic, advertising, and media sales and marketing. Importantly, the curriculum reflects the strong attention to precise and careful skill development necessary for mass communication students. Like the area of Human Communication, the curriculum proposed reflects a great deal of common ground with other mass communication programs of this size throughout the country. Of particular note in reviewing this curriculum is the degree of flexibility available to students. Students interested in careers in mass communication need this kind of broad flexibility in order to build a skill set that is responsive to this very dynamic and demanding work environment.



The area of Digital Film has an applied focus that compliments especially the area of Mass Communication. In this area of concentration students will be exposed to opportunities for learning about film making from primarily a marketing and communication standpoint. This is a unique pedagogical perspective from which to offer instruction and I think this area makes the program proposal from DSC unusually exciting. I know of no program in the state that offers this particular focus. It will be exciting to watch it develop at DSC.

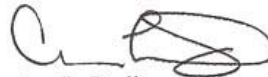
As detailed in the proposal, DSC feels positioned with the necessary resources to begin offering this degree immediately. I concur, for the most part, with this assessment. The proposal lists 14 faculty and projects that about 250 students will declare the major almost immediately. Each of the 14 faculty have developed strong teaching and research competencies and recent hiring appears to have been especially strong. The proposal indicates faculty who have earned degrees from Washington State and Ohio University as well as colleges and universities in Utah. All appear to be actively engaged in research and writing and many have very impressive professional credentials that will add to their teaching portfolios. Thus, the quality of the faculty is quite high and capable of offering an exceptional educational experience to these students.

My concerns about resources relate primarily to the number of full time faculty currently available to this unit. Of the 14 people listed in the proposal there is one individual who is reported to be retiring (though a timeline is not available). With 14 faculty this computes to an 18:1 student teacher ration, approximately. If one person retires soon the ratio becomes closer to 20:1. In a curriculum dedicated to the careful development of skills, this ratio is appropriate but just barely. The national accrediting agency for mass communication and journalism, for example, insists on a ratio closer to 17:1. Thus, if all of the 250 students are immediately realized (and I suspect that they will be) then there is little accommodation for the quick growth that has been seen in other communication programs across the country. In other words, this faculty will be immediately prepared, in terms of numbers, to provide high quality educational experiences to the students that are projected to enroll but they will not be adequate to accommodate the kind of quick growth that I would expect to see in the very immediate future of this fine program. It is my hope that those within the institution and at the state level recognize this potential need and respond accordingly.

In addition to concerns about the number of full time faculty, I have concerns about budgetary attention given to equipment needs. Again, given the preparation there is clearly ample evidence to assume that this unit is prepared for this proposal to be implemented. However, with two areas of specialization that will be dependent on equipment needs, this department, like all departments of communication in the state will need to receive the kinds of technological support currently protected for colleges of engineering and science.

Those two concerns aside, this is an exciting proposal to review. There is a clear and urgent need for more access to higher education in the southern region of the state. This proposal describes a school and a faculty positioned to make a positive contribution toward the resolution of that need. It is my recommendation, and hope, that the proposal be supported and that institutional resources are appropriately allocated at the State level so that this program can be wildly successful.

Respectfully,

A handwritten signature in black ink, appearing to read 'Ann L. Darling', with a stylized, looping flourish at the end.

Ann L. Darling  
Associate Professor and Chair

**Appendix F**  
**SALT LAKE COMMUNITY COLLEGE**  
**USHE Articulation/Transfer Guide Worksheet**  
**DEPARTMENTAL COURSE ARTICULATION**

SLCC Department: Communication

Contact

Person: Nina  
Edgmand/Barbara Pomeranz  
 Phone: 801.957.3208 E-Mail:  
Nina.Edgmand@slcc.edu

**Receiving Institution:** Complete section under receiving institution with course equivalent in your department.  
 If there is no equivalent in your department, indicate whether course transfers as Major Elective or General Elective.  
 Indicate any restrictions or conditions on an articulation in the comments section.

| SLCC INFORMATION                      |        |                                                                                              | RECEIVING INSTITUTION – COURSE EQUIVALENT |          |                                           |
|---------------------------------------|--------|----------------------------------------------------------------------------------------------|-------------------------------------------|----------|-------------------------------------------|
| SLCC COURSE                           | CR HRS | SLCC TITLE                                                                                   | COURSE                                    | CR HOURS | COURSE TITLE                              |
| COMM 1010                             | 3      | Intro to Communication                                                                       | COMM 1010                                 | 3        | Intro to Speech Communication             |
| COMM 1020                             | 3      | Principles of Public Speaking                                                                | COMM 1020                                 | 3        | Public Speaking                           |
| COMM 1050                             | 3      | Intro to Human Communication                                                                 | COMM 1050 *                               | 3        | Intro to Communication Theory             |
| COMM 1130                             | 4      | Reporting for Mass Media                                                                     | COMM 1130                                 | 3        | Writing for Mass Media                    |
| COMM 1250                             | 3      | Broadcast Perform & Interpretation                                                           | COMM 1400                                 | 3        | Voice and Diction                         |
| COMM 1270                             | 3      | Analysis of Argument                                                                         | COMM 1270                                 | 3        | Argumentation/Critical Thinking           |
| COMM 1500                             | 3      | Intro to Mass Communication                                                                  | COMM 1500                                 | 3        | Intro to Mass Communication               |
| COMM 1560/61                          | 3      | Radio Production and Lab                                                                     | COMM 1560                                 | 3        | Beginning Radio Production                |
| COMM 1610                             | 3      | Journalism I Reporting/Writing                                                               | COMM 1600 *                               | 3        | News Writing and Reporting                |
| COMM 2110                             | 3      | Interpersonal Communication                                                                  | COMM 2110                                 | 3        | Interpersonal Communication               |
| COMM 2170                             | 3      | Organizational Communication                                                                 | COMM 2170 *                               | 3        | Intro to Organizational Communication     |
| COMM 2200/01                          | 4      | Intro to Broadcast Production (& Lab)                                                        | COMM 1380 *                               | 3        | Intro to Television Production            |
| COM 2310/11 <u>or</u><br>COMM 2510/11 | 4      | Interm <u>or</u> Advanced Video Production (& Lab)<br>(If participated in sports broadcasts) | COMM 2370                                 | 3        | Sports Broadcasting                       |
| COMM 2500                             | 4      | Elements of Digital Media                                                                    | COMM 2500 *                               | 3        | Elements, Trends & Issues of Digital Tech |
| COMM 2560/61                          | 3      | Radio Performance & Lab                                                                      | COMM 2560                                 | 3        | Advanced Radio Production                 |

**ARTICULATION COMMENTS** (USHE Transfer Guide footnote explaining any conditions/restrictions): \* Indicates a course that will be added 01 July 2007.  
Dixie State will also waive some upper-division courses for students who achieve a 3.0 or better in certain lower-division courses at SLCC. See list on the following page.

RECEIVING INSTITUTION: Dixie State College DEPARTMENT REVIEW: Communication and New Media

APPROVED BY (Signature): \_\_\_\_\_ DATE: \_\_\_\_\_ CAMPUS PHONE: \_\_\_\_\_

NAME (Print): Randal S. Chase TITLE (Print): , Director, Communication Baccalaureate  
 APPROVED BY (Signature): \_\_\_\_\_ DATE: \_\_\_\_\_ CAMPUS PHONE: \_\_\_\_\_  
 NAME (Print): Brent L. Hanson TITLE (Print): , Chair, Fine Arts Department  
 APPROVED BY (Signature): \_\_\_\_\_ DATE: \_\_\_\_\_ CAMPUS PHONE: \_\_\_\_\_  
 NAME (Print): Donald R. Hinton TITLE (Print): , Dean, Education, Humanities, Arts, and Social Sciences

APPROVED BY (Signature): \_\_\_\_\_ DATE: \_\_\_\_\_ CAMPUS PHONE: \_\_\_\_\_  
 NAME (Print): David Roos TITLE (Print): , Registrar

Please return to: Susan Besser, Transfer Coordinator  
Salt Lake Community College  
P.O. Box 30808  
Salt Lake City, UT 84130  
Phone: 957-4238, Fax: 957-4958  
[Sue.besser@slcc.edu](mailto:Sue.besser@slcc.edu)

**SLCC Form Distribution** (Internal Use Only)

- Original to SLCC AVP Staff/Catalog
- Copy to Division Chair & Department Coordinator
- Copy to Departmental Advisor
- Copy to Transfer Advisor
- Copy to Four-Year Institution Articulation Office

11/2002



SALT LAKE COMMUNITY COLLEGE  
USHE Articulation/Transfer Guide Worksheet  
DEPARTMENTAL COURSE ARTICULATION  
Page 2 of 2

The Communication Department at Dixie State College will waive certain upper-division courses for students from Salt Lake Community College who achieve a 3.0 or better in the equivalent lower-division courses. When courses are waived, the student will not have to take those courses at Dixie State College but will have to take other courses to achieve the requisite number of credits to graduate. All such waivers are subject to the approval of the advising faculty member to whom the student is assigned and the approval of the Director or Department Chair.

| SLCC INFORMATION |        |                                      | RECEIVING INSTITUTION – COURSE EQUIVALENT |          |                                  |
|------------------|--------|--------------------------------------|-------------------------------------------|----------|----------------------------------|
| SLCC COURSE      | CR HRS | SLCC TITLE                           | COURSE                                    | CR HOURS | COURSE TITLE                     |
| COMM 1620        | 3      | Journalism 2: Editing                | COMM 3610                                 | 3        | News and Copy Editing            |
| COMM 2120        | 3      | Small Group Communication            | COMM 3050                                 | 3        | Small Group Communication        |
| COMM 2130        | 3      | Principles of Interviewing           | COMM 3350 *                               | 3        | Interviewing                     |
| COMM 2150        | 3      | Intercultural Communication          | COMM 3190                                 | 3        | Intercultural Communication      |
| COMM 2300        | 3      | Introduction to Public Relations     | COMM 3580 *                               | 3        | Introduction to Public Relations |
| COMM 2560        | 4      | Introduction to Visual Communication | COM 3560/5 *                              | 4        | Visual Communication (& Lab)     |
| COMM 2590        | 3      | Media Management & Sales             | COMM 3590 *                               | 3        | Media Management & Sales         |

\* Indicates a course that will be added to the curriculum 01 July 2007.

**Appendix G**  
**COMMUNICATIONS**  
**LEARNING OBJECTIVES**

| <b>COURSE</b> | <b>COURSE TITLE</b>           | <b>LEARNING OBJECTIVE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|---------------|-------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| COMM 1010     | Intro to Speech Communication | <ol style="list-style-type: none"> <li>1. A general knowledge of the basic theories of human communication in rhetorical, group, and interpersonal settings.</li> <li>2. A basic understanding of the principles and techniques of persuasion in interpersonal, group, and public speaking contexts.</li> <li>3. An ability to successfully apply the above knowledge in actual small group, interviewing, business, public speaking, and interpersonal situations. The ability to write well-worded and persuasive resumes and other business communication. Also, the ability to write a valid and well-supported analysis of communication problems encountered in real-world situations.</li> <li>4. An understanding of how the perception of both verbal and non-verbal messages influences culture, behavior, and action of life itself.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                           |
| COMM 1020     | Public Speaking               | <ol style="list-style-type: none"> <li>1. Develop an understanding of the process of oral communication</li> <li>2. Develop critical thinking and analytical skills</li> <li>3. Improve listening, note taking and observational skills</li> <li>4. Become more knowledgeable about audience centered speaking</li> <li>5. Develop message generating and delivery skills</li> <li>6. Become more knowledgeable about current speaking strategies and practices</li> <li>7. Become more knowledgeable about new media research strategies</li> <li>8. Gain insight into your own speaking style</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| COMM 1050     | Intro to Communication Theory | <ol style="list-style-type: none"> <li>1. Obtain a basic understanding of how communication is related to "being human"</li> <li>2. Obtain a general knowledge of the basic theories of human communication, their origin, and their most well-known proponents</li> <li>3. Develop an understanding of how these theories are situated in the objective/subjective or scientific/descriptive paradigm continuum</li> <li>4. Become more knowledgeable of constructive (as opposed to deconstructive) approaches to human communication (see additional comments below under "Other")</li> <li>5. Obtain a general knowledge of the various contexts of human communication and how they differ from each other, including at a minimum, interpersonal, small group, organizational, intercultural, and mass communication, plus other contexts (such as journalism, public relations, and the new media technologies) as time permits.</li> <li>6. Develop critical thinking and analytical skills</li> <li>7. Improve listening, observational skills, and problem solving capabilities</li> <li>8. Gain insight into your own paradigm and the paradigms of others</li> <li>9. Learn how to communicate effectively with others of varying beliefs and</li> </ol> |

|           |                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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|           |                                 | values and in a variety of contexts                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| COMM 1130 | Writing for Mass Audiences      | <ol style="list-style-type: none"> <li>1. Build a knowledge base in all areas of mass media writing</li> <li>2. Understand how to communicate to mass audiences in writing</li> <li>3. Become more effective and efficient writers</li> <li>4. Gain a knowledge of written news style, including AP Style</li> <li>5. Brush up on basic grammar and spelling skills</li> <li>6. Develop interviewing skills</li> <li>7. Gain insight into the industry</li> <li>8. Understand media law and ethics</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| COMM 1210 | Campus Publication I            | <p>Students should leave this course:</p> <ol style="list-style-type: none"> <li>1. An improved news writer and/or photographer and/or editor</li> <li>2. With a knowledge of news style, particularly AP style</li> <li>3. Able to meet and manage deadlines</li> <li>4. Refined in most aspects of newspaper production</li> <li>5. With improved interviewing skills.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| COMM 1270 | Argumentation/Critical Thinking | <ol style="list-style-type: none"> <li>1. What is argumentation and how does it relate to decision making, reflective thinking, and advocacy?</li> <li>2. How do people use logic, reason, and evidence to make decisions in law, politics, scholarship, and business?</li> <li>3. What problems lend themselves to argumentation and debate and which problems do not?</li> <li>4. How does one engage in the reflective thinking process that must precede advocacy?</li> <li>5. What are the characteristics of a good claim (proposition)?</li> <li>6. How can one analyze an audience in relation to the claim?</li> <li>7. Who bears the burden of proof (the development of a prima facie case)?</li> <li>8. How does one find arguments and evidence?</li> <li>9. What kinds of evidence are there? How do they function?</li> <li>10. How can one analyze a proposition for the key issues?</li> <li>11. How does one brief a case?</li> <li>12. How does one counter the arguments of others?</li> <li>13. How does one check for and counter fallacious arguments?</li> <li>14. What are the applications of argumentation?</li> <li>15. What are the forms of formal debate?</li> <li>16. What are the ethical considerations that relate to argumentation and debate?</li> <li>17. How do you win an argument?</li> <li>18. How have the recent presidential candidates used debates to further their campaigns?</li> <li>19. What is the burden of communication?</li> <li>20. What is the role of language in powerful argumentation?</li> </ol> |
| COMM 1380 | Intro to Television Production  | <ol style="list-style-type: none"> <li>1. Students will have learned the basic terminology and concepts of television production.</li> <li>2. Students will understand the theory of television production as it applies to the interplay of visual and auditory elements within the television</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

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|           |                                    | <p>studio.</p> <ol style="list-style-type: none"> <li>Students will understand and develop skills in the operation of the various instruments within the television studio including cameras, lights, scenery, microphones, switchers, and audio boards.</li> <li>Students will understand and develop skills in the various production positions such as producer, director, assistant director, camera operator, floor manager, and audio engineer. .</li> <li>Students will learn and become engaged in the processes of studio production including preproduction, production, and post production.</li> </ol>                                                                                                                                                                                                                                                      |
| COMM 1385 | Intro to Television Production Lab | <ol style="list-style-type: none"> <li>Students will have learned the basic terminology and concepts of television production.</li> <li>Students will understand the theory of television production as it applies to the interplay of visual and auditory elements within the television studio.</li> <li>Students will understand and develop skills in the operation of the various instruments within the television studio including cameras, lights, scenery, microphones, switchers, and audio boards.</li> <li>Students will understand and develop skills in the various production positions such as producer, director, assistant director, camera operator, floor manager, and audio engineer. .</li> <li>Students will learn and become engaged in the processes of studio production including preproduction, production, and post production.</li> </ol> |
| COMM 1400 | Voice and Diction                  | <p>By active participation in this class, the student will:</p> <ol style="list-style-type: none"> <li>Develop an understanding of the bio-mechanics of vocal production.</li> <li>Know how to correctly produce vowel and consonant sounds, using Lessac Methodology.</li> <li>Increase range, articulation, projection, precision and vocal resonance.</li> <li>Evaluate the vocal performance of others, demonstrated by written criticism analysis of performances they observe.</li> <li>Demonstrate growing vocal skills and analysis to stage performance and public speaking, through performance assignments throughout the semester.</li> </ol>                                                                                                                                                                                                               |
| COMM 1500 | Intro to Mass Communication        | <ol style="list-style-type: none"> <li>A general knowledge of history and technology of the major mass media—books, newspapers, magazines, recordings, radio, television, cable TV, the Internet, and the modern telecommunication media of the 21<sup>st</sup> century.</li> <li>An basic understanding of how mass communication has impacted society in the past and how the digital media of the current era will shape how we live, work, and play.</li> <li>A basic understanding of the technology—past and present—for each of these media, and how that technology affects what they do and how they do it.</li> </ol>                                                                                                                                                                                                                                         |
| COMM 1560 | Beginning Radio Production         | <p>Through regular attendance and successful completion of the assignments and exercises, you will be able to:</p> <ol style="list-style-type: none"> <li>Have a working knowledge of the primary FCC rules concerning radio</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

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|           |                                         | <p>broadcasts.</p> <ol style="list-style-type: none"> <li>2. Understand the development of the medium of radio from its beginnings to its current form.</li> <li>3. Work effectively with a microphone and audio console.</li> <li>4. Improve your announcing style through application of the principles of vocal performance.</li> <li>5. Develop effective interviewing skills.</li> <li>6. Improve your broadcast writing skills in both news and commercial formats.</li> <li>7. Know the fundamentals of digital audio editing.</li> <li>8. Understand and practice the ethical and social responsibilities of a disc jockey.</li> </ol>                                                                              |
| COMM 1610 | Print News Writing/Reporting            | <p>Through classroom instruction and hands-on experience, students will:</p> <ol style="list-style-type: none"> <li>1. Gain interviewing and reporting skills</li> <li>2. Enhance their knowledge of AP Style and grammar</li> <li>3. Gather their own information to write news stories</li> <li>4. Meet deadlines as they write timed assignments</li> <li>5. Write stories inside and outside class</li> <li>6. Put together an end-of-semester portfolio</li> </ol>                                                                                                                                                                                                                                                     |
| COMM 1750 | Internship in Production                | <p>At the conclusion of this course you will be able to demonstrate the following:</p> <ol style="list-style-type: none"> <li>1. Set up and properly operate the JVC KY-27 television camera.</li> <li>2. Operate the Ross Switcher as a Technical Director.</li> <li>3. Operate a standard 16 channel audio board.</li> <li>4. Discuss the properties and operation of the Character Generator.</li> <li>5. Demonstrate a working knowledge of the digital video replay machines.</li> </ol>                                                                                                                                                                                                                               |
| COMM 2110 | Interpersonal Communications            | <ol style="list-style-type: none"> <li>1. Develop an understanding of the process of interpersonal communication.</li> <li>2. Develop critical thinking and analytical skills</li> <li>3. Improve listening, observational skills, and problem solving capabilities</li> <li>4. Become knowledgeable of the various theories and approaches to interpersonal relationships</li> <li>5. Become more knowledgeable of constructive (as opposed to deconstructive) approaches (see additional comments below under "Other")</li> <li>6. Develop pragmatic strategies for relationship generation, maintenance, and termination</li> <li>7. Gain insight into your own interpersonal communication and relationships</li> </ol> |
| COMM 2140 | Electronic Media/News Writing/Reporting | <ol style="list-style-type: none"> <li>1. Students will have learned to be competent in taking information in print or essay style and converting it to the broadcast style.</li> <li>2. Students will refine their news judgment skills applying traditional news criteria to the broadcast style.</li> <li>3. Students will understand the basic legal issues facing broadcast journalists.</li> <li>4. Students will understand how to write effectively within the various radio</li> </ol>                                                                                                                                                                                                                             |

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|           |                                             | <p>news formats such as the wrap or voicer.</p> <ol style="list-style-type: none"> <li>Students will become competent in producing radio newscasts developing a lineup of stories that maximizes audience interest and information within the limited time of the broadcast format.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| COMM 2145 | Electronic Media/News Writing/Reporting Lab | <ol style="list-style-type: none"> <li>Students will have learned to be competent in taking information in print or essay style and converting it to the broadcast style.</li> <li>Students will refine their news judgment skills applying traditional news criteria to the broadcast style.</li> <li>Students will understand the basic legal issues facing broadcast journalists.</li> <li>Students will understand how to write effectively within the various radio news formats such as the wrap or voicer.</li> <li>Students will become competent in producing radio newscasts developing a lineup of stories that maximizes audience interest and information within the limited time of the broadcast format.</li> </ol> |
| COMM 2170 | Intro to Organizational Communication       | <ol style="list-style-type: none"> <li>Exploration of the fundamental theories and concepts that compose an introductory perspective into course content.</li> <li>Apply theory and concepts to current organizational settings.</li> <li>Develop insight into the functionality of successful organizations.</li> <li>Identify skills necessary to successfully analyze organizational processes.</li> <li>Learn to differentiate between successful and unsuccessful organizations.</li> <li>Develop skills necessary to become a successful organizational participant.</li> </ol>                                                                                                                                              |
| COMM 2210 | Newspaper Production II                     | <p>Students should leave this course:</p> <ol style="list-style-type: none"> <li>An improved news writer and/or photographer and/or editor.</li> <li>With a knowledge of news style, particularly AP Style</li> <li>Able to meet and manage deadlines</li> <li>Refined in most aspects of newspaper production</li> <li>With improved interviewing skills.</li> </ol>                                                                                                                                                                                                                                                                                                                                                              |
| COMM 2370 | Sports Broadcasting                         | <p>At the conclusion of the course you will be able to:</p> <ol style="list-style-type: none"> <li>Demonstrate proficiency at your selected primary and secondary position.</li> <li>Discuss in detail what is required to produce a "live" broadcast from a remote location.</li> <li>Explain your position and how it relates to the total broadcast.</li> <li>Serve as a mentor to new students selected for the "Road Crew."</li> </ol>                                                                                                                                                                                                                                                                                        |
| COMM 2410 | Directing for the Camera                    | <p>Through regular attendance and active participation you will be able to:</p> <p>Understand the nuances of working with actors, crew, and public,<br/> Understand the role and stewardship of the director in production,<br/> Interpret a screenplay,<br/> Cast student and/or community actors in a student-produced short film,<br/> Understand various acting approaches and apply them to screen acting,<br/> Breakdown a screenplay,</p>                                                                                                                                                                                                                                                                                   |

|           |                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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|           |                                                    | <p>Rehearse actors and crew,<br/> Collaborate with actors and other creative personnel,<br/> Understand production protocol and etiquette,<br/> Communicate effectively with all production personnel,<br/> Direct student and/or community actors in a student-produced short film.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| COMM 2500 | Elements, Trends, and Issues of Digital Technology | <ol style="list-style-type: none"> <li>1. A general and very basic knowledge of the technology of modern digital telecommunication.</li> <li>2. A general understanding of the trends in modern communication, as manifested in each of the domains of the marketplace: consumers, content, channels of distribution, and stakeholders.</li> <li>3. A basic understanding of the societal issues that arise as a consequence of digitally integrated communication technology and practices, such as access, privacy, copyright, regulation, etc.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| COMM 2530 | Photojournalism                                    | <p>Through classroom instruction and hands-on experience, students will:</p> <ol style="list-style-type: none"> <li>1. Come away from this course with an understanding of the basic visual and technical aspects of photojournalism.</li> <li>2. Know the history and impact of photojournalism on American culture.</li> <li>3. Answer ethical and moral questions about editing, cropping and digital image manipulation that circulate through photojournalism today.</li> <li>4. Have a broader visual awareness of photography from multiple standpoints.</li> <li>5. Be able to use computers, scanners, printers and silver-based and digital imaging/editing and understanding and use of related software.</li> <li>6. Have skills in producing various formats of traditional and electronic photographic media, as well as all facets of visual reporting.</li> <li>7. Gain knowledge of the principles and theories of photojournalism.</li> <li>8. Apply photographic content and composition techniques to your photography.</li> <li>9. Manipulate digital images at an elementary level using Adobe Photoshop and digital darkroom software.</li> <li>10. Evaluate photographs based on professional standards.</li> <li>11. Understand basic freedom of press, business practices and copyright.</li> </ol> |
| COMM 2560 | Advanced Radio Production                          | <p>Through regular attendance and successful completion of your job responsibilities, you will be able to:</p> <ol style="list-style-type: none"> <li>1. Develop a management philosophy for the successful operation of a radio station.</li> <li>2. Gain management experience supervising radio employees.</li> <li>3. Identify and practice key programming and promotion principles.</li> <li>4. Improve your production skills.</li> <li>5. Gain practical experience working within FCC guidelines as well as ethical responsibilities regarding the social responsibilities of a broadcaster.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| COMM 2600 | Screenwriting                                      | <p>Through regular attendance and active participation you will be able to:</p> <ol style="list-style-type: none"> <li>1. Develop concept,</li> <li>2. Develop story,</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

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|           |                                  | <ol style="list-style-type: none"> <li>3. Integrate character,</li> <li>4. Execute structural elements,</li> <li>5. Define and write in genre,</li> <li>6. Write dialogue,</li> <li>7. Research for story development.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| COMM 2630 | Storyboarding and Illustration   | <p>Through regular attendance and active participation you will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify structural elements in storyboarding,</li> <li>2. Distinguish camera and character movement through illustration,</li> <li>3. Integrate 3-D software for virtual story boarding,</li> <li>4. Execute story boards for student projects,</li> <li>5. Evaluate story board art from industry designers,</li> <li>6. Assess story boarding and illustration skills,</li> <li>7. Research for story development.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| COMM 2660 | Intro to Digital Film Production | <p>Through regular attendance and active participation you will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand the digital production process and its future.</li> <li>2. Critique feature, short and documentary media on production quality.</li> <li>3. Understand acquisition mechanisms in both film and digital video.</li> <li>4. Relate to the demands of the pre-production domain.</li> <li>5. Understand the protocols of the Production domain.</li> <li>6. Discern between film, 30i and 24p.</li> <li>7. Understand the purposes of production departments.</li> <li>8. Identify roles within production departments.</li> <li>9. Distinguish post-production protocols and procedures.</li> <li>10. Identify career opportunities commercial, corporate, Internet, documentary and feature production.</li> <li>11. Understand philosophies of light and sound acquisition.</li> <li>12. Progress to upper-division courses in the Communications in New Media Baccalaureate.</li> </ol> |
| COMM 3020 | Communication Research           | <ol style="list-style-type: none"> <li>1. Exploration of fundamental research methodologies.</li> <li>2. Connect methods with current research within the field of Human Communication.</li> <li>3. Develop understanding of the relationships between variables and how these relationships are illustrated and represented by statistical applications.</li> <li>4. Learn at least three primary research modes: qualitative, quantitative, &amp; historical-critical.</li> <li>5. Become skillful in determining true randomness, reducing prevalent biases, and deceptive identifying misleading statistical manipulations.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                    |
| COMM 3050 | Small Group Communication        | <ol style="list-style-type: none"> <li>1. Students will distinguish between a small group of people located at one place, and a group of people that manifest characteristics of a small group interaction.</li> <li>2. Students will identify and recognize the communication elements of a successful small group interaction.</li> <li>3. Students will identify the six relevant personal attributes of a successful</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |



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|           |                                                   | <p>small group participant.</p> <ol style="list-style-type: none"> <li>Students will identify the influence of group size, structure, and type on the outcome of a small group interaction.</li> <li>Students will understand the role and influence of power, status, and leadership of people belonging to a small group interaction.</li> <li>Students participating in the small group will recognize positive attributes of a successful decision-making process.</li> <li>Students will recognize the significance and methods of conflict management.</li> <li>Students will learn the importance of understanding and accepting the consequences of the conclusions created by the small group process.</li> <li>Students will be exposed to the methods of presenting information to an audience via small group communication.</li> <li>Students will be given various methods of evaluating the success of the small group process.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| COMM 3100 | Effective Communication with Educational Contexts | <p>Through attendance and completion of the assignments and reading, at the conclusion of this course, students will be able to:</p> <ol style="list-style-type: none"> <li>Relate the model of communication to the classroom.</li> <li>Know the stages of relational development bonding between two people, and identify appropriate levels for teacher-student relationships.</li> <li>Identify important components of self-concept and self-disclosure and understand how to build the positive side of self through appropriate self-disclosure as communication occurs between the teacher and student, parent, administrator, and public.</li> <li>Articulate what active listening is and understand how to incorporate active listening into the classroom.</li> <li>Understand and know how to apply a supportive communication climate in person and in an Elementary School Classroom.</li> <li>Understand how perception impacts communication and the perils that it creates.</li> <li>Understand the role and value of verbal communication and its cultural challenges.</li> <li>Recognize the value of nonverbal communication and understand the need for caution in applying standard norms of nonverbal communication in inter-cultural contexts.</li> <li>Learn the mechanics and components of effective lecture preparation and delivery.</li> <li>Identify appropriate question types by the purpose of inquiry.</li> <li>Express the characteristics of effective classroom discussions and understand how to encourage student participation in those discussions.</li> <li>Articulate the role and appropriate practice of small group communication as a learning vehicle in the classroom.</li> <li>Identify the persona in prose or poetry and understand how to verbally represent that persona in the presentation of that poetry or prose selection to a class.</li> </ol> |

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|           |                                                          | 14. Formulate a variety of effective ways to apply communication activities in the elementary classroom.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| COMM 3120 | Family Communication                                     | <ol style="list-style-type: none"> <li>1. A basic understanding of the bonding relationship between marital partners.</li> <li>2. The basic communication structure and requirements of the basic family unit, reflected in such issues as the basic family unit as well as the implications of single parents.</li> <li>3. The basic communication included in not only the basic unit, but also to include the extended family.</li> <li>4. The understanding of how power, conflict, goal orientation, and conformity to culture influences communication.</li> </ol>                                                                                |
| COMM 3190 | Intercultural Communication                              | <ol style="list-style-type: none"> <li>1. Increased understanding of fundamental theories and concepts.</li> <li>2. Increased confidence in personal cross-cultural sensitivity and skills.</li> <li>3. Recognition of types of cultural behaviors, values, and perspectives and appropriate methods of recognizing and dealing with them constructively.</li> <li>4. Enhanced appreciation of the experiential learning environment.</li> <li>5. Awareness of the vast range of cross-cultural differences.</li> </ol>                                                                                                                                 |
| COMM 3330 | Negotiations and Bargaining                              | <ol style="list-style-type: none"> <li>1. Experiential application of theories and concepts under study.</li> <li>2. Practice proven negotiation strategies to increase the likelihood of successful outcomes.</li> <li>3. Develop understanding of the relationships between adversaries and how these relationships can be used to enhance successful outcomes.</li> <li>4. Learn BATNA and how to identify and achieve it.</li> <li>5. Develop an attitude supportive of principled and ethical bargaining strategies.</li> </ol>                                                                                                                    |
| COMM 3350 | Interviewing                                             | <ol style="list-style-type: none"> <li>1. Successfully complete a plan for gathering information by interview strategies.</li> <li>2. The student will successfully complete an information collecting interview instrument a) questionnaire, a news gathering interview questionnaire, etc.).</li> <li>3. The student will successfully learn information gathering and writing data collection for an opinion survey, a news event, or a job application.</li> <li>4. The student will prepare a proper resume for application either in a job-related position, or for further educational experience.</li> </ol>                                    |
| COMM 3550 | Theoretical Perspectives of Organizational Communication | <ol style="list-style-type: none"> <li>1. Increased depth of understanding and involvement in theories and concepts by applying these to detailed case studies.</li> <li>2. Increase skills pertaining to the identification of connections between modern research and current organizational dynamics.</li> <li>3. Describes and informs the journey from the Introductory level in this course of study to upper division expectations. Engage colleagues in critical dialogue regarding theory application and consequential analysis.</li> <li>4. Develop an attitude supportive of small group dynamics in problem-solving situations.</li> </ol> |
| COMM      | Visual                                                   | <ol style="list-style-type: none"> <li>1. A basic understanding of physical and cognitive processes of visual</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

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| 3560      | Communication              | <p>communication</p> <ol style="list-style-type: none"> <li>2. A basic understanding of elements of visual communication</li> <li>3. A basic understanding of principles of visual organization that can affect perception, such as Gestalt, framing, vectors, motion, color, and typestyles.</li> <li>4. A basic understanding of visual communication in the following contexts: photography, films, television, computers, and others as time permits</li> <li>5. Basic skills in the planning and production of a television program</li> <li>6. Basic skills in the planning and production of a web page</li> </ol>                                                                                                                                                                                                                                                           |
| COMM 3565 | Visual Communication Lab   | <ol style="list-style-type: none"> <li>1. A basic understanding of physical and cognitive processes of visual communication</li> <li>2. A basic understanding of elements of visual communication</li> <li>3. A basic understanding of principles of visual organization that can affect perception, such as Gestalt, framing, vectors, motion, color, and typestyles.</li> <li>4. A basic understanding of visual communication in the following contexts: photography, films, television, computers, and others as time permits</li> <li>5. Basic skills in the planning and production of a television program</li> <li>6. Basic skills in the planning and production of a web page</li> </ol>                                                                                                                                                                                  |
| COMM 3580 | Public Relations           | <p><u>Theory:</u> Understanding the fundamental principles of communication, public affairs, persuasion, journalism and public relations. Also, understand the major categories of PR: media, employers, investors, consumers, communities and governments.</p> <p><u>Practice:</u> To know how to use the basic tools of PR (news releases, feature stories, photos and captions, print and broadcast advertising, direct mail, printed media, newsletters, video productions, conflict resolution, personal appearances, crisis and program planning, and methods of evaluation). Also, to critically evaluate specific PR cases. For student desiring on-the-job experience, to be placed in one of several available PR internships.</p>                                                                                                                                        |
| COMM 3590 | Media Management and Sales | <ol style="list-style-type: none"> <li>1. A basic understanding of contemporary sales principles and practices in a media context.</li> <li>2. A basic understanding of sales and program promotions in a media context.</li> <li>3. A basic understanding of facility management principles in a media context, including how convergence is changing the nature of those facilities.</li> <li>4. A basic understanding of accounting principles and fiscal management in a media context.</li> <li>5. A basic understanding of the history and present status of media regulation.</li> <li>6. A basic understanding of how ratings and circulation are measured and used in media.</li> <li>7. A basic understanding of how programs and other content are selected and used in media.</li> <li>8. A basic understanding of human resource management in contemporary</li> </ol> |

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|           |                                           | media contexts.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| COMM 3600 | New Media Reporting                       | <p>Through regular attendance and active participation you will be able to:</p> <ol style="list-style-type: none"> <li>1. practice information gathering skills in interpersonal and technological approaches.</li> <li>2. Research media and bibliographies for content and attribution.</li> <li>3. Write headlines for stories in broadcast and integrated releases.</li> <li>4. Write news stories for broadcast and integrated releases.</li> <li>5. Discern between the write features, hard and breaking news.</li> <li>6. Understand the role and function of an editor in news, copy, and feature reporting for print, broadcast and electronic distribution.</li> <li>7. Write with improved grammar and style.</li> <li>8. Discern between local, state, national and world story impacts.</li> <li>9. Develop cultural sensitivity in the above contexts.</li> <li>10. Understand ethical and legal issues in writing and editing new media.</li> <li>11. Strengthen public speaking skills.</li> </ol>                                                                                                 |
| COMM 3610 | News and Copy Editing                     | <p>Through classroom instruction and hands-on experience, students will:</p> <ol style="list-style-type: none"> <li>1. <u>Develop a more comprehensive understanding of and appreciation for the English language</u></li> <li>2. <u>Be able to shape news copy into a version that's accurate, complete and readable</u></li> <li>3. <u>Understand the responsibilities of being a copy editor</u></li> <li>4. <u>Gain newspaper experience</u></li> <li>5. <u>Become more critical readers and editors</u></li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| COMM 3640 | Digital Film Pre-Production               | <p>Through regular attendance and active participation you will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand the production process and its future,</li> <li>2. Integrate within a production team,</li> <li>3. Conceptualize a production project,</li> <li>4. Design and execute communication objectives,</li> <li>5. Define a Real-world Audience analysis,</li> <li>6. Develop a production budget,</li> <li>7. Produce a production schedule,</li> <li>8. Write a comprehensive treatment,</li> <li>9. Consult and write in the screenwriting process,</li> <li>10. Break down a script for production,</li> <li>11. Pre-visualize coverage and design for production,</li> <li>12. Scout locations, procure clearances, and understand the Filmmaker's Code of Conduct,</li> <li>13. Cast principle talent, extras, and/or conduct pre-interviews for documentary production,</li> <li>14. Understand the importance and responsibility of safety training,</li> <li>15. Progress to COMM 3660 and subsequent offerings in the Digital Motion Picture Production program.</li> </ol> |
| COMM 3650 | Television Field Production and Reporting | <ol style="list-style-type: none"> <li>1. Students must demonstrate competency in video field production shooting and editing as well as writing in the television news style to produce ENG news products. Students will also become proficient the</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

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|           |                                               | terminology of television news reporting and gathering and the basic script formats.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| COMM 3655 | Television Field Production and Reporting Lab | 2. Students must demonstrate competency in video field production shooting and editing as well as writing in the television news style to produce ENG news products. Students will also become proficient the terminology of television news reporting and gathering and the basic script formats.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| COMM 3660 | Digital Film Production                       | Through regular attendance and active participation you will be able to: <ol style="list-style-type: none"> <li>1. Understand the production process and its future,</li> <li>2. Conceptualize and develop blocking for the camera,</li> <li>3. Construct scenes including dramatic emphasis,</li> <li>4. Previsualize coverage and design for production,</li> <li>5. Understand acquisition mechanisms in both film and digital video acquisition,</li> <li>6. Break down, maintain and build camera packages,</li> <li>7. Discern focal lengths, depth of field, prime versus zoom lenses, and filters and execute duties of the 1<sup>st</sup> and 2<sup>nd</sup> AC,</li> <li>8. Identify film stocks and grasp transfer and color balancing technique,</li> <li>9. Compose for single-camera production,</li> <li>10. Execute and follow production protocols,</li> <li>11. Build audio set-ups and acquire multi-channel location audio,</li> <li>12. Create a multiple lighting set-ups and calculate exposure using a light meter,</li> <li>13. Progress to COMM 4700 and subsequent offerings in the Communication and New media program.</li> </ol>          |
| COMM 3665 | Digital Film Production Lab                   | Through regular attendance and active participation you will be able to: <ol style="list-style-type: none"> <li>14. Understand the production process and its future,</li> <li>15. Conceptualize and develop blocking for the camera,</li> <li>16. Construct scenes including dramatic emphasis,</li> <li>17. Previsualize coverage and design for production,</li> <li>18. Understand acquisition mechanisms in both film and digital video acquisition,</li> <li>19. Break down, maintain and build camera packages,</li> <li>20. Discern focal lengths, depth of field, prime versus zoom lenses, and filters and execute duties of the 1<sup>st</sup> and 2<sup>nd</sup> AC,</li> <li>21. Identify film stocks and grasp transfer and color balancing technique,</li> <li>22. Compose for single-camera production,</li> <li>23. Execute and follow production protocols,</li> <li>24. Build audio set-ups and acquire multi-channel location audio,</li> <li>25. Create a multiple lighting set-ups and calculate exposure using a light meter,</li> <li>26. Progress to COMM 4700 and subsequent offerings in the Communication and New media program.</li> </ol> |
| COMM 3680 | Digital Film Post-Production                  | Through regular attendance and active participation you will be able to: <ol style="list-style-type: none"> <li>1. Understand the historical evolution of editing theory,</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

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|           |                                   | <ol style="list-style-type: none"> <li>2. Develop a knowledge of various Non-Linear Editing Systems and the tools required to effectively perform post-production,</li> <li>3. Understand the process of post-production,</li> <li>4. Identify camera angles and movement in predicting the flow within each scene,</li> <li>5. Recognize the editor's role as a storyteller,</li> <li>6. Identify problems within plot and character,</li> <li>7. Understand how to use transitions to establish pace and rhythm,</li> <li>8. Understand the meaning of color and visual design,</li> <li>9. Recognize the key elements of composition,</li> <li>10. Develop a knowledge of sound as a character,</li> <li>11. Recognize how to work with clients,</li> <li>12. Progress to subsequent offerings in the Communications in New Media program.</li> </ol>                                                                                                                                                    |
| COMM 3685 | Digital Film Post-Production Lab  | <p>Through regular attendance and active participation you will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand the historical evolution of editing theory,</li> <li>2. Develop a knowledge of various Non-Linear Editing Systems and the tools required to effectively perform post-production,</li> <li>3. Understand the process of post-production,</li> <li>4. Identify camera angles and movement in predicting the flow within each scene,</li> <li>5. Recognize the editor's role as a storyteller,</li> <li>6. Identify problems within plot and character,</li> <li>7. Understand how to use transitions to establish pace and rhythm,</li> <li>8. Understand the meaning of color and visual design,</li> <li>9. Recognize the key elements of composition,</li> <li>10. Develop a knowledge of sound as a character,</li> <li>11. Recognize how to work with clients,</li> <li>12. Progress to subsequent offerings in the Communications in New Media program.</li> </ol> |
| COMM 3700 | Television News Process           | <ol style="list-style-type: none"> <li>1. Students will learn the collaborative skills necessary to produce news programming.</li> <li>2. Students will increase their journalistic writing and reporting skills within the context of a TV news program.</li> <li>3. Students will understand and practice the skills of the TV news producer as they coordinate all elements to create a completed news program.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| COMM 3705 | Television News Process Lab       | <ol style="list-style-type: none"> <li>1. Students will learn the collaborative skills necessary to produce news programming.</li> <li>2. Students will increase their journalistic writing and reporting skills within the context of a TV news program.</li> <li>3. Students will understand and practice the skills of the TV news producer as they coordinate all elements to create a completed news program.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| COMM 3790 | Audio Production and Broadcasting | <p><u>Theory:</u> To identify and explore the basic principles, history, and status of audio acquisition, reproduction and editing in both analog and digital settings. This includes:</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

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|           |                              | <ul style="list-style-type: none"> <li>• Developing critical and analytical listening skills related to audio production</li> <li>• Knowing the basic terms and theories of audio production</li> <li>• Understanding the concepts of hearing, sound, transmission, recording and processing</li> <li>• Having a working knowledge of the physics of sound as it applies to audio production</li> </ul> <p><u>Practice:</u> To develop proficiency in writing, production, and post-production editing of both on-air and off-air audio content, by producing and delivering audio content in both prerecorded and live settings. This includes:</p> <ul style="list-style-type: none"> <li>• Evaluating the different characteristics of microphones used in audio production</li> <li>• Understanding the principles of audio production consoles and sound mixers</li> <li>• Producing and editing audio products on various field and studio equipment and digital audio editing software</li> </ul>                                                                                                                                                                                                                                                |
| COMM 3830 | Editorial/Opinion Writing    | <p>Through classroom instruction and hands-on experience, students will:</p> <ul style="list-style-type: none"> <li>Become more effective op-ed writers</li> <li>Learn techniques and strategies for op-ed writing</li> <li>Gain an appreciation for the op-ed section of a newspaper</li> <li>Generate op-ed topics</li> <li>Gather information for and evaluate op-ed pieces</li> <li>Understand the purpose of op-ed</li> <li>Understand the correlation of law and ethics in op-ed writing</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| COMM 3850 | Organizational Communication | <ol style="list-style-type: none"> <li>1. Understand the importance of attending and listening to the other person, and portray listening behaviors that demonstrate your understanding.</li> <li>2. Transfer an understanding of organizational communication fundamentals to the social contexts experienced in both your everyday and professional lives.</li> <li>3. Recognize the important, meaningful roles that non-spoken behaviors fulfill during our communication interactions within the organizational setting.</li> <li>4. Understand the axioms of organizational communication as well as its principles and ethics.</li> <li>5. Evaluate the various strategies by which organizations function.</li> <li>6. Identify the strengths and weaknesses of the perceptual process of communication within the rubric of organizational communication.</li> <li>7. Apply active listening and its principles in your organizational communication.</li> <li>8. Explain the nature of trust and be able to define and build that trust both within and across organizations.</li> <li>9. Distinguish between different organizations by correctly analyzing their needs, values, general tendencies, goals, strategic design, and</li> </ol> |

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|           |                                               | all ethical considerations applicable to a specific audience.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| COMM 4010 | Persuasion                                    | <ol style="list-style-type: none"> <li>1. Understand the importance of attending and listening to the other person, and portray listening behaviors that demonstrate your understanding.</li> <li>2. Transfer an understanding of communication fundamentals to the social contexts experienced in everyday life.</li> <li>3. Recognize the important, meaningful roles that non-spoken behaviors fulfill during our communication interactions.</li> <li>4. Understand the axioms of persuasive communication and its principles and ethics.</li> <li>5. Evaluate the interplay between the persuasive source and the responsive audience.</li> <li>6. Identify the strengths and weaknesses of the perceptual process of communication.</li> <li>7. Apply active listening and its principles in your persuasive communication.</li> <li>8. Explain the nature of trust and be able to define and build that trust.</li> <li>9. Distinguish between different audiences by correctly analyzing their needs, values, general tendencies, and all ethical considerations applicable to a specific audience.</li> </ol> |
| COMM 4020 | Integrated Oral Presentations                 | <ol style="list-style-type: none"> <li>1. Successfully refine the applied skill of audience analysis, both as an intellectual activity and as it influences a speech.</li> <li>2. Identify and apply factors of attention both in planning and delivering a speech.</li> <li>3. Competently and confidently plan, research, rehearse and deliver effective speeches.</li> <li>4. Understand how to effectively evaluate a speech to refine its effectiveness with a given audience.</li> <li>5. Identify an effective speech through frequent critique and revision, rehearsal, and delivery until a polished product is achieved.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| COMM 4030 | Applied Organizational Communication Research | <ol style="list-style-type: none"> <li>1. Increased depth of understanding and involvement in theories and concepts by applying these to detailed case studies and current organizations.</li> <li>2. Increase skills pertaining to the identification of connections between modern research and current organizational dynamics.</li> <li>3. Encourages students to design, develop, implement, and analyze original research and its application in the professional arena.</li> <li>4. Engage colleagues in critical dialogue regarding theory application and consequential research design, application, and analysis.</li> <li>5. Develop an attitude supportive of small group dynamics in problem-solving situations.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                              |
| COMM 4050 | Leadership in High Performance Teams          | <ol style="list-style-type: none"> <li>1. Increased depth of understanding and involvement in theories and concepts of leadership, small group dynamics, and high performance teams.</li> <li>2. Increased skills pertaining to the identification of connections between leaders, followers, and their relational dynamics.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |



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|           |                            | <ol style="list-style-type: none"> <li>3. Encourages students to become highly interactive with colleagues and to value both that process and to seek positive and successful outcomes.</li> <li>4. Engage colleagues in critical dialogue regarding theory application and consequential interactive exercises where both leader and follower skills are developed and increased.</li> <li>5. Develop an attitude supportive of small group dynamics in problem-solving situations.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| COMM 4100 | Documentary Production     | <ol style="list-style-type: none"> <li>1. Students will learn the stages of documentary production including preproduction, production, and post production.</li> <li>2. Students will increase their journalistic writing skills as they write a documentary script.</li> <li>3. Students will enhance their technical skills as they shoot and edit a documentary.</li> <li>4. Having learned the broadcast news writing style and short-form storytelling, students will now become competent in the different needs and requirements in long-form storytelling.</li> <li>5. Students will learn new journalistic concepts that apply to documentaries.</li> <li>6. Students will learn the history of how documentaries developed as a unique genre of filmmaking.</li> </ol>                                                                                                                                                                                                                   |
| COMM 4105 | Documentary Production Lab |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| COMM 4260 | Media Law                  | <p>To identify and understand the major developments and rulings in media law over the past two centuries, and their impacts on current media practices.</p> <p>To become thoroughly familiar with current developments and issues of media law.</p> <p>To be able to identify and correct potentially illegal media content and/or practices.</p> <p>To anticipate and thoughtfully analyze possible future trends and legal issues in our rapidly-developing new media environment.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| COMM 4350 | Communication Theory       | <ol style="list-style-type: none"> <li>1. Understand the importance of attending and listening to the other person, and portray listening behaviors that demonstrate your understanding.</li> <li>2. Transfer an understanding of theoretical communication fundamentals to the social contexts experienced in both your everyday and professional lives.</li> <li>3. Recognize the important, meaningful roles that non-spoken behaviors fulfill during our communication interactions with others.</li> <li>4. Understand the axioms of primary Human Communication theories as well as their principles and ethics.</li> <li>5. Evaluate the various strategies by which these theories can be applied and function.</li> <li>6. Explore a high-level survey of theories across the communication discipline.</li> <li>7. Conceptually connect communication contexts and theoretical traditions.</li> <li>8. Explain the connections, trajectories, and relationships among the many</li> </ol> |

|           |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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|           |                                              | <p>theories.</p> <ol style="list-style-type: none"> <li>9. Distinguish and derive applications and implications across the range of Human Communication theories</li> <li>10. Understand the importance of attending and listening to the other person, and portray listening behaviors that demonstrate your understanding.</li> <li>11. Transfer an understanding of various theoretical communication fundamentals to the social contexts experienced in both your everyday and professional lives.</li> </ol>                                                                                                                                                                                                                   |
| COMM 4380 | Advanced Television Production               | <ol style="list-style-type: none"> <li>1. Students will increase their supervisory and management skills in charge of production crew.</li> <li>2. Students will increase their competencies in the processes of television program production through the complete conceptualization, planning and execution of an advanced television production. .</li> <li>3. Students will enhance their abilities to engage and supervise all stages of television production including preproduction, production, and postproduction.</li> <li>4. Students will refine their technical skills in the different positions required in television program production as they assist other student producers/directors.</li> </ol>              |
| COMM 4385 | Advanced Television Production Lab           | <ol style="list-style-type: none"> <li>1. Students will increase their supervisory and management skills in charge of production crew.</li> <li>2. Students will increase their competencies in the processes of television program production through the complete conceptualization, planning and execution of an advanced television production.</li> <li>3. Students will enhance their abilities to engage and supervise all stages of television production including preproduction, production, and postproduction.</li> <li>4. Students will refine their technical skills in the different positions required in television program production as they assist other student producers/directors.</li> </ol>                |
| COMM 4490 | Communication and Contemporary Public Issues | <p>A theoretical and applied use of rhetorical methods utilized by political, economic and social leaders to achieve understanding of the consequences of those methods.</p> <p>A thorough review and application of trends in business, education, and technology and their relationship to communication skills as the key influence.</p> <p>Analyze the impact upon society as political, legal and economic changes effect society.</p> <p>Refine and develop a deeper understanding of the impact of changes in international policy due to influential rhetorical applications.</p> <p>Skillful application of rhetorical skills creating changes in such areas as employment, health, immigration, and political change.</p> |
| COMM 4500 | Human Communication and Conflict             | <p>Increased depth of understanding and involvement in theories and concepts of Organizational Communication.</p> <p>Increased skills pertaining to the application of appropriate theories and</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

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|           |                               | <p>concepts to modern, on-going organizations at all levels.</p> <p>Encourages students to become highly interactive with colleagues and to value both that critical thinking process and to seek positive and successful outcomes of class discussions where the results of those discussions are applied to students' work.</p> <p>Increased skills in technological applications and their effects.</p> <p>Develop the skill to identify weaknesses within organizations and to suggest original research that would address a reduction of those weaknesses.</p>                                                                                                                                                                                                                                                                                                                                                                                                      |
| COMM 4580 | Public Relations Case Studies | <ol style="list-style-type: none"> <li>1. To identify ways in which public relations and approaches to its practice are defined</li> <li>2. To present the history and evolution of public relations as an emerging profession</li> <li>3. To introduce key theories that influence and shape public relations practice</li> <li>4. To identify the key role research plays as a corner stone of contemporary practice</li> <li>5. To evaluate the effectiveness of various techniques and tactics used by public relations practitioners through examination of case studies.</li> <li>6. To politically consider the ethical and legal dimensions of public relations practice</li> <li>7. To identify issues and trends that shape and will continue to shape current and future public relations practice including the impact of new technology</li> <li>8. To develop and nurture critical thinking skills within a context provided by public relations</li> </ol> |
| COMM 4640 | Feature Writing               | <p>Through classroom instruction and hands-on experience, students will:</p> <p>Write feature-style titles, leads and story endings.</p> <p>Structure longer articles.</p> <p>Develop select sources as characters.</p> <p>Extend quotation into dialogue.</p> <p>Work with narration and storytelling.</p> <p>Incorporate scenes and sensory details.</p> <p>Research effectively.</p> <p>Add depth and breadth to articles.</p> <p>Write from a point of view.</p> <p>Write a query letter or a story proposal.</p> <p>Find potential markets for article placements.</p> <p>Understand legal and ethical issues involved with free-lancing.</p>                                                                                                                                                                                                                                                                                                                        |
| COMM 4680 | Advanced Reporting            | <p>Through classroom instruction and hands-on experience, students will:</p> <p>Structure longer, more in-depth news articles.</p> <p>Develop professional relationships with sources.</p> <p>Become more familiar with beats.</p> <p>Research effectively.</p> <p>Be able to meet and manage deadlines.</p> <p>Add depth and breadth to articles.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

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|           |                                           | <p>Make an attempt to publish their articles.</p> <p>Find potential markets for article placement.</p> <p>Understand legal and ethical issues involved with free-lancing.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| COMM 4700 | Advanced Digital Film Production          | <p>Through regular attendance and active participation you will be able to:</p> <ol style="list-style-type: none"> <li>1. Execute the production process,</li> <li>2. Direct film sequences,</li> <li>3. Manage a production unit,</li> <li>4. Follow industry production protocol,</li> <li>5. Develop script supervision skills,</li> <li>6. Advance digital cinematography skills in digital set-ups,</li> <li>7. Advance lighting skills in executing a 5-stop exposure for a sequence with coverage,</li> <li>8. Critique peer digital film production,</li> <li>9. Progress to COMM 4800 and subsequent offerings in the Communication and New Media program.</li> </ol>                                                                                                                                    |
| COMM 4705 | Advanced Digital Film Production Lab      | <p>Through regular attendance and active participation you will be able to:</p> <ol style="list-style-type: none"> <li>1. Execute the production process,</li> <li>2. Direct film sequences,</li> <li>3. Manage a production unit,</li> <li>4. Follow industry production protocol,</li> <li>5. Develop script supervision skills,</li> <li>6. Advance digital cinematography skills in digital set-ups,</li> <li>7. Advance lighting skills in executing a 5-stop exposure for a sequence with coverage,</li> <li>8. Critique peer digital film production,</li> <li>9. Progress to COMM 4800 and subsequent offerings in the Communication and New Media program.</li> </ol>                                                                                                                                    |
| COMM 4800 | Advanced Digital Film Post Production     | <p>Through regular attendance and active participation you will be able to:</p> <ol style="list-style-type: none"> <li>5. Develop a knowledge of Final Cut Pro and associated tools required to effectively perform post-production.</li> <li>6. Develop a knowledge of Adobe Premier and associated tools required to effectively perform post-production.</li> <li>7. Identify camera angles and movements in predicting the flow within each scene.</li> <li>8. Identify problems within plot and character.</li> <li>9. Apply transitions to establish pace and rhythm.</li> <li>10. Color correct.</li> <li>11. Build audio environments in conjunction with 4790.</li> <li>12. Edit a short film.</li> <li>13. Distribute a short film to film festivals.</li> <li>14. Create a production reel.</li> </ol> |
| COMM 4805 | Advanced Digital Film Post Production Lab | <p>Through regular attendance and active participation you will be able to:</p> <ol style="list-style-type: none"> <li>1. Develop a knowledge of Final Cut Pro and associated tools required to effectively perform post-production,</li> <li>2. Develop a knowledge of Adobe Premier and associated tools required to</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

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|           |                                       | <p>effectively perform post-production,</p> <ol style="list-style-type: none"> <li>Identify camera angles and movement in predicting the flow within each scene,</li> <li>Identify problems within plot and character,</li> <li>Apply transitions to establish pace and rhythm,</li> <li>Color correct,</li> <li>Build audio environments in conjunction with 4790,</li> <li>Edit a short film,</li> <li>Distribute a short film to film festivals,</li> <li>Create a production reel.</li> </ol>                                                                                                                                                                                                                                                                                                                    |
| COMM 4810 | Shooting for Compositing              | <p>Through regular attendance and active participation you will be able to:</p> <p>Understand compositing concepts.</p> <p>Calculate exposure for subtractive lighting in green/blue screen compositing.</p> <p>Integrate time and space aspects of the film plane into synthetic environments.</p> <p>Execute compositional influences on compositing for plates beyond the film plane.</p> <p>Research compositing influences, software and history.</p>                                                                                                                                                                                                                                                                                                                                                           |
| COMM 4820 | Compositing                           | <p>Through regular attendance and active participation you will be able to:</p> <p>Understand compositing concepts as applied in virtual environments.</p> <p>Execute compositing design and technique using Maya, and/or After Effects.</p> <p>Layer designed plates both virtual and real-time in a composite.</p> <p>Integrate time and space aspects of the film plane into synthetic environments.</p> <p>Execute compositional influences on compositing for plates beyond the film plane.</p> <p>Research compositing influences, software and history.</p>                                                                                                                                                                                                                                                   |
| COMM 4850 | Seminar: Organizational Communication | <ol style="list-style-type: none"> <li>Increased depth of understanding and involvement in theories and concepts of Organizational Communication.</li> <li>Increased skills pertaining to the application of appropriate theories and concepts to modern, on-going organizations at all levels.</li> <li>Encourages students to become highly interactive with colleagues and to value both that critical thinking process and to seek positive and successful outcomes of class discussions where the results of those discussions are applied to students' work.</li> <li>Increased skills in technological applications and their effects.</li> <li>Develop the skill to identify weaknesses within organizations and to suggest original research that would address a reduction of those weaknesses.</li> </ol> |
| COMM 4950 | New Media Internship                  | <ol style="list-style-type: none"> <li>Internship credit is determined upon the amount of hours attempted and completed for the internship, 100 hours for one semester credit, 200 hours for two credits, 300 hours for three credits. These hours are actual hours worked for the sponsoring organization.</li> <li>Two degree-related objectives will be determined for every credit hour attempted, so for three credit hours, six objectives must be completed for</li> </ol>                                                                                                                                                                                                                                                                                                                                    |

|           |                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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|           |                           | <p>credit.</p> <ol style="list-style-type: none"> <li>3. A minimum of 20 hours logged per objective is required. Logs must be more than timecards or time reports. They should reflect the specific objectives attempted, skills, proficiencies, projects, etc., and include a narrative of self-assessment.</li> <li>4. Objectives and assessment criteria should be designed and approved by you, your internship coordinator and the your supervisor no later than the third week of the semester.</li> <li>5. Maintain weekly contact with coordinator for updates, objective assessments, and evaluations as they come due.</li> <li>6. A portfolio representing your attempted objectives will be due at the end of the internship including a self-assessment based on the criteria and rubrics established at the beginning of the semester.</li> </ol> |
| COMM 4980 | Senior Seminar (Capstone) | <p>Successfully complete a service learning experience spending time in an environment similar to the student's employment objective. This could be fulfilled by volunteering at a potential jobsite.</p> <p>The student will successfully complete a research project where he/she will develop a program application for potential use when the student begins working in his/her career.</p> <p>The student will successfully determine potential job opportunities, or locations of further educational opportunities.</p> <p>The student will prepare a proper resume for application either in a job-related position, or for further educational experience.</p>                                                                                                                                                                                         |

July 11, 2007

**MEMORANDUM**

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Dixie State College –Bachelor of Science Degree in Accounting – Action Item

Issue

Officials at Dixie State College of Utah request approval to offer the Bachelor of Science Degree in Accounting effective the Fall Semester 2007. The proposed degree was approved by the Dixie State College Board of Trustees on February 12, 2007. The Regent's Program Review Committee approved the Letter of Intent on July 11, 2007.

Background

Dixie State College currently offers a Bachelor of Business Administration Degree with an emphasis in Accounting. Although this offering is very popular and has many benefits, it does not adequately meet the needs of the students or the community at large. According to the U.S. Bureau of Labor Statistics, "Employment of accountants and auditors is expected to grow much faster than the average occupation between 2004 and 2014 increasing 27 percent or more. The purpose of this proposed degree is to provide the students with the needed accounting skills and training to meet this demand. The curriculum of the Bachelor of Science Degree in Accounting will be compliant with other baccalaureate accounting degrees in the USHE system and will allow the graduate to pursue graduate work and with further study, the CPA.

Dixie State College of Utah is in the process of pursuing AACSB accreditation for all of the business degrees offered by the college including the proposed degree. Adding this degree prior to accreditation by AACSB allows the Udvar-Hazy School of Business to have both of the business degrees accredited simultaneously. The requested accounting degree is a core/foundational discipline area of any business school.

### Policy Issues

The proposed program was reviewed by other USHE institutions during both the Letter of Intent phase of the approval process and again after the full proposal had been prepared. During those reviews several questions were raised and suggestions given. The full proposal addresses those questions and suggestions and other USHE institutions have given full support to the proposed program.

### Commissioner's Recommendation

The Commissioner recommends that the Regents approve the Request to Offer a Bachelor of Science Degree in Accounting at Dixie State College effective Fall Semester 2007.

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Richard E. Kendell, Commissioner

REK/GW  
Attachment



Academic, Applied Technology and Student Success Committee

Action Item

Request to Offer a

Bachelor of Science Degree in Accounting

Dixie State College of Utah

Prepared for  
Richard E. Kendell

By  
Gary Wixom

July 11, 2007

## **SECTION I: The Request**

Dixie State College of Utah requests approval to offer the Bachelor of Science Degree in Accounting effective Fall Semester 2007. The proposed degree was approved by the Board of Trustees on February 12, 2007.

### **Purpose of the Degree**

Dixie State College currently offers a Bachelor of Business Administration Degree with an emphasis in Accounting. Although this offering is very popular and has many benefits, it does not adequately meet the needs of our students or the community at large. As outlined in section III of this proposal there is a very high market demand at the national, state, and local levels for students with a Bachelor's degree in Accounting. The purpose of this degree request is to provide our students with the needed accounting skills and training to meet this demand. The curriculum of the Bachelor of Science Degree in Accounting will be compliant with other baccalaureate accounting degrees in the USHE system and will allow the graduate to pursue graduate work and pursue CPA certification with further study. SUU has provided the Masters Degree in Accounting on the DSC campus; details are listed in Section III, page 7 of this proposal.

Dixie State College of Utah is in the process of pursuing AACSB accreditation for all of the business degrees offered by the college including this degree. Adding this degree prior to accreditation by AACSB allows the Udvar-Hazy School of Business to have both of the business degrees accredited simultaneously. The requested accounting degree is a core/foundational discipline area of any business school.

### **Institutional Readiness**

DSC's Bachelor of Science in Business Administration was initially approved in 1999. In its initial form, it included curriculum designed with an upper-division core and a set of electives that would give students the flexibility to pursue curricular emphases. In March 2001, the Regents approved the program's first emphasis areas: Internet and Visual Technologies and two years later in 2003 approved the third area of emphasis in accounting. Accounting has been a very popular area of study for students in the Udvar-Hazy School of Business at Dixie State College of Utah. There were 102 students enrolled as accounting majors during the fall of 2006. During the last three years, the college has adjusted the accounting curriculum to mirror the course requirements of the majority of USHE institutions offering the Bachelor of Science degree in Accounting, to ensure our graduates have easy access to the graduate programs in accounting within the USHE. The college has also hired two additional Ph.D. accounting faculty members to service the student demand. The proposed curriculum for the Bachelor of Science Degree in Accounting is found in Appendices A and B. This curriculum is already in place and would require no additional courses, faculty, or expenses to grant the degree.

When this request is approved, the college can confer the first Bachelor of Science Degree in Accounting by the end of the Fall Semester of 2007.

### **Faculty**

The accounting faculty has excellent credentials to deliver a high quality baccalaureate degree in accounting. The college has three full-time doctoral degreed accounting faculty with over 50 years of teaching experience. The fourth faculty member is a practicing CPA, holds a MACCT degree, and is

currently working on his Ph.D. (Appendix C). All adjunct accounting faculty members have at minimum a Masters Degree in Accounting and are licensed as C.P.A.'s. Currently six accounting faculty members teach in our accounting emphasis program.

### **Staff**

No additional staff members will be required for the proposed B.S. Degree in Accounting.

### **Library and Informational Resources**

The College's current library holdings in accounting meet the needs of the proposed degree program.

### **Admission Requirements**

Admission requirements for the Bachelor of Science Degree program in Accounting do not vary from the current requirements for the Bachelor of Science Degree in Business Administration and are consistent with the admission requirements at all other institutions within the USHE.

Career Ladder Approach--All schools of business within the USHE have a specific set of pre-business core requirement courses that have been articulated through the UBAAN organization. These pre-business core requirement courses are an integral part of the Associate of Science in Business Degree that is also articulated throughout the USHE. When a student chooses to complete an Associate of Science in Business Degree at any of the USHE institutions, he/she not only has a completed degree, but can also transfer anywhere within the USHE to work on a Bachelor of Science Degree and have their business pre-requisites completed, regardless of their intended business major. For those students who choose not to pursue an Associate of Science in Business Degree, the required general education courses are offered throughout the four-year degree to insure easy articulation and allow the transfer student to continue to make progress towards degree completion. Continued progress toward degree completion is important for all students and is required for all NCAA Division II transfer students.

### **Student Advisement**

The business degree programs have a designated discipline advisor. This advisor is an integral part of the success of our business degree programs and has been since the inception of these programs.

### **External Review and Accreditation**

The Udvar-Hazy school of Business at Dixie State College is currently in the process of applying for accreditation for all of the college's business degrees. The college has two external consultants, Dr. Milton Blood, former AACSB Board member, and Dr. Karen Whelan-Berry, AACSB, who currently serves and has served as an AACSB accreditation officer at two different universities. The consultants have recommended that both degrees be included in the current AACSB accreditation application as core foundation Business degrees offered by the Udvar-Hazy School of Business. The fees for the accreditation process and the annual fees for accreditation will be paid from the college's budget and are currently in the budget of the business school. AACSB accreditation is a multi-year process. The college anticipates entering the pre-accreditation process this year and receiving accreditation within four years. A degree must be currently offered to be included in the accreditation process.

## Projected Enrollment

Currently the college has 102 students in the accounting emphasis program. It is projected that the number of students majoring in accounting will grow significantly with the approval of the accounting degree. Currently the average class size is 25 students. The faculty to student ratio will grow from approximately 25 to 40 over the next five years. The college anticipates approximately 240 students will be in the Accounting program and the full-time equivalent accounting faculty will be at least six faculty members distributed between full-time and adjunct. St. George has a significant adjunct faculty pool in accounting that complements our full-time faculty, by providing an increased depth and breath of working experience that adds richness to the accounting curriculum.

### Projected Enrollment 2007-2012

| Current<br>(Accounting<br>Emphasis) | 2007-2008 | 2009-2009 | 2009-2010 | 2010-2011 | 2011-2012 |
|-------------------------------------|-----------|-----------|-----------|-----------|-----------|
| 102                                 | 110       | 148       | 185       | 212       | 240       |

## Expansion of Existing Program

While technically this request is not an expansion of an existing program, the college does have an approved accounting emphasis within the B.S. degree program in business administration that offers all of the courses required for a B.S. degree in accounting. Graduates with degrees in accounting are in high demand nationally, statewide, and locally. Accounting graduates entering the job market are averaging over \$47,000 nationally. Dixie State College has the faculty, curriculum, and support resources to offer this degree at no additional cost to produce graduates in this high demand, high wage profession.

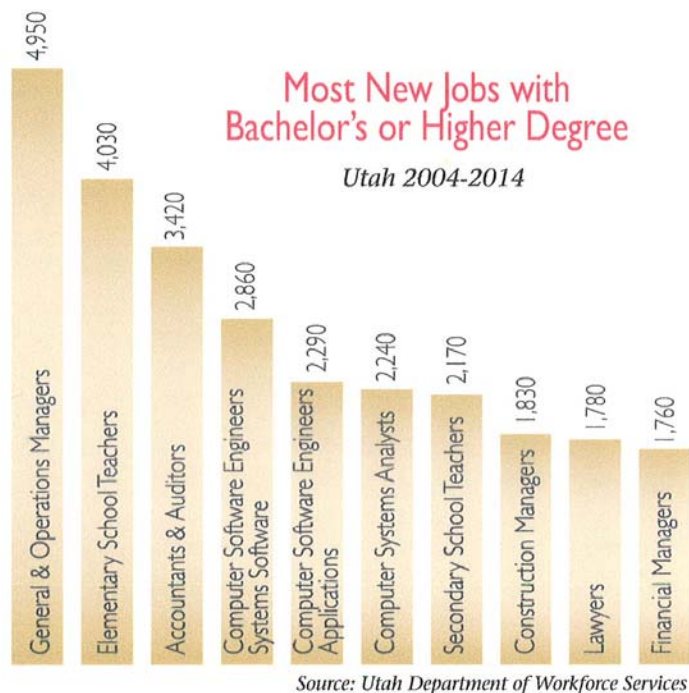
## SECTION III: Need

The need for this degree program is substantiated by both a high market demand for accounting graduates and a high student demand for this degree. The college will bear no additional cost to implement this degree program.

### Labor Market Demand

National Demand: According to the U.S. Bureau of Labor Statistics, "Employment of accountants and auditors is expected to grow much faster than the average occupation between 2004 and 2014 increasing 27 percent or more. An increase in the number of businesses, changing financial laws and regulations, and increased scrutiny of company finances will drive growth. In addition to openings resulting from growth, the need to replace accountants and auditors who retire or transfer to other occupations will produce numerous job openings in this large occupation."

State and Local Demand: Utah Department of Workforce Services projects the third highest number of new jobs (3,420 positions) through 2014 that require a Bachelor's or higher degree will be for accountants and auditors. Washington County is the fastest growing metropolitan area in the U.S. and will continue to require new graduates to service the growing economy.



<sup>1</sup> National Association of Colleges and Employers, Press Release February 9, 2007. <http://www.naceweb.org/press/display.asp?year=2007&prid=251>

*For more information see:*

- <http://stats.bls.gov/opub/ooq/2006/fall/art03.pdf>
- <http://jobs.utah.gov/opencms/wi/pubs/outlooks/state/>

The Bachelor of Science degree in Accounting will provide the graduates greater employment flexibility in the emerging accounting/financial job market.

## Student Demand

Based on recent survey information of DSC students and the Washington County business community, there is a significant interest by the students within Dixie State College's Udvar-Hazy School of Business for the Bachelor of Science Degree in Accounting (Appendix D). As indicated above, there are already 102 students enrolled at DSC with a declared major of Accounting. The need for this degree is also strongly supported by local businesses seeking employees trained in accounting, as evidenced by the letters of support in Appendix E.

## Similar Programs Offered in the USHE

The following USHE schools offer baccalaureate degrees in Accounting in Utah: University of Utah, Utah State University, Southern Utah University, and Weber State University. The Bachelor of Science Degree in Accounting can be added at Dixie State College with no additional curriculum or budget changes and will provide graduates greater employment flexibility in the expanding accounting/financial job market.

Student surveys predict that by offering this degree program the Udvar-Hazy School of Business will experience enrollment increases in our other business degree programs.

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

Discussions between Dixie State College of Utah and Southern Utah University have taken place regarding accounting programs over several years beginning with a Memorandum of Understanding between the two colleges signed by the then Presidents Bennion and Huddleston documenting cooperation for future degree programs. DSC feels there is a good working relationship with SUU to provide graduate programs to the Washington County area. To service the growing Washington County population, DSC will require partnerships with other USHE Institutions to provide Washington County citizens access to graduate programs not available currently from SUU.

### **Benefits**

DSC can provide greater access for the local area students to an accounting program leading to the baccalaureate degree and access to the accounting profession. USHE Institutions with Masters Degree programs in Accounting, particularly SUU's Masters Program because of the close proximity, will benefit from the increased pool of qualified baccalaureate accounting graduates. Washington County citizens will be best served by this cooperative, cost effective working arrangement.

### **Consistency with Institutional Mission**

The Bachelor of Science Degree in Accounting is consistent with the mission of Dixie State College of Utah. As a "Type III institution . . . with a major emphasis on associate and baccalaureate programs" (Regents' Policy R312), Dixie State's mission is to "[offer] baccalaureate programs in high demand areas and in core or foundational areas consistent with four-year colleges". (DSC Mission Statement)

## **SECTION IV**

### **Program Assessment**

The overall goal of the Udvar-Hazy School of Business is to help students achieve their academic, career, and life goals by meeting the needs of students in their preparation for productive and rewarding business careers and/or for advanced academic study. Specific goals are to prepare students who:

- Possess the skills and knowledge to succeed in a rapidly changing competitive business environment while maintaining traditional values including honesty and integrity. Students completing the degree and seeking employment will be placed on jobs within six months after graduation.
- Satisfy the expectations of their employers. Employers who hire graduates will express satisfaction with the quality of training received by the graduate.

- Are prepared for admission into graduate degree programs. Students completing Dixie State College baccalaureate degrees who seek admittance into graduate programs within six months after graduation will be admitted at a rate commensurate with students of similar qualifications.
- Complete their degree at a rate consistent with their academic goals. Full-time students will complete their degrees within three years after obtaining admission into upper-division programs, and part-time students will complete their degrees within five years after obtaining admission into upper-division programs.
- Demonstrate upper-division-level command of their discipline.
- Demonstrate upper-division-level skills in math, communication (both oral and written), and critical thinking.
- Express satisfaction with the quality of knowledge and skills received in upper-division programs. Student satisfaction will be demonstrated by student responses to surveys taken while in the upper-division programs and six to twelve months after obtaining post-graduate employment.
- Enjoy a continuous learning environment in which successes can be shared and celebrated, and failures can be shared and analyzed without fear.

## Student Assessment

In order to determine if students have accomplished the desired goals of their respective programs, a variety of measurements is used. The goals and measurements will be regularly reviewed by the department, and appropriate stakeholders, consistent with AACSB policies and guidelines, and include:

1. Degree Completion Rates: Dixie State's four-year programs are assessed by the percentage of students who complete within two to six years (measured annually) after being admitted to upper-division programs. Students who transfer are excluded from this measurement.
2. Placement in the Workforce: A follow-up study of four-year program graduates is conducted by the Director of Vocational Assessment and Career Center. Dixie State's four-year programs are assessed by the percentage of students seeking employment that are placed in jobs within six months after graduation.
3. Graduate School Acceptance Rates: Dixie State's four-year programs are assessed by the acceptance rate of Dixie State students who apply to graduate school programs within six months after graduation.
4. Employer Assessment of Students: Regional employers are surveyed about their employees who receive four-year degrees at Dixie State College. Dixie State's four-year programs are assessed by the employer's satisfaction with the students' knowledge and skills obtained at Dixie State. This assessment will take place between six and twelve months after the student has been hired.

5. Student Satisfaction Assessment: Dixie State's four-year programs are assessed by the level of satisfaction students express with the knowledge and skills obtained in upper-division programs. Student satisfaction will be demonstrated by student responses to surveys taken while in the upper-division programs and six to twelve months after obtaining post-graduation employment.

### **Expected Standards of Performance**

In addition to the standards and competencies listed above, all graduates of the Dixie State College Udvar-Hazy School of Business will possess/meet the following standards and competencies. These standards and competencies were set after assessing all stakeholders and include those skills mutually listed as critical to success. Each is followed by an explanation of what the program faculty are doing to improve student success in these areas.

1. The ability to communicate orally: Program faculty have included an oral presentation in many of their course requirements in order to help students develop this important skill.
2. The ability to communicate in writing: Program faculty have included at least one major written assignment in all of their courses. Some faculty require that students submit drafts of their assignments to be evaluated before the final assignment is completed. All students are strongly encouraged to have their written work evaluated by the campus-writing center before submitting their final copies.
3. The ability to demonstrate quantitative skills: After conferring with the Mathematics faculty it was agreed that the curriculum for Math 1090 (College Algebra for Business Majors) was inadequate. Additional quantitative skills were added to the curriculum and the credit hours for the course were changed from three to four.
4. The ability to work effectively in teams and maintain good working relationships with others: Program faculty include team projects in most of their courses. Students are often encouraged to enter into team contracts that list the duties and expectations of all team members. Case studies are also often completed using the team concept.

### **Section V: Finance**

#### **Budget:**

Dixie State College currently has four full time accounting faculty members. Three are doctoral degreed and the other holds a MACCT degree and is a practicing CPA. These faculty are currently teaching all of the courses that are required for a B.S. degree in Accounting as part of their regular teaching load and current DSC budget. Thus, no additional funding would be required to offer the degree until such time that the teaching load becomes great enough to hire an additional faculty member. Based on the growth projections listed above, the need for additional funding would occur during the 2009-2010 academic year, as shown in the table below.



**Budget – Additional program needs**

|                    | 2007-2008       | 2008-2009       | 2009-2010                                          | 2010-2011       |
|--------------------|-----------------|-----------------|----------------------------------------------------|-----------------|
| Tuition Revenue    |                 |                 | \$103,000                                          |                 |
| Faculty Salaries   | Existing Budget | Existing Budget | \$100,000<br>(Ph.D. & benefits)                    | Existing Budget |
| Staff Salaries     | Existing Budget | Existing Budget | -0-                                                | Existing Budget |
| Current Expense    | Existing Budget | Existing Budget | -0-                                                | Existing Budget |
| Library            | Existing Budget | Existing Budget | -0-                                                | Existing Budget |
| Equipment & Travel | Existing Budget | Existing Budget | \$3,000<br>professional<br>development &<br>travel | Existing Budget |
| Total              | Existing Budget | Existing Budget | \$103,000                                          | Existing Budget |

**Funding Sources:** Additional funding is not expected to be needed before the 2009-2010 academic year. At that time, it is anticipated that funding will come from the increased tuition growth. Based on the current financial situation, there are no additional funds requested from the state to begin this program.

## Appendix A

### Program Curriculum



#### Requirements for Bachelor of Science in Accounting

Effective July 2007

Business Advisor: Shari Gowers

HAZY 347; 435-652-7745; [gowers@dixie.edu](mailto:gowers@dixie.edu)

Appointments: <http://cactus.dixie.edu/gowers/viewweek.asp>

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#### Lower-Division Requirements

To fulfill the lower-division requirements, a student must either:

- Complete the USHE Associate of Science in Business Degree, or
- Complete the DSC requirements for General Education or equivalent, and these pre-business core classes:

| Pre-Business Requirements (28 credits)     | Credits | Prerequisites and notes                                    |
|--------------------------------------------|---------|------------------------------------------------------------|
| • ACCT 2010, Financial Accounting          | 3       |                                                            |
| • ACCT 2020, Managerial Accounting         | 3       | ACCT 2010 and CIS 1200                                     |
| • CIS 2010, Business Computer Proficiency  | 3       | CIS 1200                                                   |
| • COMM 1010, 1020, or 2110, Communications | 3       |                                                            |
| • ECON 2010, Micro Economics               | 3       |                                                            |
| • ECON 2020, Macro Economics               | 3       | ECON 2010                                                  |
| • MATH 1100, Business Calculus             | 3       | MATH 1090 or MATH 1050 (grade of C or better)              |
| • MGMT 2050, Business Law                  | 3       |                                                            |
| • STAT 2040, Business Statistics           | 4       | CIS 2010 and MATH 1090 or MATH 1050 (grade of C or better) |
| <b>TOTAL LOWER-DIVISION CREDITS:</b>       |         | <b>63</b>                                                  |

Advanced standing status must be obtained prior to enrollment in any 3000 or 4000 level business course.

| Business Core Requirements                  | Credits   | Prerequisites and Notes                                          |
|---------------------------------------------|-----------|------------------------------------------------------------------|
| • ACCT 3050, Accounting Info Systems        | 3         | ACCT 2020 and CIS 2010                                           |
| • FIN 3150, Managerial Finance I            | 3         | ACCT 2020 and ECON 2020 and STAT 2040                            |
| • MGMT 3400, Management and Organizations   | 3         | CIS 2010 and ENGL 2010                                           |
| • MGMT 3600, Production and Operations      | 3         | MATH 1100 and STAT 2040                                          |
| • MGMT 4800, Strategic Management           | 3         | ACCT 3050 and FIN 3150 and MGMT 3400 and MGMT 3600 and MKTG 3010 |
| • MKTG 3010, Marketing Principles           | 3         | CIS 1200 and ENGL 2010                                           |
| • ENGL 3010, Writing in the Professions     | 3         | ENGL 2010                                                        |
| • PHIL 3510, Business & Professional Ethics | 2         |                                                                  |
| <b>TOTAL</b>                                | <b>23</b> |                                                                  |

| Accounting Emphasis Requirements        | Credits   | Prerequisites and Notes                  |
|-----------------------------------------|-----------|------------------------------------------|
| • ACCT 3010, Intermediate Accounting I  | 3         | ACCT 2020                                |
| • ACCT 3020, Intermediate Accounting II | 3         | ACCT 3010                                |
| • ACCT 3300, Cost Accounting            | 3         | ACCT 2020                                |
| • ACCT 3400, Tax Accounting             | 3         | ACCT 3010                                |
| • ACCT 3600, Accounting Practicum       | 3         | ACCT 3010 and ACCT 3400 as a corequisite |
| • ACCT 4030, Advanced Accounting        | 3         | ACCT 3020                                |
| • ACCT 4100, Auditing                   | 3         | ACCT 3010 and ACCT 3400                  |
| • ACCT 4400, Tax Accounting II          | 3         | ACCT 3400                                |
| <b>TOTAL</b>                            | <b>24</b> |                                          |

Dixie State's general graduation requirements are described in this online catalog under the "Advisement and Graduation" link. Those requirements are also available in the College's online policies at <http://www.dixie.edu/humanres/policy/sec5/520.html>.



## Requirements for Bachelor of Science in Accounting

Effective July 2007

Business Advisor: Shari Gowers

HAZY 347; 435-652-7745; [gowers@dixie.edu](mailto:gowers@dixie.edu)

Appointments: <http://cactus.dixie.edu/gowers/viewweek.asp>

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### Business Elective Courses (11 credits from the following or other approved courses)

|                                               | Credits | Prerequisites and Notes                                                           |
|-----------------------------------------------|---------|-----------------------------------------------------------------------------------|
| • ACCT 4890, Accounting Internship I          | 1-3     | Advisor permission required                                                       |
| • ACCT 4891, Accounting Internship II         | 1-3     | Advisor permission required                                                       |
| • ECON 3500, International Economics          | 3       | ECON 2020                                                                         |
| • FIN 3180, Entrepreneurial Finance           | 3       | ACCT 2020 and ENGL 2010                                                           |
| • FIN 3200, Money, Banking and Credit         | 3       | FIN 3150                                                                          |
| • FIN 3400, Real Estate Finance               | 3       | FIN 3150                                                                          |
| • FIN 3750, Introduction to Investments       | 3       | FIN 3150                                                                          |
| • FIN 4150, Managerial Finance II             | 3       | FIN 3150                                                                          |
| • FIN 4400, International Finance             | 3       | FIN 3150                                                                          |
| • IT 3500, Electronic Commerce                | 3       |                                                                                   |
| • MGMT 3200, Small Business Management        | 3       | ACCT 2010 and CIS 2010 and ENGL 2010                                              |
| • MGMT 3700, Organizational Behavior          | 3       | ENGL 2010                                                                         |
| • MGMT 4000, Purchasing and Supply Management | 3       | ACCT 2020 and CIS 2010 and ECON 2020 and STAT 2040                                |
| • MGMT 4200, Business Internships I           | 1-3     | Advisor permission required                                                       |
| • MGMT 4210, Business Internships II          | 1-3     | Advisor permission required                                                       |
| • MGMT 4300, Human Resource Management        | 3       | MGMT 3400                                                                         |
| • MGMT 4600, Six Sigma                        | 3       | MGMT 3600                                                                         |
| • MGMT 4610, Six Sigma                        | 3       | MGMT 3600                                                                         |
| • MGMT 4900, Independent Research I           | 1-3     | Advisor permission required                                                       |
| • MGMT 4910, Independent Research II          | 1-3     | Advisor permission required                                                       |
| • MGMT 4950, Seminars in Business             | 1-3     | Advisor permission required                                                       |
| • MILS 3200, Tactical Leadership              | 3       |                                                                                   |
| • MILS 3210, Applied Leadership               | 3       | MILS 1200, 1210, 2200, 2210 or Basic Training or Leadership Training Course (LTC) |
| • MILS 3250, Staff Organization & Operation   | 1       |                                                                                   |
| • MILS 4200, Developmental Leadership         | 3       |                                                                                   |
| • MILS 4210, Adaptive Leadership              | 3       |                                                                                   |
| • MILS 4250, Ranger Preparation               | 2       | Note: MILS 4250 also has prerequisite of MILS 4210                                |
| • MILS 4350, Special Project                  | 2       |                                                                                   |
| • MKTG 3450, Consumer Behavior                | 3       | MKTG 3010                                                                         |
| • MKTG 3500, Promotion Management             | 3       | MKTG 3010 and ENGL 2010                                                           |
| • MKTG 4700, Marketing Strategy               | 3       | MKTG 3010                                                                         |
| • STAT 3200, Advanced Statistical Methods     | 3       | STAT 2040                                                                         |
| • VT 3800, Corporate Identity                 | 3       | VT 3200                                                                           |

**TOTAL CREDITS FOR BACCALAUREATE DEGREE: 121**

A minimum of 40 Upper Division Credits are required.

A minimum of 30 Upper Division Credits must be taken at DSC.

A maximum of 12 Upper Division Credits may be transferred into the DSC Business Program requirements.

Dixie State's general graduation requirements are described in this online catalog under the "Advisement and Graduation" link. Those requirements are also available in the College's online policies at <http://www.dixie.edu/humanres/policy/sec5/520.html>.

## Appendix B

### Proposed Accounting Major Class Sequence

| Fall Semester 1              |                                |           | Spring Semester 1                |                               |            |
|------------------------------|--------------------------------|-----------|----------------------------------|-------------------------------|------------|
| Course#:                     | Course Title:                  | Credits   | Course#:                         | Course Title:                 | Credits    |
| ENGL 1010                    | Intro to Writing               | 3         | ENGL 2010                        | Intermediate Writing          | 3          |
| LIB 1010                     | Information Literacy           | 1         | ACCT 2010                        | Financial Accounting          | 3          |
| MATH 1090                    | College Algebra/Business       |           | CIS 2010                         | Business Computer Proficiency | 3          |
| or MATH 1050                 | College Algebra/Pre-Calculus   | 4         | ECON 2010                        | Micro Economics               | 3          |
| CIS 1200                     | Computer Literacy              | 3         | MATH 1100                        | Business Calculus             | <u>3</u>   |
| COMM 1020                    | Public Speaking                |           |                                  |                               | <b>15</b>  |
| or COM 2110                  | Interpersonal Communication    | 3         |                                  |                               |            |
| Elective                     |                                | <u>3</u>  |                                  |                               |            |
|                              |                                | <b>17</b> |                                  |                               |            |
|                              |                                |           |                                  |                               |            |
| Fall Semester 2              |                                |           | Spring Semester 2                |                               |            |
| Course#:                     | Course Title:                  | Credits   | Course#:                         | Course Title:                 | Credits    |
| ACCT 2020                    | Managerial Accounting          | 3         | Life Sciences - 1 course         |                               | 3          |
| ECON 2020                    | Macro Economics                | 3         | ACCT 3050                        | Accounting Info Systems       | 3          |
| MGMT 2050                    | Business Law                   | 3         | FIN 3150                         | Managerial Finance I          | 3          |
| STAT 2040                    | Business Statistics            | 4         | MGMT 3400                        | Management and Organizations  | 3          |
| PHIL 3510                    | Business & Professional Ethics | <u>2</u>  | MKTG 3010                        | Marketing Principles          | <u>3</u>   |
|                              |                                | <b>15</b> |                                  |                               | <b>15</b>  |
|                              |                                |           |                                  |                               |            |
| Fall Semester 3              |                                |           | Spring Semester 3                |                               |            |
| Course#:                     | Course Title:                  | Credits   | Course#:                         | Course Title:                 | Credits    |
| Physical Sciences - 1 course |                                | 3         | American Institutions - 1 course |                               | 3          |
| MGMT 3600                    | Production and Operations      | 3         | Humanities/Literature - 1 course |                               | 3          |
| ENGL 3010                    | Writing in the Professions     | 3         | ACCT 3020                        | Intermediate Accounting II    | 3          |
| ACCT 3010                    | Intermediate Accounting I      | 3         | ACCT 3400                        | Tax Accounting                | 3          |
| ACCT 3300                    | Cost Accounting                | <u>3</u>  | Business Elective                |                               | <u>3</u>   |
|                              |                                | <b>15</b> |                                  |                               | <b>15</b>  |
|                              |                                |           |                                  |                               |            |
| Fall Semester 4              |                                |           | Spring Semester 4                |                               |            |
| Course#:                     | Course Title:                  | Credits   | Course#:                         | Course Title:                 | Credits    |
| ACCT 4030                    | Advanced Accounting            | 3         | ACCT 4400                        | Tax Accounting II             | 3          |
| MGMT 4800                    | Strategic Management           | 3         | ACCT 4100                        | Auditing                      | 3          |
| Business Electives           |                                | <u>9</u>  | Business Electives               |                               | <u>8</u>   |
|                              |                                | <b>15</b> |                                  |                               | <b>14</b>  |
|                              |                                |           |                                  |                               |            |
|                              |                                |           | <b>Total</b>                     |                               | <b>121</b> |

## Appendix C

### Faculty

#### FULL-TIME FACULTY

#### Appendix C

| Name              | Degree | Area of Specialty                | Institution Awarding Highest Degree Year | Relevant Experience, Research, & Teaching                                                                                                                                                                                                                                                                                                                     | Current Status/Rank |
|-------------------|--------|----------------------------------|------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| Kevin Barrett     | Ph.D.  | Accounting Tax                   | Virginia Tech, 1991                      | CPA, CIA, CMA, VITA Certified, Oracle Certified, Graduate Certificate in Information Management, ARNOVA recipient for Outstanding Dissertation, VITA Program Director. Taught at Indiana University, Ohio State University, Appalachian State University, Southern Utah State University. Peer reviewed publications, 12 Presentations, 19 Grants received, 3 | Professor           |
| Robert Huddleston | Ph.D.  | Higher Ed. Management Accounting | Colorado State University, 1981          | President Dixie State College, 1993-2005<br>Dean of Instruction, Gate Way CC, 1986-1993<br>Assoc. Dean of Instruction, San Juan College, 1981-1986<br>Publications, 5<br>Presentations, 12<br>Board Member of United Effort Plan                                                                                                                              | Professor           |

|               |          |                                |                                |                                                                                                                                                                                                                                                                                                                                                                                                          |                     |
|---------------|----------|--------------------------------|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
|               |          |                                |                                | Owner of Two Private Businesses                                                                                                                                                                                                                                                                                                                                                                          |                     |
| Nate Stabeli  | M. Acct. | Accounting                     | Southern Utah University, 1996 | CPA, owns and Manages his own Accounting Firm.                                                                                                                                                                                                                                                                                                                                                           | Assistant Professor |
| Bill Stratton | Ph.D.    | Accounting Operations Research | Claremont Graduate University  | CMA, IMA<br>Taught at Washington State University, Boise State University, University of Michigan at Dearborn, Colorado State University at Pueblo, Graziadio School of Management at Pepperdine University.<br>Co-Author of one of the leading managerial Accounting Textbooks (14 editions)<br>Publications, 57<br>Professional Management Training Consultant with Hyperion Solutions Corp. 11 years. | Professor           |
| Kirk Nelson   | M. Acct. | Accounting                     | Brigham Young University, 1986 | CPA, Partner in Savage, Esplin, and Nelson                                                                                                                                                                                                                                                                                                                                                               | Adjunct             |
| Brook Call    | M. Acct. | Accounting                     | Brigham Young University, 1979 | CPA, Business Owner                                                                                                                                                                                                                                                                                                                                                                                      | Adjunct             |

| Supporting Faculty |        |                           |                                 |                                                                                                                                                                                                                                                                    |           |
|--------------------|--------|---------------------------|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| Verl Anderson      | D.B.A. | Business Admin. Marketing | Arizona State University, 1985  | 20+ Years Teaching Experience, Meritorious Service Teaching Award (5), Successfully Assisted School for Deaf & Blind in Sergiev Posad, Russia, in Setting up Small Business, Publications, 14 Papers Presented, 11 Workshop Presentations, 8                       | Professor |
| Bill Christensen   | Ph.D.  | Business Admin. Marketing | Oklahoma State University, 2000 | 20+ years Industry Experience with Arthur Anderson, MerCruiser, MindFlow Technologies, President of Western Steel, Whirlpool, Morrison-Knudsen, Publications, 7 Books, 1 Presentations 6                                                                           | Professor |
| Kent Kerby         | Ph.D.  | Marketing Finance         | Columbia University, 1966       | Series 6 & 63 Licenses Dean, College of Business, Montana State University, Dean, School of Business, Buena Vista College, Dean College of Business, Eastern Michigan University, Dean, School of Business, Western Carolina University, Dean, School of Business, | Professor |

|              |       |                                                                                                           |                                                     |                                                                                                                                                                                                                                 |                     |
|--------------|-------|-----------------------------------------------------------------------------------------------------------|-----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
|              |       |                                                                                                           |                                                     | Northern Michigan University,<br>Taught at Miami University,<br>Seton Hall University, and<br>Oregon State University.<br>Publications, 9<br>Papers Presented, 2<br>Books and Monographs, 6                                     |                     |
| Munir Mahmud | Ph.D. | Economics<br>International<br>Trade &<br>Finance,<br>Industrial<br>Organization<br>and Labor<br>Economics | University of Illinois at<br>Urbana-Champaign, 1997 | Several Teaching Awards<br>Taught at North South<br>University, Dkaka,<br>Cal State University, Fullerton<br>Pennsylvania State University,<br>Hazleton.<br>Publications, 6<br>Papers Presented, 4<br>Conference Proceedings, 1 | Associate Professor |
| Kyle Wells   | Ph.D. | Finance                                                                                                   | University of Utah, 2006                            | Licensed Professional Engineer<br>Worked Several Years in<br>Industry.<br>Taught at University of New<br>Mexico                                                                                                                 | Professor           |



## Appendix D

### DSC Marketing Assessment: Student Survey Instrument and Data

#### Accounting Student Questionnaire Please Circle your answers

1. Do you plan on continuing your education through the Bachelor's Degree? Yes No
2. If yes, in what field? \_\_\_\_\_
3. Do you plan on finishing your Bachelor's Degree in Business Administration at Dixie State College? Yes No
4. Do you think Dixie State College should offer a Bachelor's Degree in Business Administration with an emphasis in Accounting? Yes No
5. If a Bachelor's Degree in Business Administration with an emphasis in Accounting were offered at Dixie State College, would you enroll? Yes No
6. Do you plan on earning a CPA certification? Yes No

**Accounting Students' Survey - 9/15/03**  
(227 Surveys Returned)

|                                                                                                                                            | Total<br>Responses | Yes | %     | No  | %     |
|--------------------------------------------------------------------------------------------------------------------------------------------|--------------------|-----|-------|-----|-------|
| 1. Do you plan on continuing your education through the Bachelor's Degree?                                                                 | 226                | 216 | 95.6% | 10  | 4.4%  |
| 2. If yes, in what field?                                                                                                                  | see below          |     |       |     |       |
| 3. Do you plan on finishing your Bachelor's Degree in Business Administration at Dixie State College?                                      | 213                | 122 | 57.3% | 91  | 42.7% |
| 4. Do you think Dixie State College should offer a Bachelor's Degree in Business Administration with an emphasis on Accounting?            | 221                | 210 | 95.0% | 11  | 5.0%  |
| 5. If a Bachelor's Degree in Business Administration with an emphasis on Accounting were offered at Dixie State College, would you enroll? | 215                | 105 | 48.8% | 110 | 51.2% |
| 6. Do you plan on earning a CPA certification?                                                                                             | 214                | 66  | 30.8% | 148 | 69.2% |

**Responses to Question #2**

|                               |    |
|-------------------------------|----|
| Business Administration       | 56 |
| Business                      | 44 |
| Accounting                    | 42 |
| Business Management           | 11 |
| Marketing                     | 3  |
| Business Admin./Accounting    | 8  |
| Business Admin w. VT emphasis | 2  |
| Law                           | 2  |
| Finance                       | 2  |

**Other Designations:**

Accounting or Business  
Accounting/Administration  
Accounting/Economics  
Accounting/Finance  
B.A.  
Business - Marketing  
Business & CIT  
Business Ad  
Business Admin/Construction Mgmt.  
Business Admin. w Economics  
Business Admin./Hospital Admin.  
Business Admin./International Business  
Business Admin./Mgmt.  
Business Finance/Accounting  
Business Law  
Business Mgmt/Admin.  
Business w Marketing  
Business w Nursing Minor  
Business/Accounting  
Business/Finance  
Business/Landscape Architecture  
CPA  
Dietetics  
Engineering  
Film Production  
Financial Services  
Financing & Marketing  
International Business  
Management  
Market Analysis  
Marketing, Finance, Accting, Business Mgmt  
MBA  
Music production  
Political Science  
Sound Engineering  
Tech. Ed.  
Visual Arts

## **Appendix E**

### **Letters of Support**

Letters of support are on file in the Commissioner's Office.

## Appendix F

### DSC/SUU Planning Addendum for the B.S. Degree in Accounting

#### History:

For over past three years, Dixie State College has had an agreement with Southern Utah University to articulate their B.S. Accounting emphasis students into SUU's M.S. Degree program in Accounting. Accounting graduates pursuing their CPA credentials tend to choose this route for advanced study.

DSC wishes to expand this agreement to include the graduates of our new B.S. Accounting Degree program. SUU's part-time program offering of a Masters Degree in Accounting in St. George can quickly become a full-time program.

This Inter-USHE institutional cooperative agreement provides a very cost effective way to offer a graduate accounting degree program to the Washington County area. The attached Letters and Memorandums of Agreement go back to late 2004. Since this time, Dixie State College has enjoyed good support from SUU in providing this needed graduate training in accounting for Washington County residents.

#### Purpose:

The proposed B.S. degree in Accounting provides graduates with a smooth transition into the Master's of Science in Accounting or Master's of Business Administration at other USHE institutions. Dixie State wishes to continue and to strengthen the close partnership with Southern Utah University's School of Business to allow DSC students in Washington County the opportunity to pursue a M.S. Degree in Accounting and to fulfill the educational requirements for the CPA license. The Udvar-Hazy School of Business at DSC hopes to expand on the current close working relationship with SUU. DSC seeks to provide enough B.S. Accounting graduates to allow SUU to expand the program to include a full-time M.S. Degree in Accounting on DSC's Campus.

July 2, 2007

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Weber State University – Mission Statement

Issue

The Regents' 2002 Master Planning Task Force on Missions and Roles recommended the development of Policy R312, Configuration of the Utah System of Higher Education, and Institutional Mission and Roles. This policy, approved May 2003 will eventually contain a new mission and role statement for each institution of higher education in Utah.

Background

Policy R312 categorizes the Utah System of Higher Education institutions according to their specific mission and roles. It reflects changes that have occurred within the system during the last decade and describes the institutions now and in the near future. In order to comply with the policy, each institution will review its current mission and role statement and update or revise it as appropriate. Mission and Role statements will be approved by the institution's Board of Trustees and submitted to the Board of Regents for their approval.

Weber State University has submitted its mission statement for Board of Regents' approval. The statement has been approved by Weber State University's Board of Trustees.

Commissioner's Recommendation

It is the recommendation of the Commissioner that the Board review Weber State University's mission statement; and, if satisfied that it accurately describes the institution as described in Policy R312, approve its inclusion in Policy R312, Configuration of the Utah System of Higher Education and Institutional Missions and Roles.

---

Richard E. Kendell, Commissioner

RED/LS/JMC  
Attachment



# WEBER STATE UNIVERSITY

## MISSION STATEMENT

Weber State University offers associate, baccalaureate and master degree programs in a broad variety of liberal arts, sciences, technical and professional fields.

The university provides excellent educational experiences for its students through extensive personal contact among faculty, staff and students in and out of the classroom.

To accomplish its mission, the university, in partnership with the broader community, engages in research, artistic expression, public service, economic development, and community based learning experiences in an environment that encourages freedom of expression while valuing diversity.





## WSU VISION STATEMENT

# In 2030...

1 Weber State University is an exceptional comprehensive university providing associate, bachelor and master's degrees to meet the needs of the region. WSU graduates are broadly educated, capable and prepared for meaningful careers, graduate and professional schools, and civic engagement.

2 The hallmark of the university is excellent teaching with extraordinary interactions between faculty and students.

3 WSU has an inclusive campus environment that meets the needs of a growing, diverse student body of more than 26,000.

4 WSU is a multi-campus university that delivers courses, programs and extracurricular learning experiences at convenient locations and times and uses leading-edge technology.

5 WSU welcomes traditional and nontraditional students and fosters an engaging and supportive campus culture enhanced by student-centered educational services.

6 WSU is distinguished by outstanding academic programs that recruit motivated students to work with faculty to create and share knowledge.

7 Substantial external funds support a vibrant level of scholarly pursuits that engage faculty, staff, students and community partners, including traditional research, applied and community-based research, and artistic endeavors.

July 10, 2007

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Consent Calendar: Academic, Career and Technical Education, and Student Success Programs Committee

The following requests have been submitted for consideration by the Regents on the Consent Calendar of the Programs Committee:

*A. Weber State University*

**Elimination of the Botany Composite Teaching Major**

**Request:** Weber State University requests permission to eliminate the Botany Composite Teaching Major.

The request only applies to the Botany Teaching Major. The department will continue to offer a Botany Major, a Botany Minor and a Biology Composite Teaching Major.

**Need:** The Botany Composite Teaching major has not been used in over 10 years because it no longer qualifies a graduate to be able to teach in the middle or high schools. This major is outdated.

The Biology Composite Teaching Major, added several years ago, now serves the purpose once served by the Botany Teaching Major. Importantly, the demands of the profession have evolved, and this program no longer serves the intended need. Furthermore, student demand has withered, and the program has slowly allocated instructional resources away from this program to other uses.

**Institutional Impact:** Given that there are no students in the program, there will be no impact.

**Finances:** No additional financial support is required.



## ***B. Southern Utah University***

### **Discontinuation of the Bachelor of Arts in Art Degree Program**

**Request:** Southern Utah University requests permission to discontinue its Bachelor of Arts in Art degree.

Southern Utah University has requested approval to offer a Bachelor of Arts in Studio Arts and a Bachelor of Arts in Art History effective Fall semester 2007. Pending Regents approval of this request Southern Utah University seeks authorization to discontinue its current Bachelor of Arts in Art degree as soon as students currently enrolled are graduated or moved into the two new degree programs.

**Need:** The two proposed degrees (a Bachelor of Arts in Studio Arts and a Bachelor of Arts in Art History, each with an accompanying Minor) are more specialized and focused degrees compared to the existing degree. Southern Utah University has concluded that the currently approved degree (Bachelor of Arts in Art) is too general, with 15 credits that may be selected from any art or art history courses. Therefore, a student taking this degree can self-structure the degree like a classic Bachelor of Arts in Studio Arts or like a Bachelor of Arts in Art History. It would benefit art students more, as they move on to graduate school or seek employment, if the courses were more narrowly directed and the degrees more appropriately named as being in one area or the other. If this were the case, the interested employer or school would better understand the strengths of the particular degree, and that of its holder, by the degree title. The degree name would more accurately indicate the degree content.

**Institutional Impact:** Once students enrolled in the program have graduated or moved into the new programs, there will be no impact.

**Finances:** No additional financial support is required.

## ***C. Dixie State College of Utah***

### **Request for Discontinuance of the Baccalaureate Degree in Communication and New Media**

**Request:** Dixie State College requests discontinuance of the Baccalaureate Degree in Communication and New Media (CNM) contingent upon the Board of Regents' approval of the proposed substitute degree in Communication with three areas of emphasis: Human Communication, Mass Communication, and Digital Film

**Need:** The current communication degree (CNM) has proven to be student unfriendly, both for resident and transfer students. The current degree is highly structured and technical, with a series of lower level skill classes that preclude transfer students from entering into the program at the junior level. Transfer students must be able to enroll as degree seeking students to be eligible for financial aid. In addition NCAA Division II requires that athletes show progress towards a degree, which is virtually impossible under the current degree.

The institution has submitted a more traditional communication program that will accommodate transfer students and provide for application of 30 or more upper division elective credits in each of the three new emphases. The new degree reorganizes courses in a more traditional format and through its emphases will accommodate future students with the specialized interests previously served much less adequately by the CNM.

Upon advice from the Commissioner's Staff, this request for discontinuance is being submitted concurrently with the new degree proposal. It should be noted that the discontinuance of the CNM degree is contingent upon approval of the new degree. If the new degree is not approved, this request for discontinuance is withdrawn.

**Institutional Impact:** This discontinuance will not adversely impact the institution. It is anticipated that it will actually increase enrollments of baccalaureate degree-seeking students. More than 120 students have inquired since August 2006 concerning the availability of this new degree and its emphases. Conversely, as many as half the students currently taking courses in the CNM degree plan to leave the institution for a more traditional communication program, if there are no other options at DSC for Fall 2007. Senior students who expect to graduate in May 2008 with the CNM degree will be accommodated in a teach-out over the next year. Students with two or more years left before graduation will be assimilated into the new degree in its digital film emphasis. There is no anticipated impact on faculty, facilities or equipment, except by virtue of increased enrollments.

**Finances:** There are no contingent costs or savings due to this request at the time of this request. Future enrollment growth will determine additional faculty and staff needs.

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

##### **Fast Track Approval of Three Campuses to be Added as Offering Existing UCAT Certificates of Completion**

###### ***i. Dixie Applied Technology College (DXATC)***

**Request:** Utah College of Applied Technology (UCAT) requests approval to add the Dixie Applied Technology College (DXATC) as a campus offering its Certificate of Completion in six areas: 1) Auto Collision Repair, 2) Accounting Clerk, 3) Business Administrative Support, 4) Business Administrative Support II, 5) Computer Applications, and 6) Drafting, effective Spring 2007.

**Need:** The Washington County region's need for these Certificates of Completion is consistent with the statewide need reflected in the UCAT certificate in terms of industry, labor market demand and student demand. The Department of Workforce Services (DWS) lists Automotive Body and Related Repairers as one of Utah's Five Star occupations. Business growth will make up the majority of new job openings. It is projected to have a 37.9 percent increase over the next decade.

With the dramatic growth that is taking place in Washington County the need for qualified clerical and office personnel has increased correspondingly. The Office and Administrative Support group leads DWS's list for annual average openings.

DWS gives Architectural and Civil Drafters a four star rating with growth being equally shared between replacement and industry expansion.

Approval to offer these certificates at DXATC will allow current and future students to achieve the full Certificate of Completion credential and provide opportunities for students consistent with those available in other regions of the state.

**Institutional Impact:** Campus Certificates of Proficiency in Auto Collision Repair have been available to DXATC students for the past two years; campus Certificates of Proficiency in the business areas have been available to DXATC students for the past fifteen months, and campus Certificates of Proficiency in Drafting have been available to DXATC students for the past two years. The campus is now prepared to participate in and offer the Certificates of Completion. Approval to offer UCAT Certificates of Completion in 1) Auto Collision Repair, 2) Accounting Clerk, 3) Business Administrative Support, 4) Business Administrative Support II, 5) Computer Applications, and 6) Drafting has been reviewed and supported by the Employer Advisory Committee, Campus Board of Directors, and has been approved by the Regional Master Planning council on March 5, 2007.

**Finances:** Financial support for the currently offered programs is already in place within the current DXATC budget. The curriculum changes associated with adding these Certificates of Completion will be handled within current faculty teaching loads and all expenses will be accommodated within existing campus budgets.

*ii. Mountainland Applied Technology College*

**Request:** The Utah College of Applied Technology (UCAT) requests approval to add the Mountainland Applied Technology College (MATC) as a campus offering its Certificate of Completion in Medical Transcription, effective Fall 2007.

**Need:** The Mountainland region's need for the Medical Transcription Certificate of Completion is consistent with the statewide need reflected in the UCAT Certificate in terms of industry, labor market demand and student demand. The Department of Workforce Services (DWS) projects average annual openings for Medical Transcriptionists to be 62 in the Mountainland Region through the year 2008. Approval to offer the certificate at MATC will allow current and future students to achieve the full Certificate of Completion credential and provide opportunities for students consistent with those available in other regions of the state.

**Institutional Impact:** The MATC has been offering programs in Medical Office Administration, Medical Coding, and Dental Office Administration Certificates for several years. With further development and coursework and resources already available in these related programs, the campus is now prepared to participate in and offer the UCAT Medical Transcription Certificate of Completion. The MATC courses and competencies are as outlined in the UCAT Certificate, and open-entry/open-exit enrollment is provided.

The Medical Transcription Certificate has been reviewed and is supported by the MATC Health Employer Advisory Committee, and has received regional approval.

**Finances:** Financial support for the Medical Transcription program is already in place within the current MATC budget. The curriculum changes associated with adding the certificate of Completion will be handled within current faculty teaching loads, and all expenses will be accommodated within the existing campus budget.

*iii. Southwest Applied Technology College*

**Request:** Utah College of Applied Technology (UCAT) requests Fast Track approval to add the Southwest Applied Technology College (SWATC) as a campus offering its Certificate of Completion in Accounting Clerk, effective Fall 2007.

**Need:** The SWATC Region need for the Accounting Clerk Certificate of Completion is consistent with the statewide need reflected in the UCAT Certificate in terms of industry, labor market demand and student demand. The Department of Workforce Services (DWS) projects Utah's average annual openings for Accounting Clerks to be 590 through the year 2014. Approval to offer the certificate at SWATC will allow current and future accounting students to achieve the full Certificate of Completion credential and provide opportunities for students consistent with those available in other regions of the state.

**Institutional Impact:** A Certificate of Proficiency in Accounting Clerk has been available to SWATC students for several years. The campus is now prepared to participate in and offer the UCAT Accounting Clerk Certificate of Completion. All SWATC courses and competencies are as outline in the UCAT Certificate, and open-entry/open-exit enrollment is provided.

The Accounting Clerk Certificate at SWATC has been reviewed and is supported by its Employer Advisory Committee. SWATC received regional approval on March 22, 2007.

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

**Commissioner's Recommendation**

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

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Richard E. Kendell, Commissioner

REK/LS/JMC

July 10, 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.

***A. The University of Utah***

**Proposal of a Joint Juris Doctor (JD) and a Master of Public Policy (MPP) Degree**

**Request:** The University of Utah's College of Social and Behavioral Sciences and the S. J. Quinney College of Law request permission to establish a joint degree program that enables students to pursue a Juris Doctor (JD) degree and a Master of Public Policy (MPP) degree simultaneously. If approved, the joint degree program would be available beginning Fall Semester 2008.

This is NOT a request to establish a new degree program. Rather, the intent is to take advantage of complementary elements of the two programs. The JD/MPP is based on the assumption that because there is intellectual benefit from studying law and public policy in a coordinated program, a student enrolled in the joint degree program would be able to earn both degrees in less time and with a lower overall credit requirement than were that student enrolled in each program separately.

Students seeking to take advantage of the JD/MPP program must meet current admission standards and be accepted to both the JD program and the MPP program. Upon enrollment, students in the joint degree program may then apply up to 9 credit hours of College of Law class work towards fulfilling the 40 credit-hour requirement of the MPP degree. Likewise, they may count up to 12 credit hours of MPP class work towards fulfilling the 88 credit-hour requirement of the JD degree. This option eliminates up to 21 credit hours that would be required for completing the two programs separately. Because of this overall reduction in credit requirements for both degrees, a student enrolled in the joint JD/MPP degree program can expect to complete the two degrees in approximately eight semesters of full-time study. A student enrolled in the joint degree program must complete all JD and all MPP requirements before either degree will be awarded.

Upon completion of both programs, the student earns two separate degrees: an MPP degree awarded by the College of Social and Behavioral Sciences and a JD degree awarded by the S. J. Quinney College of Law.

**Need:** There are complementary intellectual and professional benefits associated with studying law and public policy. Therefore, interested students should be allowed to capitalize on these educational synergies and earn both degrees in less time and with a lower overall credit requirement than if they enrolled in each program sequentially.

The purpose of a MPP/JD is to combine students' applied interests and training in public policy with the comprehensive legal training gained through the JD program. One important career path for attorneys lies in the field of public policymaking. Lawyers participate in policymaking by advocating particular positions, drafting legislation and regulations, negotiating compromises, and challenging existing laws through litigation. Effective policymakers also draw on an understanding of economics, policy content and process, statistics and research methodology. Graduates of a JD/MPP program will develop this skill set and are uniquely suited to shape public policy. The inter-relationship between law and public policy will be emphasized by offering as part of the program an integrated research project opportunity which is jointly approved and supervised by one member of the MPP program faculty and one member of the law faculty.

Students with both a JD and MPP will undoubtedly hold an advantage in the public affairs job market. Approximately 14 percent of recent College of Law graduates are currently working in government or public interest positions. PublicServiceCareers.org, a job service web site co-sponsored by the Association for Public Policy Analysis and Management, the American Society for Public Administration, and the National Association of Schools of Public Affairs and Administration, currently lists 20 job openings for individuals holding advanced degrees with expertise in law and policy. Market demand for individuals with such training is likely to grow in the future. Students interested in practicing law in a governmental or public interest setting could further enhance their comparative advantage in this job market by completing the JD/MPP joint degree program. For example, such graduates would be well-suited public policy-oriented positions in the Office of Legislative Research or the Governor's Office of Planning and Budget.

It is anticipated that 1-2 applicants will be admitted to the program each year. Currently, The University of Utah MPA/JD and MBA/JD programs each admit 1-2 students annually.

In the intermountain west, there is currently one JD/MPP operating at the University of Denver. A second one, at Brigham Young University, will enroll its first cohort fall semester 2007.

The University of Utah's physical proximity to the state capitol and the institution's long history of working with state and local governments provide us with a comparative advantage in helping JD/MPP students link with agency representatives, policymakers and attorneys who could facilitate the identification of appropriate state/regional topics and employment opportunities.

**Institutional Impact:** The MPP program admits 8-15 students each fall. The MPP program anticipates that the addition of the MPP/JD option could increase our enrollment to 10-18 students each fall. Currently, MPP core classes have modest excess capacity (e.g., 25 students may enroll in a class that is capped at 30). Thus, we do not expect that the addition of the MPP/JD option will create any hardship for instructors teaching these classes. There will be no need for new faculty, physical facilities or equipment if this joint degree program is approved.

The target enrollment at the College of Law is 125-135 per entering class. We do not envision that the joint degree program will change this target, or our ability to meet it.

There will be some need for the coordination of admissions and academic advising between the two programs. The MPP program manager will take the lead in this coordination. The College of Law will inform the MPP program manager as soon as a current or prospective law student indicates intent to apply for or matriculate in the joint program. The MPP program manager will inform the law school's Dean of Admissions and Dean of Students whenever a current or prospective law student files an application to the MPP program.

**Finances:** The addition of the MPP/JD option will not impose any new direct financial costs on the institution. However, personnel and faculty in both programs will face increased administrative tasks related to admissions, tracking, and student counseling.

## ***B. Weber State University***

### **i. Consolidation of Biology Teaching Minor**

**Request:** Weber State University requests permission to restructure the existing Botany and Zoology Teaching Minors into a single Biology Teaching Minor.

**Need:** A recent accreditation visit by the National Council for Accreditation of Teacher Education (NCATE) and the parallel assessment of our specific programs by the National Science Teachers Association (NSTA) last year highlighted specific improvements that could be made in our teaching minors. The changes to the College of Science teaching minors are driven by two factors:

1. The desire to update and improve this program to better meet the rigorous standards for teacher preparation established by the National Science Teachers Association (NSTA) and by the federal No Child Left Behind legislation. Both of these impact the definition of a "highly qualified" teacher and WSU's NCATE accreditation.
2. The science teaching minors had not been changed for many years and were, in certain cases, no longer aligned with the Utah State Office of Education list of courses required by the state for endorsement to teach these subjects. At the moment students graduating with the Zoology Teaching Minor have not met the state requirements to teach biological science. Correcting this situation increased the credit hours substantially, but we believe that this is in the best interest of our students and, frankly, in the best interest of our students' students. The name of the minor is being changed to Biology Teaching Minor to more correctly reflect the content and align it with the subjects taught with this minor.

**Institutional Impact:** Students taking this minor will now meet the requirements for "highly qualified." These changes should have no effect on existing administrative structures at WSU and no new faculty or facilities are required.

**Finances:** No additional financial support is required.

- ii. Offer the last two years of the Bachelor of Science Degree in Automotive Technology on the Meadowbrook campus of Salt Lake Community College (SLCC) in Salt Lake City through the University Center at SLCC**

**Request:** Weber State University requests permission to offer the last two years of the Bachelor of Science Degree in Automotive Technology on the Meadowbrook campus of Salt Lake Community College (SLCC) in Salt Lake City through the University Center at SLCC. This is to be a joint program with SLCC where they will teach the lower division courses through their Automotive and Related Technologies or Diesel Systems Technology associate degree programs.

To be admitted into the Weber State University (WSU) program, students will need to have completed or be within a semester of completing their associate degrees at SLCC in either of the above programs. SLCC will teach any general education courses necessary for this degree.

WSU will then teach all of the upper division automotive technology, technical sales, and other courses which are part of the degree. It is proposed that this would be an evening program to meet the needs of the students already employed in the automotive field.

**Need:** The bachelor's degree in Automotive Technology has been offered at Weber State University since 1991. The program is at capacity with more and more students seeking admission. We have polled students in the Automotive Technician, Automotive Collision Repair and Refinishing, and Diesel Systems Technology programs at SLCC and they have expressed a high level of interest in this degree if it were to be offered at SLCC. Of the students contacted in these programs, 59% said they would consider to strongly consider enrolling in Weber State's Automotive Technology program.

We have further contacted a number of employers in the Salt Lake City area who would hire the graduates from this program and several have expressed strong support for such a degree. There is also strong support from the automotive industry itself for this program as evidenced by the number of job openings nationwide for people with such a degree. Finally, we contacted a number of graduates from SLCC from the above programs and attempted to determine their interest in obtaining a bachelor's degree in Automotive Technology from Weber State University. Of the graduates who responded to the survey, 33% said they would consider enrolling in such a program if it were available at SLCC.

Currently there is not another bachelor's degree in Automotive Technology offered by any other USHE institution either in the Salt Lake City area or anywhere else in the State. The program is only one of four similar programs in the United States. While this program has been designed to accept students completing an associate degree in Automotive and Related Technologies from SLCC with no loss of credits, it would be open to anyone with either an associate degree in Automotive Technology or with an associate degree in a closely related discipline.

**Institutional Impact:** It does not appear that the off-campus offering will have any enrollment impact upon the on-campus program in Automotive Technology. The students who will be taking this program are not able to come to the Ogden campus. Furthermore, the off-campus offering may have the effect of assisting with the continuing development of electronically delivered courses which will eventually be of benefit to both groups of students.

The department has taught a number of courses at various off-campus sites. In addition, the college has had off-campus programs for several years including the Computer Science and Construction Management programs currently being offered at SLCC. These two programs at SLCC are both strong and viable. Thus, there exists within the college a considerable base of experience in delivering off-campus programs.



It is planned to teach the off-campus classes using regular faculty on load or on an overload and through the use of adjunct faculty. In addition, as shown in the sample schedule, several of the courses are already available online. The program is in the process of developing additional courses for electronic delivery which would be part of this program. The program currently has eight full time faculty. They are also currently using adjunct faculty for specialized courses and have used adjuncts in the past. It is estimated that to offer this program at SLCC approximately 2 additional adjunct faculty would be required. Potential adjunct faculty will be screened and those hired for adjunct positions will need to meet the same requirements as adjuncts who teach at the Ogden campus of WSU. No new facilities or equipment will be needed and library resources are available through the Internet.

**Finances:** The costs for the program will be in the categories of personnel and travel. Based upon current rates for adjunct pay and mileage, it is estimated that this program will cost approximately \$27,370 annually. There will be no additional costs for equipment, facilities, or the library. It is not anticipated there will be any other costs specific to this program. This will be a budget related program where the overload and adjunct slots will be covered from existing university budgets established for this purpose.

### **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.

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Richard E. Kendell, Commissioner

REK/LS/JMC

July 11, 2007

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: USHE – Proposed Revisions to Policy R541

Issue

Minor revisions to Policy R541 are needed to establish additional alternative investment ranges for institutions with endowment funds between \$25 million and \$100 million. Other revisions will also offer the Board an option to authorize minor exceptions to the list of permissible endowment investments.

Background

Current endowment management policy authorizes institutions to invest a portion of endowment funds in alternative investments. This authorization is based on total endowment funds held by an institution. Schools with less than \$5 million are not permitted to own alternative investments, while schools with more than \$100 million are authorized to invest as much as 30% of endowment funds in alternatives. For schools with less than \$100 million, the policy is being revised to create additional brackets at \$50 million and \$75 million. The alternative investment allowances for these new brackets follow the linear function of the original brackets. The inclusion of additional alternatives in institutional endowment portfolios will allow managers to improve yield and volatility ratios.

Minor revisions are also necessary to increase the flexibility of the current policy. No mechanism exists to allow the Board to grant minor exceptions to the list of permissible investments. Institutional administrators have noted that some pressing instructional and public service needs appear to justify the holding of otherwise non-permissible investments. In cases where such a need exists, and proposed exceptions represent only immaterial amounts, an override mechanism is prudent. Policy revisions will allow the Board to receive and consider institutional requests to hold investments that meet other vital educational needs.

Commissioner's Recommendation

The Commissioner recommends that the Board approve the proposed revisions to Policy R541.

REK/MHS/BRF  
Attachments

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Richard E. Kendell  
Commissioner of Higher Education

## ***R541, Management and Reporting of Institutional Investments***

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### **R541-1. Purpose**

To provide for the implementation of the State Money Management Act (and the rules of the State Money Management Council), the Uniform Management of Institutional Funds Act, and the adoption of guidelines for the establishment of policy, process and reporting of investments by institutions of the Utah System of Higher Education.

### **R541-2. References**

- 2.1. Utah Code [§53B-2-106](#) (Duties and Responsibilities of the President)
- 2.2. Utah Code [Title 51, Chapter 7](#) (State Money Management Act)
- 2.3. Utah Administrative Code [Title R628](#) (Rules of the State Money Management Council)
- 2.4. Utah Code [Title 13, Chapter 29](#) (Uniform Management of Institutional Funds Act)

### **R541-3. Definitions**

- 3.1. Investments - As used in this policy, "investments" refers to all institutional funds addressed under provisions of the State Money Management Act and/or the Uniform Management of Institutional Funds Act.

### **R541-4. Policy**

- 4.1. Delegation of Responsibility - The Board delegates to each institutional Board of Trustees full responsibility to manage and report institutional investments in compliance with this general policy.
- 4.2. Institutional Board of Trustees Responsibilities - Each institutional Board of Trustees shall adopt institutional policy and procedure regarding investments (including any changes in such policy and procedures), designate a public treasurer and approve the format of reports submitted for its review.

4.3. Periodic Review and Approvals - Each institutional Board of Trustees shall approve monthly reports of portfolio activity. Each institutional Board of Trustees shall approve quarterly reports of the institution's entire portfolio, showing costs and market amounts for each investment and maturity dates where applicable.

4.4. Policy and Procedures Furnished to the Board - Each institution shall furnish the Board with a copy of its investment policies and procedures as approved by its institutional Board of Trustees. Such policy and procedures shall:

4.4.1. require institutional compliance with the State Money Management Act, Rules of the State Money Management Council, and Uniform Management of Institutional Funds Act; and

4.4.2. specify criteria for appointment of a public treasurer, define the public treasurer's authority in making institutional investments within the overall operating responsibility of the chief executive officer, and establish criteria for supervisory approval of the public treasurer's investment decisions; and

4.4.3. delineate specific procedures and required approvals for investment of institutional funds which provide for adequate internal controls, including an appropriate segregation of duties with respect to the authorization, custody, accounting and reporting of investment transactions; and

4.4.4. specify the format and schedule for reporting to its institutional Board of Trustees.

4.5. Subsequent Changes - Each institution shall submit to the Board all subsequent changes in investment policy.

#### 4.6. Endowment Funds

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##### 4.6.1. Permissible Investments and Asset Allocations

4.6.1.1. In the absence of an investment policy that has been adopted by the Board of Trustees and approved by the Board of Regents, institutions are permitted to invest endowment funds in only the following:

4.6.1.1.1. professionally managed pooled or commingled investment funds registered with the Securities and Exchange Commission or the Comptroller of the Currency, whose advisers are also registered with the applicable oversight agency (e.g., mutual funds or common trust funds from banks);

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4.6.1.1.2. professionally managed pooled or commingled investment funds created under 501(f) of the Internal Revenue Code, which satisfy the conditions for exemption from registration under Section 3(c) of the Investment Company Act of 1940 (e.g., any investment vehicle sponsored by the Common Fund); or

4.6.1.1.3. any investment authorized by Utah Code [§51-7-11](#) (e.g., the State of Utah Public Treasurers' Investment Fund).

4.6.1.2. If any gift, devise, or bequest, whether outright or in trust, is made by a written instrument which contains directions as to investment thereof, the funds embodied within the gift shall be invested in accordance with those directions. Such gifts received by donation may be retained by an institution and shall be considered to be invested according to the terms of this policy.

4.6.1.3. Each institution's overall endowment portfolio shall be invested in accordance with the following allocation ranges (calculations to be based on market values):

4.6.1.3.1. if equity investments are included in the endowment portfolio, a minimum of 25% of the equity portfolio must be invested in companies with an average market capitalization of at least \$10 billion;

4.6.1.3.2. minimum of 25% in investment grade fixed income as defined by Moody's Investors Service or by Standard and Poor's (overall endowment portfolio cannot consist of more than 75% equity investments);

4.6.1.3.3. maximum of 3% in any one sector fund that is concentrated within one sector of the United States market; and

4.6.1.3.4. maximum of 5% in equity or fixed income funds of developing markets (a developing market is a market outside North America that is not included on the Morgan Stanley Capital International EAFE Index).

4.6.1.3.5. In addition to the foregoing investments, an institution may invest in alternative investment funds that derive returns primarily from high yield and distressed debt (hedged or non-hedged), private capital (including venture capital, private equity, both domestic and international), natural resources, and private real estate assets or absolute return and long/short hedge funds (each an "Alternative Investment Fund"). Each institution utilizing an Alternative Investment Fund must comply with the following criteria (calculations to be based on market values):

4.6.1.3.5.1. Each institution with endowed funds in excess of \$100 million may invest up to 30% of its endowed funds in Alternative Investment Funds, of which no more than 25% of its endowed funds may be invested at any time in absolute return and long/short hedge funds.

4.6.1.3.5.2. Each institution with endowed funds in excess of \$75 million but less than \$100 million may invest up to 25% of its endowed funds in Alternative Investment Funds, of which no more than 20% of its endowed funds may be invested at any time in absolute return and long/short hedge funds.

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4.6.1.3.5.3. Each institution with endowed funds in excess of \$50 million but less than \$75 million may invest up to 20% of its endowed funds in Alternative Investment Funds, of which no more than 15% of its endowed funds may be invested at any time in absolute return and long/short hedge funds.

4.6.1.3.5.4. Each institution with endowed funds in excess of \$25 million but less than ~~\$100~~ \$50 million may invest up to 15% of its endowed funds in Alternative Investment Funds, of which no more than 10% of its endowed funds may be invested at any time in absolute return and long/short hedge funds.

4.6.1.3.5.5. Each institution with endowed funds in excess of \$5 million but less than \$25 million may invest up to 10% of its endowed funds in Alternative Investment Funds, of which no more than 5% of its endowed funds may be invested at any time in absolute return and long/short hedge funds.

4.6.1.3.5.6. Institutions with endowed funds of less than \$5 million are not permitted to invest any of their endowed funds in Alternative Investment Funds.

#### 2)4.6.2. Investment Guidelines

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4.6.2.1. The foregoing asset allocation standards are intentionally broad and meant to serve as a general guide. The institutions must use them in conjunction with appropriate due-diligence and prudence. The following standard of care shall apply to investments of endowed funds by institutions:

4.6.2.1.1. An institution shall invest and manage endowment funds as a prudent investor would, by considering the purposes, terms, distribution requirements, and other circumstances of the endowment. In satisfying this standard, an institution shall exercise reasonable care, skill, and caution.

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4.6.2.1.2. An institution's investment and management decisions respecting individual assets must be evaluated not in isolation but in the context of the endowment portfolio as a whole and as a part of an overall investment strategy having risk and return objectives reasonably suited to the endowment.

4.6.2.1.3. Among circumstances that an institution shall consider in investing and managing endowment assets are the following which may be relevant to the endowment or its beneficiaries:

4.6.2.1.3.1. general economic conditions;

4.6.2.1.3.2. the possible effect of inflation or deflation;

4.6.2.1.3.3. the role that each investment or course of action plays within the overall endowment portfolio;

4.6.2.1.3.4. the expected total return from income and the appreciation of capital;

4.6.2.1.3.5. needs for liquidity, regularity of income, and preservation or appreciation of capital; and

4.6.2.1.3.6. an asset's special relationship or special value, if any, to the purposes of the endowment or to one or more of the beneficiaries.

4.6.2.1.4. An institution shall make a reasonable effort to verify facts relevant to the investment and management of endowed assets.

4.6.2.2. An institution may delegate investment and management functions that a prudent investor could properly delegate under the circumstances. The institution shall exercise reasonable care, skill, and caution in:

i) 4.6.2.2.1. selecting an agent;

ii) 4.6.2.2.2. establishing the scope and terms of the delegation, consistent with the purposes and terms of the endowment; and

iii) 4.6.2.2.3. periodically reviewing the agent's actions in order to monitor the agent's performance and compliance with the terms of the delegation.

4.6.2.3. In performing a delegated function, an agent owes a fiduciary duty to the endowment to exercise reasonable care to comply with the terms of the delegation. An institution that complies with the requirements of section 4.6.2.2 is not liable to the beneficiaries or to the endowment for the decisions or actions of the agent to whom the function was delegated.

4.6.2.4. In investing and managing endowed funds, an institution may only incur costs that are appropriate and reasonable in relation to the assets, the purposes of the endowment, and the skills of the institution or agent to whom investment management functions were delegated.

4.6.3. In accordance with the Uniform Management of Institutional Funds Act, an institution's board of trustees may adopt its own endowment investment policy. All such policies must meet the requirements of the Uniform Management of Institutional Funds Act, and must be formally approved by the Board of Regents. Institutions are not authorized to apply their own policies until both of the foregoing conditions have been met. Institutions following a separate [trustee adopted and Regent approved] endowment investment policy will be considered to be investing in accordance with the terms of this policy.

4.6.4. The Board of Regents may approve exceptions to section 4.6. Such exceptions must be immaterial to the endowment portfolio as a whole (for

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example, 5% of endowment funds), and must meet a compelling instructional, public service, or other institutional need.

4.7. Operating and All Other Non-Endowment Funds - Operating and all other non-endowment funds shall be invested in accordance with the State Money Management Act and Rules of the State Money Management Council.

4.8. Conflicts of Interest - Each institution's officers, directors, employees or members of an investment committee that are involved with the investment of endowment funds ("Access Persons") have a duty to be free of conflicting interests that might influence their decisions when representing the institution. Consequently, as a general matter, an institution's Access Persons are not permitted to maintain any conflict of interest with the institution, and should make every effort to avoid even the appearance of any such conflict. A conflict of interest occurs when an individual's private interests interfere in any way – or even appear to interfere – with the institution's interests as a whole. A conflict of interest can arise when an Access Person takes actions or has interests that may make it difficult to perform his or her company work objectively and effectively, or when an Access Person or a member of his or her family receives any improper personal benefits as a result of his or her position with the institution. Any Access Person who believes that he or she may have a potential conflict of interest must immediately report concerns to the appropriate institutional representative, mechanism, or process (ethics committee, etc). This general prohibition on conflicts of interest includes (but is not limited to) the following:

4.8.1. an institution's dealings with consultants, investment advisers, investment funds, and others shall be based solely on what is in the institution's best interest, without favor or preference to any third party, including close relatives; and

4.8.2. Access Persons who deal with or influence decisions of individuals or organizations seeking to do business with an institution shall not own interests in or have other personal stakes in such organizations that might affect the decision-making process and/or the objectivity of such employee, unless expressly authorized in writing by the investment committee and board of trustees of the institution, and only after the interest or personal stake has been disclosed.

4.9. Reports to Institutional Boards of Trustees - In establishing reports to its Board of Trustees, each institution shall implement the following:

4.9.1. Public Treasurer's Assertion - All reports shall include the public treasurer's assertion that, to the best of the treasurer's knowledge, the institution is in compliance with the State Money Management Act, the Rules of the State Money Management Council, and the Uniform Management of Institutional Funds Act.

4.9.2. Reports - The public treasurer shall submit monthly investment reports to the Board of Trustees within 45 days of the month's end. The public treasurer



shall submit quarterly reports to the Board of Trustees within 60 days of the quarter's end. The secretary will place the reports on the agenda of the next regular trustee meeting.

4.9.3. Copies of Reports Submitted to the Board - Within 60 days of submission to the trustees, each institution shall submit to the Board of Regents a copy of the reports submitted to its board of trustees. Reports submitted to the Board shall be accompanied by a transmittal letter stating that the chief executive officer has reviewed the reports.

4.10. Annual Money Management Report - Annually, each institution shall submit, on forms provided by the Commissioner of Higher Education, a summary report of its money management activities for the year. This report shall include an auditor's opinion (as provided in 4.11) regarding: (1) the fairness of presentation of the report in accordance with generally accepted accounting principles; and (2) compliance with the State Money Management Act, the Rules of the State Money Management Council, the Uniform Management of Institutional Funds Act, and this policy. Draft reports shall be submitted to the Commissioner's Office not later than October 15 of each year. Final reports including the auditor's opinion shall be submitted not later than November 30 of each year.

4.11. Audits - Each institution's chief executive officer shall arrange for an audit of his or her respective institution's annual report, conducted by either the resident auditors or the Regents' audit staff. The audits shall be conducted in accordance with applicable generally accepted auditing standards for regulatory or prescribed format reports. Reports shall include the auditors' comments based on their examination of investment policy and procedures, the process, the accounting records, and safekeeping methods.

4.12. Comparative Annual Summary - The Office of the Commissioner shall compile a comparative annual summary of investment results from the audited reports and submit the summary for Board approval at its December meeting. After approval, the report shall be forwarded to the Legislature and Governor.

4.13. Applicability to Commissioner's Office Programs - The requirements of this policy are applicable to all programs operated by the Office of the Commissioner of Higher Education (OCHE), as follows:

4.13.1. OCHE Operating Funds - In applying this policy to the operating funds of the OCHE, the Finance and Facilities Committee of the Board shall act in the role of the institutional Board of Trustees.

4.13.2. UHEAA Funds - In applying this policy to the Utah Higher Education Assistance Authority (UHEAA), the UHEAA Board of Directors shall act in the role of the institutional Board of Trustees.

4.13.3. Loan Purchase Program - In applying this policy to the Loan Purchase Program, the UHEAA Board of Directors shall act in the role of the institutional Board of Trustees.

July 11, 2007

MEMORANDUM

TO: State Board of Regents  
FROM: Richard E. Kendell  
SUBJECT: Weber State University – Request for Investment Exception

Issue

WSU requests authorization to hold two shares of Berkshire Hathaway stock on a permanent basis. Current endowment investment policy does not allow the holding of individual shares of stock (unless approved by the Regents), but does allow the Board to receive and consider individual institutional requests for exception.

Background

WSU received two shares of Berkshire Hathaway stock in 1996. The shares were given to the Goddard School of Business to allow several investment students to attend the Berkshire Hathaway annual meetings each year. With the adoption of UMIFA, the Board of Regents was required to develop a default endowment investment policy for the USHE. The Board chose to exclude stock from the list of permissible investments, but did include a clause that allowed an institution to keep stock gifts, provided the donor delivered a written restriction prohibiting the sale of the stock. WSU did not receive a written restriction from the donor, and must now receive a Board-approved exception or sell the shares.

The shares have a current market value of approximately \$50,000, which represents about 0.1% of the total WSU endowment portfolio. Because of the academic opportunities this stock provides, and because the market value of the shares is immaterial to the endowment portfolio as a whole, this exception is presented for Regent review and consideration.

Commissioner's Recommendation

The Commissioner recommends that the Board approve the WSU request for investment exception (two shares of Berkshire Hathaway stock only).

---

Richard E. Kendell  
Commissioner of Higher Education

REK/MHS/BRF  
Attachment

July 11, 2007

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Southern Utah University – Lease of Property in St. George, Utah

Southern Utah University requests approval to lease a building in St. George, one-half block north-east of the Dixie State College campus. This will help in the continuing effort of the Southern Utah University - Dixie State College partnership. The address of the building is 1037 East 100 South. Some remodeling of the space will be required in order to effectively use this location. SUU staff has committed to having everything in order by August 25, 2007.

The proposed lease terms are as follows: \$1.30 per square foot per month (\$15.60 per square foot per year), or an annual lease of \$79,279 for 5,082 square feet. University officials intend to sign a five year lease with an option for an additional five years. Attached are a letter of explanation from President Benson, photographs of the space, and an aerial map detailing the exact location.

University officials will be available at the July 20 meeting at Snow College to address any questions the Regents may have.

Commissioner's Recommendation

The Commissioner recommends approval of SUU's property lease in St. George, Utah.

---

Richard E. Kendell  
Commissioner of Higher Education

REK/MHS/MV  
Attachments



For Lease  
**Retail & Warehouse Space**  
1037 East 100 South | St George UT

**FOR LEASE**

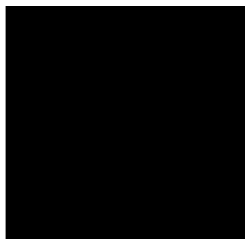
- 5,082 SF Total
- Next to Dixie State College
- 2005 Traffic Count: 28,500 ADT
- 16 Parking Stalls
- Owner/Agent
- Newly Remodeled Exterior & Interior
- No 3 Phase Power
- \$0.15/ SF NNN (Cams & Taxes)
- 5% BOC

**Space A: 5,082 SF**

- 2,992 SF Retail
- 2,090 SF Warehouse
- Loading Dock with Ramp
- Free 838 SF Extra, Outdoor Storage

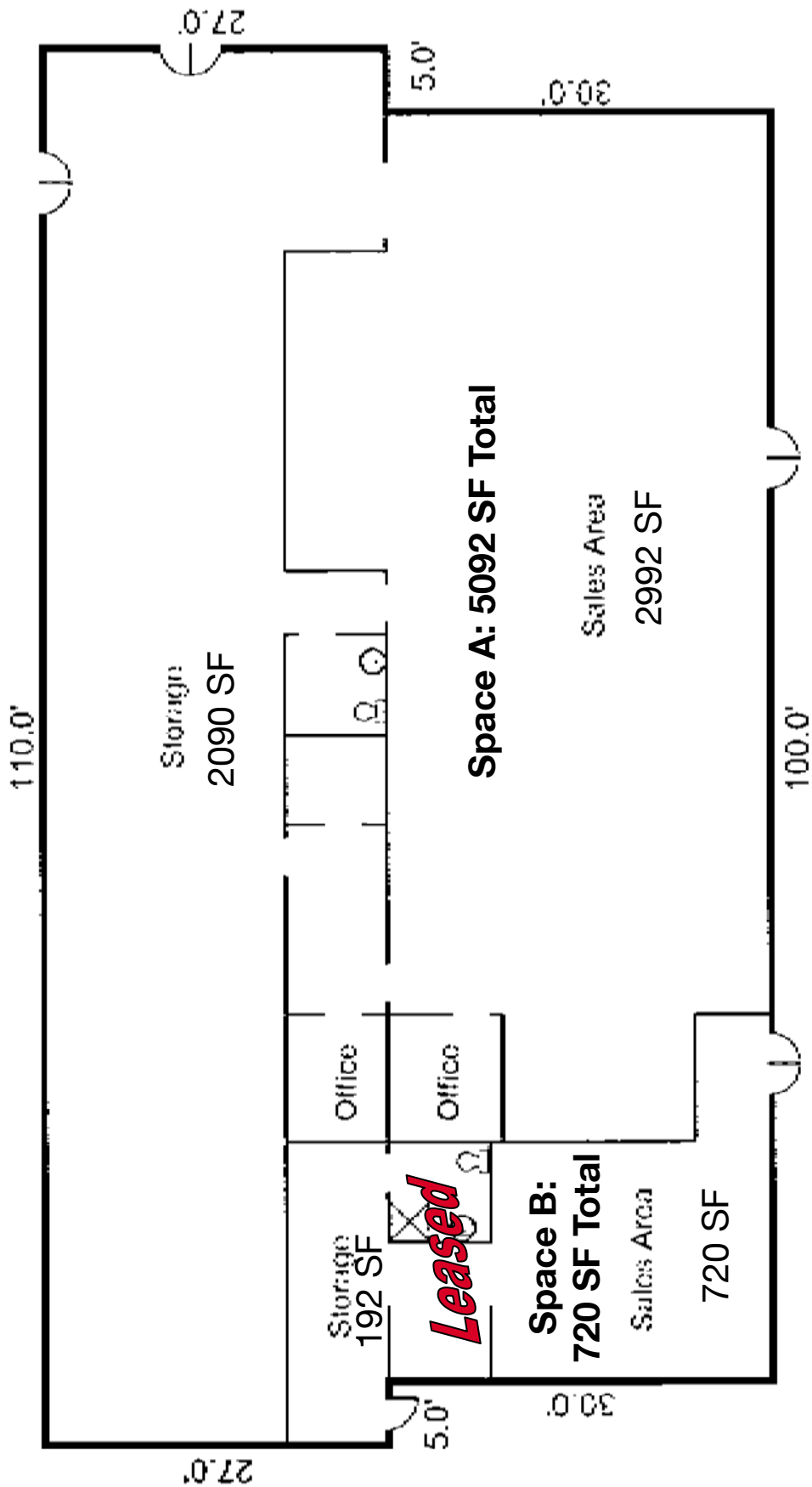
**Price:**

Space A—\$1.20 SF/MO NNN



# Retail & Warehouse Space Floor Plan

1037 East 100 South | St George UT





Retail & Warehouse Space

# Aerial Map

1037 East 100 South | St George UT





July 11, 2007

MEMORANDUM

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

Regent policy requires USHE institutions to seek bi-annual approval of campus master plans. Snow College has provided an updated master plan for both campuses, attached.

College officials will be prepared to answer questions regarding the College's master plan, the impact of the new Library/Classroom Building and upcoming capital development requests. Time permitting, University staff will provide a short tour of current capital projects and the upcoming facility request.

Recommendation

The Commissioner recommends approval of Snow College Campus Master Plan.

REK/MHS  
Attachment

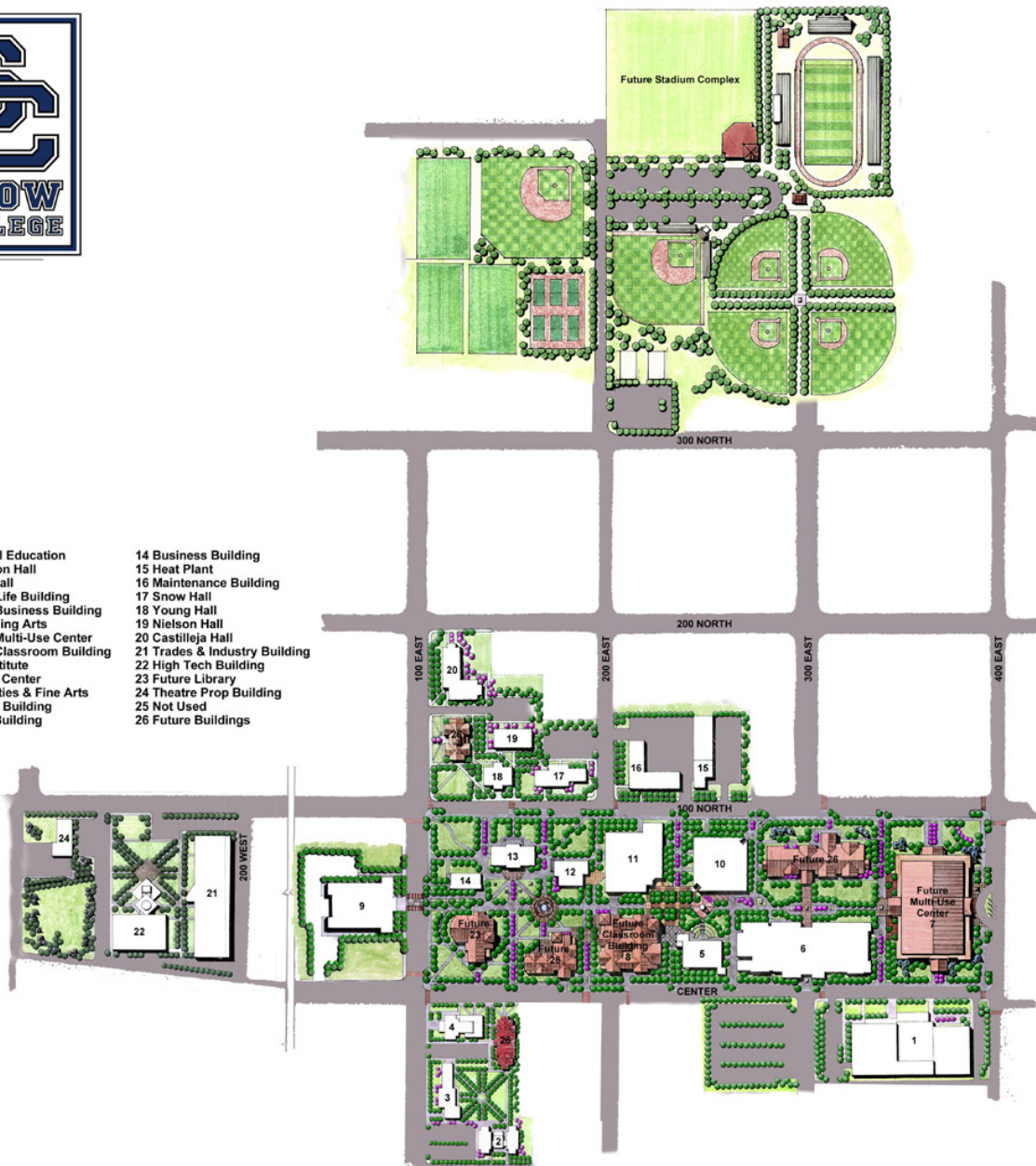
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Richard E. Kendell, Commissioner





- |                             |                               |
|-----------------------------|-------------------------------|
| 1 Physical Education        | 14 Business Building          |
| 2 Anderson Hall             | 15 Heat Plant                 |
| 3 Nuttall Hall              | 16 Maintenance Building       |
| 4 Family Life Building      | 17 Snow Hall                  |
| 5 Future Business Building  | 18 Young Hall                 |
| 6 Performing Arts           | 19 Nielson Hall               |
| 7 Future Multi-Use Center   | 20 Castilleja Hall            |
| 8 Future Classroom Building | 21 Trades & Industry Building |
| 9 LDS Institute             | 22 High Tech Building         |
| 10 Student Center           | 23 Future Library             |
| 11 Humanities & Fine Arts   | 24 Theatre Prop Building      |
| 12 Science Building         | 25 Not Used                   |
| 13 Noyes Building           | 26 Future Buildings           |



GouldEvans

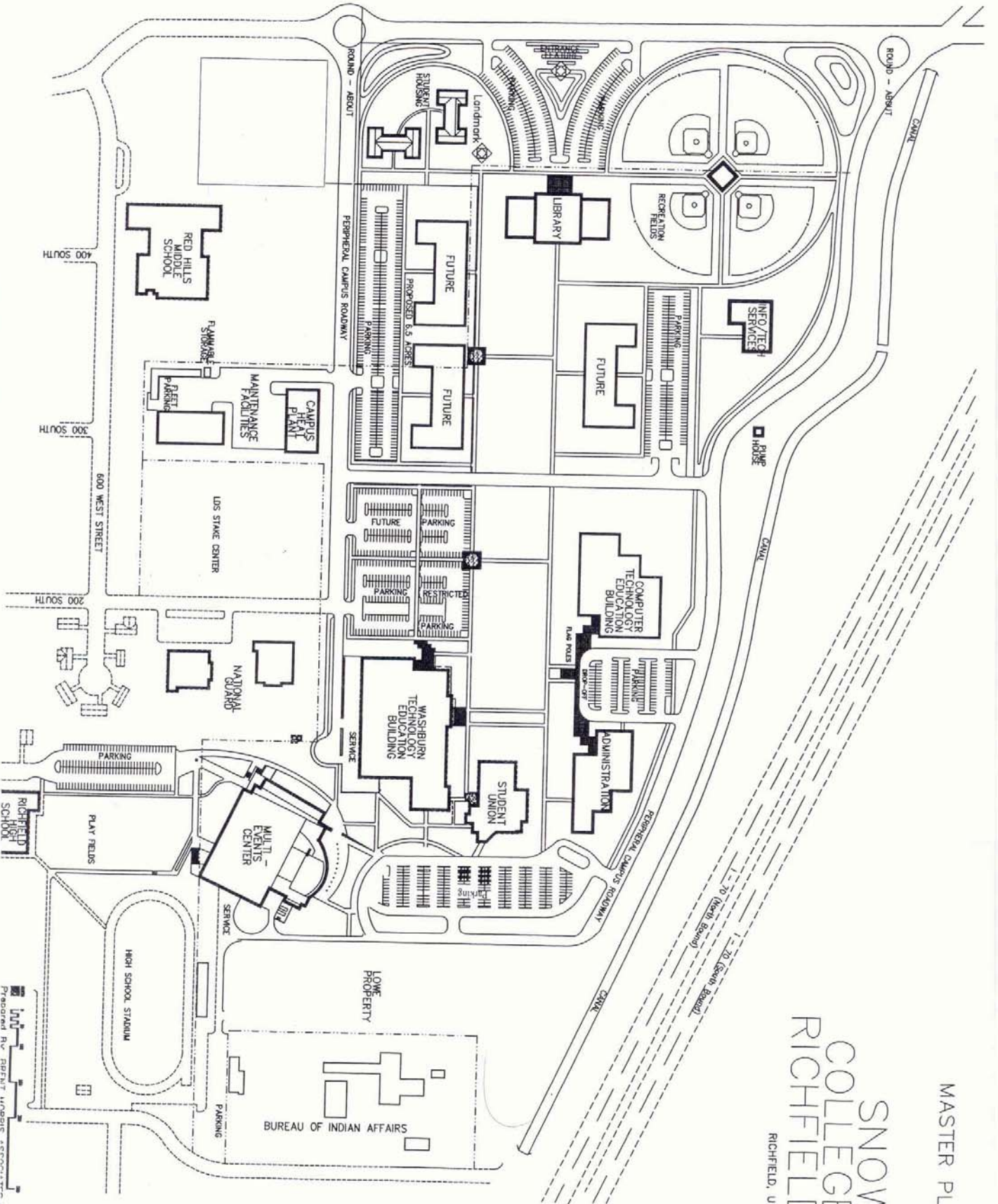
Snow College

Master Plan

# MASTER PLAN

## SNOW COLLEGE RICHFIELD

RICHFIELD, UTAH



July 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 – 2007-2008 Appropriated Ongoing Operating Budgets.** Regents are asked to review and approve the 2007-08 fiscal year appropriated ongoing operating budgets for the traditional 9 USHE institutions, the Office of the Commissioner, and the State Board of Regents statewide programs. For comparison 2005-06 and 2006-07 budgets will be hand-carried to the July 20 meeting.

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Richard E. Kendell  
Commissioner of Higher Education

REK/MHS/KLH  
Attachments

July 11, 2007

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Report of Actions by the Executive Committee on June 19, 2007

This memorandum reports action taken by the Executive Committee of the State Board of Regents at a public meeting held on Tuesday, June 19, 2007. The Executive Committee approved 2007-2008 salaries for the ten institutional presidents and the commissioner. Increases in salary averaged 5 percent, with two increases above that percentage and two below that percentage. These salaries increases reflect the Board's intent to bring USHE presidents' salaries closer to peer averages.

The Executive Committee also approved a request from Southern Utah University to authorize construction of a Bell Tower using private funding.

Commissioner's Recommendation

This is presented as information only.

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Richard E. Kendell  
Commissioner of Higher Education

Attachment  
REK/MHS

June 18, 2007

MEMORANDUM

TO: Executive Committee, State Board of Regents  
FROM: Richard E. Kendell  
SUBJECT: Proposed Presidential Salaries for 2007-2008

The State Board of Regents began discussion regarding presidential salaries at a meeting held on June 8. There was insufficient time on June 8 to finish the discussion. The board requested that the executive committee meet in the near future to approve the final list of presidential salaries of 2007-2008.

Commissioner's Recommendation

The Commissioner recommends that the Board of Regents Executive Committee review information presented on presidential salaries and approve a 2007-2008 salary for each president and the Commissioner as indicated in the attachment.

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Richard E. Kendell  
Commissioner of Higher Education

REK/MHS  
Attachments

May 18, 2007

MEMORANDUM

TO: Executive Committee, State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Southern Utah University – Request for Authorization to construct a Bell Tower

Southern Utah University officials request approval to amend the campus master plan and construct a bell tower to be known as the Carter Carillon. The tower will be constructed on a plaza facing three buildings: Braithwaite, Old Main, and the new Teacher Education Building.

The initial estimate for the cost of construction was one million dollars. Because some vendors have agreed to in-kind price reductions, the revised estimate is \$800,000. As of the date of this memorandum, there are additional private funding commitments of \$60,000. The University is prepared to identify institutional cash reserves of \$750,000 for this project, to be replaced with donations as private funds are committed. The cash reserves reside in a combination of state and non-state accounts.

The bells specified for the tower are to be sole-sourced, and must be therefore be purchased with non-state funds. The University will use a bid process for the construction of the tower, which with state and non-state funds. The bell tower will not qualify for state-funded Operations and Maintenance (O&M).

This project was approved by the SUU Board of Trustees on June 14. President Michael Benson will attend the June 19 meeting of the Regents' Executive Committee and will provide a financing plan update. The project is scheduled to be addressed by the State Building Board on June 20.

Recommendation

The Commissioner recommends that the Executive Committee of the State Board of Regents review the proposed bell tower project at Southern Utah University, and, approve the project subject to the allocation of \$750,000 of SUU cash reserves and a minimum of \$60,000 of private funding. Bidding procedures will conform to DFCM policies.

REK/MHS  
Attachments

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Richard E. Kendell  
Commissioner of Higher Education

# USHE Presidential Salary Comparison

2007

| Name                 | Institution | Projected 06-07<br>Annualized FTE <sup>(1)</sup> | Total Institutional<br>Funds 05-06 <sup>(2)</sup> | Current<br>Salary | Years in<br>Position | Most<br>Recent<br>Salary<br>Adjust | Peer<br>Average | Recommended<br>Salary / Increase |      |
|----------------------|-------------|--------------------------------------------------|---------------------------------------------------|-------------------|----------------------|------------------------------------|-----------------|----------------------------------|------|
| Michael Young        | UofU        | 27,262                                           | \$2,176,584,000                                   | 316,011           | 3                    | 2006                               | 363,589         | 331,812                          | 5.0% |
| Stan Albrecht        | USU         | 18,696                                           | 494,517,354                                       | 257,238           | 2                    | 2006                               | 355,529         | 270,100                          | 5.0% |
| Ann Millner          | WSU         | 15,240                                           | 169,302,741                                       | 173,897           | 4                    | 2006                               | 226,990         | 182,592                          | 5.0% |
| Michael Benson       | SUU         | 6,730                                            | 87,238,099                                        | 175,000           | < 1                  | 2007                               | 226,990         | 181,125                          | 3.5% |
| Open                 | Snow        | 2,854                                            | 35,465,613                                        | 131,155           | 0                    | 2006                               | 151,191         | 137,713                          | 5.0% |
| Lee Caldwell         | DSC         | 4,206                                            | 50,576,501                                        | 150,075           | 1                    | 2006                               | 164,070         | 155,328                          | 3.5% |
| Ryan Thomas          | CEU         | 1,593                                            | 29,052,477                                        | 131,155           | 6                    | 2006                               | 151,191         | 137,713                          | 5.0% |
| William Sederburg    | UVSC        | 17,350                                           | 169,461,974                                       | 169,361           | 4                    | 2006                               | 203,023         | 181,216                          | 7.0% |
| Cynthia Bioteau      | SLCC        | 18,301                                           | 145,379,770                                       | 175,950           | 1                    | 2006                               | 184,102         | 184,748                          | 5.0% |
| Robert Brems         | UCAT        | 5,998                                            | 55,492,810                                        | 132,500           | < 1                  | 2006                               | 145,128         | 139,125                          | 5.0% |
| Commissioner Kendell | USHE        | n/a                                              | n/a                                               | 185,750           | 3                    | 2006                               | 209,891         | 200,610                          | 8.0% |

Notes:

(1) Annualized FTE includes both budget-related and self-support found in Enrollment Projections file.

(2) Institution Funds are from C3 Forms used in 2005-06 Cost Study and UCAT A1 Actuals.

July 11, 2007

MEMORANDUM

TO: State Board of Regents  
FROM: Richard E. Kendell  
SUBJECT: USHE - Annual Research Grant Report

Issue

Regent policy R532-1, *Acceptance and Approval of Contracts and Grants*, requires that each institution present an annual report that includes summary totals by college or unit for the number and dollar amounts of all funded projects for the fiscal year July 1 through June 30. Annual reports for the University of Utah and Utah State University will be hand-carried to the July 20 meeting.

Commissioner's Recommendation

This is a discussion item only; no action is needed.

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Richard E. Kendell  
Commissioner of Higher Education

REK/MHS/KLH



July 11, 2007

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Legislative Auditor General's Performance Audit of Higher Education Personnel Budgeting Practices

Issue

A recent audit by the Legislative Auditor General took issue with several reporting practices within the USHE. Specific concerns related to carryforward balances, vacant positions, and general personnel budgeting. Commissioner's staff will be working with institutional representatives to develop new reporting and tracking mechanisms that respond to the concerns noted in the audit report.

Background

The first audit concern dealt with the reporting of appropriated carryforward balances. Institutions are presently allowed to deduct general departmental balances from overall carryforward balances. This deduction was originally intended to account for dollars that were committed to pending purchases at the end of a fiscal year. However, it has evolved to also include uncommitted departmental balances. Auditors determined that this practice was counterproductive to the legislative decision-making process, and have asked that the USHE report total carryforward balances.

The second primary audit concern related to vacant positions. Several of the USHE institutions were unable to provide the information requested by the auditors. Consequently, the audit team was unable to draw conclusions about savings resulting from position vacancies. They have instead recommended that we develop a system-wide mechanism for tracking and reporting vacant positions. We anticipate that this data will be provided to the auditors to support a future review of "turnover savings."

The third concern involved the general personnel budgeting techniques used in higher education. The USHE employs (for the most part) a system of incremental budgeting, where prior year budgets constitute the primary building blocks for future budgets. The audit report contrasts this approach with the system of expenditure-based building blocks used by other state agencies. In addition, the audit team expressed some concern about funding requests being based on prior year budgets, instead of prior year expenditures. We have had several constructive discussions with the Auditor General on these points, but believe that our budgeting and financing strategies have evolved over time to meet the unique needs of our industry, and to respond specifically to the legislative funding models in place in Utah.

State Board of Regents  
July 12, 2007  
Page 2

The final audit report is scheduled to be presented to the Audit Committee of the Legislature during the week of July 16<sup>th</sup>. The audit report will retain its status as a protected document until after the committee presentation. Copies may be available to be hand carried to the July 20<sup>th</sup> meeting.

Commissioner's Recommendation

This agenda item is for information only.

---

Richard E. Kendell  
Commissioner of Higher Education

REK/MHS/BRF

July 11, 2007

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: USHE – Update on Administrative Data Processing “Banner Small-Institution Enhancement” Project

The Board of Regents approved a USHE *Information Technology Strategic Plan* on September 15, 2006. The Plan identified two critical needs for which the system sought new legislative support. These are the need to provide off-site disaster recovery of information and the need to provide central support for institutions which operate Banner administrative systems – especially the small institutions.

The 2007 Legislature approved the new funding, and the Office of the Commissioner issued an RFP to interested USHE institutions in January 2007. On May 25, 2007, the Commissioner selected Weber State University as the lead institution for this project. Officials of Weber State University, lead by CIO Don Gardner, began meeting with staff from CEU, Snow, and DSC to establish service requirements of the institutions. Weber State will hire a minimum of two new staff members as soon as possible, a system administrator and a data base administrator, who will be housed at WSU.

Representatives from the Office of the Commissioner, Weber State University, and three of the institutions receiving these new services, will be available for questions at the July 20 meeting.

Commissioner's Recommendation

No action is necessary. This report is for information only.

---

Richard E. Kendell  
Commissioner of Higher Education

REK/MHS/SH

July 11, 2007

MEMORANDUM

TO: State Board of Regents  
FROM: Richard E. Kendell  
SUBJECT: USHE - Preview of 2008-2009 Capital Development Projects

Issue

In September the Regents will receive the Q&P list from staff and hear presentations from each institution regarding capital development priorities. In preparation for the full presentation, staff will provide a preview of the projects identified as top priorities at each institution. Final programs and costs have yet to be finalized with DFCM. Schools were still finalizing there top priorities and seeking trustee approval at the time of mailing. Staff will provide a list of projects as part of the supplemental packet.

Commissioner's Recommendation

This is a discussion item only; no action is needed.

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Richard E. Kendell  
Commissioner of Higher Education

REK/MHS/KLH

July 11, 2007

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: USHE Preview of 2008-2009 Budget Categories

Issue

In preparation for the 2008 General Session, Commissioner Kendell and staff, in consultation with the University and College Presidents, have developed preliminary budget request categories for Regent review and discussion. Budget categories have been developed to support the basic operating needs of each institution and to identify resources needed to realize the policy priorities of higher education. Particular attention is given to initiatives that will improve preparation for higher education and that will foster higher participation and completion rates.

Categories included in this year's basic budget request include salary retention funds for key faculty and staff members, infrastructure costs related to fuel and power, operation maintenance costs, and information technology needs. Increases for workforce development initiatives and student success issues of retention and graduation are suggested as well. Staff has also recommended that Regents support an increase in ongoing funds for student financial aid, New Century Scholarships and the Utah State Scholars Initiative. More detail is provided in the budget sheet, attached.

Comments and suggestions received will be incorporated into the final 2008-09 Budget Request for Regent consideration in the October Meeting.

Commissioner's Recommendation

This is a discussion item only; no action is needed.

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Richard E. Kendell  
Commissioner of Higher Education

REK/MHS/KLH  
Attachments

Table 1

**Utah System of Higher Education****Preliminary Operating Budget Request Summary (Tax Funds Only)**

FY 2008-09 and FY 2007-08 Supplemental

**ESTIMATED FY 2008-09 STATE TAX FUNDS ADJUSTED BASE BUDGET****USHE BUDGET PRIORITIES***Basic Budget***1. Compensation**

- A. Equivalent State Employee Compensation Package <sup>(1)</sup>
- B. Salary Retention Funds (1%)

**2. Mandated Costs**

- A. Utility Rate Increases
- B. IT Software Licensing Costs
- C. IT Equipment Renewal Program
- D. O&M Requests for State and Non State Funded Projects (Currently Online)
- E. Audit Staffing
- F. Hearing Impaired Student Translators
- G. Academic Library Consortium

*Participation and Completion***3. Focused Participation Rate Increases**

- A. Student Financial Aid
  - (1) *Need Based Student Aid - (UCOPE)*
  - (2) *Mandated Federal Aid State Match*

**4. Institutional Priorities and Partnerships**

- A. Institutional Priorities
- B. Institutional Partnerships
- C. Emergency Management and Campus Security

**5. Workforce Development**

- A. Teacher Initiative
- B. Health Professions Initiative
- C. Science and Technology Initiative

*Preparation***6. Student Support and Success**

- A. New Century Scholarships
- B. Regents Scholar
- C. Utah State Scholars Initiative

**ONE-TIME INCREASES**

- 1. A. IT Data Center Upgrades
- B. Science and Technology Equipment
- C. Library Enhancements & Acquisitions

**SUPPLEMENTAL INCREASES**

- 1. A. Utility Rate Increases
- B. Other

**REQUEST SUMMARY****USHE Budget Priorities**

USHE Priorities Request Percent Increase

**One-time Increases****Supplemental Increases****Notes:**

(1) 1% Tax Funds: Salary &amp; Wages \$4,049,900; Salary Related Benefits \$819,500; Health \$567,300; Dental \$44,700; State Retirement \$134,600

July 11, 2007

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Exposure Draft - Institutional Needs Statements for Land Banking

The Board of Regents has established a very credible process for evaluating and ranking institutional requests for funding of new Capital Development projects. As outlined in R741, the Qualification and Prioritization Process (Q&P) provides a data-driven model used to verify the need for both new buildings and the renovation or replacement of old buildings.

The Board lacks an orderly process for evaluating and ranking a request to purchase land for possible future campus expansion. This process of reserving undeveloped land is called "land banking." In the recent past, an occasional land bank request has simply been listed on the bottom of the Q&P list with an asterisk or some other notation. The Board has not requested that institutions submit a list of long-term land bank needs.

The attached two-page statement proposes a process for developing land bank requests. The statement suggests that each institution present a case for each request based on several factors which may be relevant.

The land bank proposal is a good step for long-term planning, but we are at a preliminary stage in thinking how such a plan should be developed. Hence, we are seeking advice and comment as the plan is developed.

The Board of Regents should consider the draft statement in light of several questions. First: One of the strengths of the Q&P is the data-driven formula. Should a more specific formula-based approach also be used for land banks? Second: The proposed statement does not require an institution to designate a specific property. Will this lack of specificity make it difficult to anticipate costs? Third: Is a five-year planning cycle the correct metric for long-term planning?

Commissioner's Recommendation

The attached draft is provided as information. The Commissioner requests comments and suggestions to improve the draft before it returns to the Board as an action item.

REK/MHS  
Attachment

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Richard E. Kendell  
Commissioner of Higher Education

Draft  
FUTURE CAMPUS LAND NEEDS ("LAND BANKS")  
USHE July 2007

The Commissioner proposes to develop a list of institutions which anticipate the need to seek state funding for land purchases over the next five years. The Commissioner has requested notification from those institutions which intend to propose land purchases in FY2008 through FY2013.

A draft *Needs Statement for Land Purchases* (3-5 pages maximum) will be due in the Commissioners' Office by **August 20, 2007**. After consultation with Commissioner's staff, institutions will submit a final *Needs Statement* (maximum 10 pages including attachments and exhibits) by **September 3, 2007**. Institutions should submit a separate *Needs Statement* for each proposed land bank.

The Commissioner will not propose a formula for the development and subsequent evaluation of *Needs Statements*. Instead, institutions are invited to make the best "business case" for each proposed land bank. In addition, institutions need not pre-select a specific property for land banking, but may make an argument for the type of property, approximate size, and preferred general location.

An institution's decision to seek additional land is influenced by a number of factors. *Needs Statements* will necessarily be a combination of statistical data and non-empirical planning statements. Institutions may refer to the following categories of need as examples of factors to be addressed in the *Needs Statement*. Other factors may be considered as well as the policy is further developed.

**DATA EXAMPLES:**

Current Q&P square feet per student FTE. And, square feet in comparison to anticipated 15 to 20 year enrollment growth.

Current relationship between institutional-owned land and student FTE or Headcount.

Number of remaining potential building sites, perhaps using average footprint of current campus buildings, and current relationship of buildings to green space.

Current parking spaces per student and staff FTE/Headcount.

Current vehicle count at primary points of entry and exit.

Amount of undeveloped private or public land contiguous to campus.



## **PLANNING EXAMPLES:**

Need to establish or enhance an institutional presence in other parts of the service region.

Need to enhance current institutional mission or respond to anticipated mission changes.

Results of cooperative planning with local municipalities or other public entities.

Need to convert from leased space to owned space.

Draft 1.2 5 July 07

July 11, 2007

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: College of Eastern Utah – Progress Report on Business Process Consulting Engagement

With the resignation of the former Vice President of Finance (who also served as the Controller, Treasurer, and Budget Director), CEU's new management team inherited a financial system in need of significant reconciliation and adjustment. The new administration was tasked with correcting errors in prior periods, while attempting to effectively run the current day-to-day activities of the college – as they were adjusting to their new positions.

Preparing prior period financial statements for audit, along with closing the current fiscal year was a daunting task. OCHE staff and college administrators proposed engaging a professional team to help correct past system errors and provide working papers for the State Auditor's Office. The budget established for the engagement was \$45,000 (\$25,000 provided by OCHE and \$20,000 by CEU).

The consulting engagement's original objectives were to:

- Compile financial statements for FY 2005-06 to be ready to present to the Utah State Auditors by August of 2007 (identifying and correcting errors in prior year record keeping).
- Identify weaknesses in the current business office, both in staffing and responsibility, and give suggestions on how to strengthen these areas.
- Train current staff on how to prepare work papers for the current and future years' audit engagements.

Every other week, a team sent by the CPA firm of Hansen, Barnett & Maxwell, along with members of the OCHE staff, worked with the CEU business office to complete the given task. The success of the combined efforts has been encouraging enough to expand the engagement to include the 2006-07 financial statements, and possibly engaging the CPA firm to come back to CEU on a yearly basis.

The team will complete its first objectives well before the original August deadline, although the State Auditors are not going to be able to review the financial statements for the 2005-06 year until December. In addition to accomplishing the initial objectives, the team has been able to:

- Correct the accounting for Perkins Loans so that future years will be recorded properly.
- Adjust the chart of accounts in the Banner administrative system to correct and prevent compounding errors.
- Assist in creating budgets for FY 2007-08.
- Implement a pooled benefit budgeting approach for FY 2007-08.
- Prepare accounting and system adjustments relating to FY 2006-07 and future years.
- Review and reconcile grant and other restricted funds.
- Match current staff skills with appropriate business office tasks.

#### Commissioner's Recommendation

This agenda item is for information only.

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Richard E. Kendell  
Commissioner of Higher Education

REK/MHS/BRF  
Attachments

July 5, 2007

**DRAFT**

To: State Board of Regents

From: Commissioner Richard E. Kendell

Subject: Action Item, New Policy R847, *Criminal Background Checks*

Background

In 2007 the State Legislature enacted H.B. 196, "Higher Education Criminal Background Checks," sponsored by Rep. Ronda Menlove. This bill requires the State Board of Regents to adopt a policy providing for criminal background checks of certain prospective employees of USHE institutions. It also requires institutions to have a policy regarding the conduct of background checks of existing employees "where reasonable cause exists."

Specifically, the USHE is required to conduct background checks of all new employees for positions who have "significant contact with minors" (defined as younger than 21 years of age), or any positions that are deemed to be "security sensitive." Implementation of these background checks of new employees may be phased in over the next two years. The bill exempts adjunct faculty from the requirement. It also provides access to information from the Utah Bureau of Criminal Identification.

I asked Associate Commissioner David Buhler to head up a working group to develop a proposed policy, and asked several institutional presidents to recruit members of the working group. This group included a variety of interests and institutions including public safety, human resource management, and legal. The group included Randy Johnson, former Director of Public Safety at SLCC and currently Director of Public Safety for the Granite School District; Rick Brown, Chief of Public Safety at Southern Utah University; Loretta Harper, Vice President for Human Resources at the University of Utah; Craig Simper, General Counsel at Utah State University; Stan Greenhalgh, Director of Human Resources at Weber State University; and Harden Eyring, Director of Human Resources in the Commissioner's Office. This group met on May 30, reviewed current practices, discussed the provisions of HB 196, and the shape that a Regent policy should take. It was agreed that the Board of Regents should adopt an umbrella policy, providing additional guidance to institutions. Each institution, however, will need to decide specific methods and procedures to implement both the Regent policy and the new state law.

### Summary of the Policy

The proposed policy provides definition of terms for: adjunct faculty, applicant, background check, diminished capacity adult, employee, institution, minor, reasonable cause, security sensitive positions, and significant contact. This is intended to provide guidance to the institutions and to help provide for a fair and consistent application of the new state law.

The policy requires that applicants must submit to a criminal background check as a condition of employment for any position that involves significant contact with a minor or is deemed to be a security-sensitive position by the institutional president or designee. However, the institutional president may exempt from this requirement applicants for positions as adjunct faculty, temporary, or part-time employees. Alternatively, the president may require applicants for such positions to comply. The institution may require a fingerprint background check based on Social Security number by the Utah Bureau of Criminal Identification and Federal Bureau of Investigation, or require a criminal history background check through a private consumer reporting agency. This is left to the discretion of the institution.

When convictions are disclosed as a result of the background check, the institution is required to conduct a risk assessment and provide applicants or employees an opportunity to respond before any adverse decision is made.

Institutions are also authorized, if the position has access to sensitive personal information or institutional funds, to obtain a financial/credit check. If the position requires a degree or license, the institution may obtain a copy of the applicant's degree transcripts or licensing documentation. Also, the institution may check on the applicant's student loan status.

Institutions are limited in using information obtained in these checks to making employment or promotion decisions. The period for phasing in background checks of new employees ends May 1, 2009.

### Commissioner's Recommendation

It is recommended that the Board of Regents carefully consider proposed Policy R847, make any revisions it deems necessary, and approve it in order to comply with state law.

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Richard E. Kendell, Commissioner

REK/DB  
Attachment

## ***R847, Criminal Background Checks (Draft)***

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### **R847-1. Purpose**

To provide for criminal background checks of certain prospective and existing employees of System institutions.

### **R847-2. References**

2.1. Utah Code 53B-1-110 (Higher Education Criminal Background Checks).

2.2. Policy and Procedure R481, Academic Freedom, Professional Responsibility and Tenure.

### **R847-3. Definitions**

**3.1. Adjunct Faculty** - part-time teachers, post-doctoral fellows, visiting lecturers, graduate assistants and other professional staff members of businesses, industries, and other agencies and organizations who are appointed by the institutions on a part-time basis to carry out instructional, research or public service functions.

**3.2. Applicant** - the final applicant offered employment, transfer or promotion, contingent on acceptable results of a criminal background check and other reviews required for the position by the institution such as financial/credit checks, degree transcripts or license documentation, or student loan status.

**3.3. Background Check** - a commercial or governmental process of searching public records to determine no less than whether an individual has been convicted of criminal conduct anywhere in the United States of America within no less than the last seven years. An institution may choose to specify a longer time period, search in one or more foreign countries, or seek additional information such as arrests or other evidence of character issues as part of a Background Check.

**3.4. Diminished Capacity Adult** - a person who lacks decision making capacity which requires, to greater or lesser degree: (1) possession of a set of values and goals; (2) the ability to communicate and to understand information; and (3) the ability to reason and to deliberate about one's choices.

**3.5. Employee** - a faculty member, classified or professional employee of a Utah System of Higher Education institution who receives compensation for work or services from funds controlled by the institution, regardless of the source of the funds, the duties of the position, the amount of compensation paid, or the percent of time worked.

**3.6. Institution** - an institution listed in Section 53B-1-102.

**3.7. Minor** - a person younger than 21 years of age.

**3.8. Reasonable Cause** - where the known facts and circumstances are sufficient to warrant a person of reasonable prudence in the belief that the employee poses an unreasonable risk to persons or property and/or a history or report of a crime will be found.

**3.9. Security Sensitive Positions** - positions designated by the institution as security sensitive whose duties require, provide for, or encompass the potential to incur human, financial or property loss or other harm to the institution and its constituents. A security sensitive position should include at least one of the following elements:

**3.9.1.** access to children, including child care in a child care center, or to diminished capacity adults;

**3.9.2.** relationships with students where exceptional trust and responsibility are involved, such as counselors, health care providers, coaches, and residence hall personnel;

**3.9.3.** responsibility for providing direct medical care, treatment, or counseling and/or access to pharmaceuticals, toxins, hazardous or controlled substances;

**3.9.4.** direct access to laboratory materials and other property that have the potential of being diverted from their proper use either for financial gain or for harmful, dangerous or illegal purposes;

**3.9.5.** decision making authority for committing institutional funds or financial resources through contracts and commitments and/or direct access to or responsibility for handling cash, checks, credit/debit cards or cash equivalents, institutional property, disbursements or receipts;

**3.9.6.** access to building and residence hall master control and key systems;

**3.9.7.** access to confidential information or sensitive personal information such as employment, health, donor, financial and other records, including data that could facilitate identity theft;

**3.9.8.** access to and responsibility for the maintenance, upgrading, and repair of the institution's computer networks and/or information technology systems; and

**3.9.9.** responsibility for police, security, guard forces, or other significant health or safety issues.

**3.9.10.** Besides institution wide designations of security sensitive positions, individual departments may be subject to additional restrictions, requirements, laws or regulations.

**3.10. Significant Contact** - an employee position involves significant contact with minor persons if there is a reasonable expectation that in the course of the normal, routine responsibilities of the position, the employee and a minor would interact on a one-on-one basis. For example, teachers with office hour consultations, mentors, counselors, test center employees, coaches, and advisors could all reasonably expect to interact one-on-one with students as a normal, routine part of their work and hence would have significant contact with one or more minor persons during the course of their employment.

#### **R847-4. Policy**

**4.1. Required Background Checks for Applicants** - An applicant for any employee position at an institution that involves significant contact with minors or is considered to be security sensitive by the institution's president or his/her designee, must submit to a criminal background check as a

condition of employment. The president or his/her designee may exempt applicants for adjunct faculty, temporary, or part time positions, from this requirement. The president or his/her designee may require such exempted employees to self disclose any criminal background and to sign an agreement to conform to institutional rules on sexual harassment and information, financial, health, and physical security.

**4.2. Optional Background Checks for Applicants** - The president or his/her designee may allow or require applicants for positions other than those described in 4.1, including adjunct faculty, temporary or part time positions, to submit to a criminal background check as a condition of employment.

**4.3. Background Checks for Existing Employees** - An existing employee must submit to a criminal background check, where the institution's president or his/her designee finds that reasonable cause exists.

**4.4. Written Release of Information** - For applicants for employment, the institution shall obtain a written and signed release of information for a criminal history background check. For existing employees, the institution shall request a written and signed release of information for a criminal history background check.

**4.5. Notice a Background Check has been Requested** - If the existing employee does not provide a written and signed release as requested pursuant to 4.4, the employee shall receive written notice that the background check has been requested.

**4.6. Fingerprint Background Check** - The institution may require each applicant or employee subject to a criminal background check under this section to be fingerprinted and consent to a fingerprint background check by the Utah Bureau of Criminal Identification, the Federal Bureau of Investigation or another government or commercial entity.

**4.6.1.** Institutions may request the Utah Bureau of Criminal Identification to conduct criminal background checks of prospective employees and, where reasonable cause exists, existing employees pursuant to board policy.

**4.6.2.** At the request of an institution, the Utah Bureau of Criminal Identification is directed by 53B-1-110 to release the individual's full record of criminal convictions to the authorized institutional administrator requesting the information and is also directed to seek additional information from regional or national criminal data files in responding to inquiries under 53B-1-110.

**4.6.3.** 53B-1-110 provides that information received by the Utah Bureau of Criminal Identification from entities other than agencies or political subdivisions of the state may not be released to a private entity unless the release is permissible under applicable laws or regulations of the entity providing the information.

**4.6.4.** Except as provided in 4.8, the institution shall pay the actual cost of fingerprint background checks incurred by the Utah Bureau of Criminal Identification, and the moneys collected shall be



credited to the Utah Bureau of Criminal Identification to offset its expenses in conducting the checks.

**4.7. Consumer-reporting Agency Criminal History Background Check** - The president or his/her designee may determine to use a consumer-reporting agency to conduct a criminal history background check instead of the fingerprint background check process provided in 4.6.

**4.7.1.** At a minimum, the consumer-reporting agency must conduct an investigation to verify the applicant or employee's social security number, obtain information regarding past employment, and search the individual's criminal background nationwide in the individual's counties of residence for the last seven years.

**4.8. Payment of Costs** - The president or his/her designee may require an applicant to pay the costs of a criminal background check as a condition of employment.

**4.9. Risk Assessment** - Based on the convictions disclosed by the criminal background check, the institution will assess the overall risk to persons and property. That risk assessment will include: (1) the number of crimes committed, (2) the severity of those crimes, (3) the length of time since they were committed, (4) the likelihood of recidivism, (5) the security sensitivity of the position sought by the applicant or held by the existing employee, and (6) other factors that may be relevant. The institution may determine that an individual with a criminal history should be considered eligible to obtain or retain the position, or that additional documentation should be required.

**4.10. Opportunity to Respond** - Before an applicant is denied employment or an employee is subjected to an adverse employment action based on information obtained in the criminal background report, the applicant or employee shall receive a copy of the report, written notice of the reasons for denial or the adverse action, a written description of his/her rights under the Fair Credit Reporting Act, and shall have an opportunity to respond to the reasons and any information received as a result of the criminal background check. If an applicant disagrees with the accuracy of any information in the report and notifies the human resources office of the institution within three (3) business days of his/her receipt of the report, the institution shall provide a reasonable opportunity to address the information contained in the report.

**4.11. Financial/Credit Check** - If an applicant is applying for, or an employee holds, a security sensitive position with access to sensitive personal information or financial responsibilities over the funds of the institution or others, the president or his/her designee may require an additional financial/credit check to be performed.

**4.12. Degree Transcripts or License Documentation** - If the position requires a degree or license, the institution may obtain a copy of the applicant's degree transcripts or license documentation.

**4.13. Student Loan Status** - If an applicant or employee has a student loan, the institution may check on the loan status. The institution may deny employment or take adverse employment action if the applicant or employee has a delinquent or defaulted student loan.

**4.14. Limitations on the Use of Information** - The information contained in the criminal history background check will be available only to those persons involved in making employment decisions or performing the background investigation, and the information will be used only for the purpose of making an employment or promotion decision.

**4.15. Background Checks Phased In** - Criminal background checks for new employees may be phased in over a two year period ending May 1, 2009.

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(Proposed draft July 3, 2007.)

July 12, 2007

MEMORANDUM

TO: State Board of Regents  
FROM: Richard E. Kendell  
SUBJECT: Communication and Messaging Strategies

Background

The State Board of Regents held a Messaging Meeting during its planning workshop on April 19, 2007. An overview of the May 2006 public opinion survey was presented as well as the progress of the messaging campaign, which began in August 2006.

Attendees divided into two groups representing colleges and universities. For the first time, the public relations directors of the institutions accompanied their presidents to the meeting.

Following the break-out groups, the Regents asked for a summary of themes that could be further explored and developed by the public relations professionals. The results of the evaluation are presented to the Board of Regents this month. This originally was scheduled to appear in the June 2007 meeting, but has been carried over into July.

Issue

The public relations staff in the Commissioner's Office has coordinated with the institutions to provide strategies which are economical and realistic, based on the April 19, 2007 meeting. The four strategies are enclosed and will be expanded during the year. Beginning April 2007, the public relations representatives will meet monthly to ensure the strategies are implemented.

Commissioner's Recommendation

This is an action item carried over from the June 2007 meeting. The Commissioner recommends the Board review and approve the recommended strategies, which could be implemented immediately.

---

Richard E. Kendell, Commissioner

REK/AC/jc  
Attachments



Messaging Strategies  
May/June 2007  
Revised: July 2007

Following the State Board of Regents Planning Meeting at Dixie State College on April 19, 2007, the Associate Commissioner for Public Affairs, the Communications Director, institutional public relations directors, public relations and communications directors for UHEAA, UESP, and Utah Scholars met to evaluate the potential strategies for further sharing and promoting the message of "Building a Stronger State of Minds through preparation, participation and completion."

After considering the notes generated from the "Messaging Session" for colleges and universities (the notes from April 19, 2007 are attached), apparent themes emerged:

- We need a targeted approach
- We must improve upon and create new partnerships
- We need to identify and utilize advocates
- Our legislative priorities must be shaped to match our messaging (similar to the 2007 General Session)
- We must have consistent coordination among the Commissioner's Office and the institutional public relations directors
- We need to explore/improve technology that will help students (especially disadvantaged, low-income, minority and first-generation students)

Upon review, the consensus is to present the following strategies to the Board of Regents Strategic Planning and Communications Committee and the Board of Regents for consideration and approval.

1. Implement a visual connection for higher education using students
  - a. The preference is to use students as the "FACES" for our messaging
    - i. Use Chairman Pitcher's "Student Success Stories" as the foundation for this effort.
      1. During each Board of Regents Meeting improve upon the time spent highlighting the students and then distribute a separate press release to highlight one or two of the outstanding students.
      2. Institutions would then promote those students whom they've submitted to their local reporters and media.
      3. Use photos and quotes from these students on our Web sites and promotional materials.
2. Improve relationships
  - a. Continue the Regents' Speakers Bureau
    - i. Several have been completed to date, but more can be done

- ii. Improve upon relationships:
  - 1. Public education
    - a. Improve and expand marketing efforts for Utah Scholars – entering 2<sup>nd</sup> year
    - b. As a system, compile a list of high school seniors for the institutions to contact for recruitment purposes
  - 2. The Governor's Office
  - 3. The State Legislature
  - 4. Business leaders and chambers of commerce
    - a. Institutional public relations directors will help lead and organize the speakers bureaus for their local chambers of commerce
  - 5. Religious leaders
  - 6. The Utah Council for Secondary and Postsecondary Education
  - 7. U.S. Dream Academy
  - 8. The United Way
- 3. Coordinate a system wide approach and message for the 2008 General Legislative Session (similar to 2007).
- 4. Educate board members, stakeholders, the general public and students about technology resources that promote access, preparation and participation (Utah Mentor).

These strategies and their subsets appear to not only be achievable, but also economically feasible. There is consensus among the public relations representatives that this approach would fit within the existing marketing strategies within each organization and would also best unify the system's efforts.

Messaging Brainstorming Notes  
April 19, 2007  
Dixie State College

Session: Colleges

- Have advocates for higher education within the community
  - Use local influences
- Engage business leaders (they are natural audience)
  - Give employees incentives to pursue higher education
  - Business leaders are great mentors
  - Have businesses incorporate our logos, vice versa
- State a clear goal of higher education benefits for everyone
- Incorporate human interest/personal stories
  - Find people
  - Involve media
- We need a mascot or leader/spokesperson
- We need more diversity in our marketing and we need to reach diverse groups
  - Reach un-reached populations
  - Diversify approach for underprivileged kids
- Follow First Lady's "Power in You" model
- Build an understanding of "need," beginning with the State
- Involve early grades, help youth see the need
  - Partner with public education
  - Put branding/logos on items for kids (visual)
- Teach students "HOW" to go to college, not "WHY."
- Use current college students as leaders, examples and mentors
- Publicize Chair Pitcher's "Student Success" stories
- Increase UESP marketing
  - UESP should continue to implement payroll deduction option for employers
- Create packets/tools for student's leaders
- Focus on adult learners as well – help them to make educational plans
  - Create incentives to return to higher education
- Send daily text messages to subscribers

Session: Universities

- Sell the need for college as well as a particular institution
- Recruiting – affordability, value
- Are we reaching H.S. counselors?
  - Remedial – Quality teachers to mentor
  - K-16 Efforts – Streamlining (ACT)
- Direct marketing to high school parents
  - Need for opt-in contact

## Session: Universities

### Strategies:

- Direct mail from USHE
- Cultural leaders
- Counselors – Site-based management
- Institutional focus on retention –counseling
  - “Why are we losing so many students?” – research needed
  - Customer/Student focus?
  - Financial aid
- PTA Connection
- Spanish language materials
- Data tracking – i.e. unique student #
- Targeted ads – i.e. Hispanic marketing
- Use student success stories in telling our message
- Utilize internal resources for research

## Committee of the Whole: Summary

- We need a targeted approach
- Improve and create partnerships
- Identify and utilize advocates
  - Public education – help them help us
  - Governor’s Office
  - Business Community
- What are other systems doing?
- How do we shape our legislative priorities, similar to what we did this year?
- Have consistent coordination with PR directors at institutions
- Incorporate software to help students, maybe Utah Mentor

July 11, 2007

MEMORANDUM

To: State Board of Regents

From: Commissioner Richard E. Kendell

Subject: Information Item: Legislative Update

Background

Since the last Board of Regents meeting there have been two significant legislative meetings involving higher education. On June 13, a joint meeting was held of the Higher Education Appropriations Subcommittee, Public Education Appropriations Subcommittee, and Education Interim Committee, with participation from members of the State Board of Regents and State Board of Education. The meeting was hosted at the offices of the Granite School District.

After a welcome by Board of Regents Chair Jed Pitcher, a presentation was made by Dr. David Sperry, Scholar in Residence for the State Board of Regents, and Dr. Larry Shumway, of the State Office of Education, regarding the report of the Special Task Force on Teacher Shortages. Governor Jon M. Huntsman, Jr. addressed the group regarding the recommendations of the Special Task Force. In addition to discussions regarding teacher shortages, discussions were held regarding remedial education, potential budget priorities for 2008, and the issue of governance, particularly as it relates to K-12 public education.

The Higher Education Task Force held its second meeting on June 21. Presentations were made on transferability of credit among USHE institutions, time to graduation, and participation of minority and low-income students. A copy of the Task Force's minutes is attached. The next meeting of the Task Force is scheduled for Tuesday, July 17, from 8:00 to 11:00 a.m. at the State Capitol Complex. The agenda includes discussion of applied technology governance and UCAT, a report on substance abuse on college campuses in Utah, and a discussion about appropriations this year for higher education enhancements. A copy of the Task Force agenda is also attached.

Commissioner's Recommendation

This is an information item only; no action is required by the Board of Regents.

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Richard E. Kendell, Commissioner

REK:db  
Attachments



**MINUTES OF THE  
HIGHER EDUCATION TASK FORCE**

Thursday, June 21, 2007 – 9:00 a.m. – Room W125 House Building

**Members Present:**

Sen. Greg Bell, Senate Chair  
Rep. Kory M. Holdaway, House Chair  
Sen. Mike Dmitrich  
Sen. Peter Knudson  
Sen. Dennis E. Stowell  
Rep. Ron Bigelow  
Rep. Melvin R. Brown  
Rep. John G. Mathis  
Rep. Carol Spackman Moss  
Rep. Stephen H. Urquhart  
Rep. Mark A. Wheatley

**Members Absent:**

Sen. Brent H. Goodfellow

**Staff Present:**

Ms. Constance C. Steffen, Policy Analyst  
Ms. Allison Nicholson, Policy Analyst  
Mr. Dee S Larsen, Associate General Counsel  
Ms. Glenda S. Whitney, Legislative Secretary

**Note:** A list of others present, a copy of related materials, and an audio recording of the meeting can be found at [www.le.utah.gov](http://www.le.utah.gov).

**1. Task Force Business**

Chair Bell called the meeting to order at 9:04 a.m.

**MOTION:** Rep. Bigelow moved to approve the minutes of the May 17, 2007 meeting. The motion passed unanimously. Sen. Knudson, Rep. Brown, and Rep. Moss were absent for the vote.

**2. Transfer and Articulation**

Mr. David Buhler, Associate Commissioner for Public Affairs, USHE (Utah System of Higher Education), reviewed a report that was mailed to task force members, "Towards Seamless Transfer in Utah Higher Education." He noted that there are now 523 commonly numbered lower division courses within the USHE, which allows credits to be transferred from one institution to another, but the process of facilitating transfers is ongoing. He identified issues currently being addressed by the K-16 Alliance and USHE.

Dr. Cynthia Bioteau, President, Salt Lake Community College, responded to questions regarding articulation and the transferring of credits in receiving an associate's degree. She stated the ability to transfer in Utah is better than in any state she has worked, and emphasized that it is not necessary to get an associate's degree to successfully transfer the credits to a four-year school.

Dr. Bioteau and Dr. David Pershing, Senior Vice President and Provost, University of Utah, gave a slide presentation and discussed issues surrounding articulation and transferability of credits, as well as student migration and participation rates by county, in-state, out-of-state, and international students. A copy of the slide presentation was distributed to staff.

Dr. Bioteau noted that 75 percent of Salt Lake Community College students who have obtained an associate's degree transfer to another school for further education.

Dr. Pershing stated that a majority of the students entering the University of Utah are transfer students. The total number of credits taken by transfer students who complete a bachelor's degree at the University

of Utah is only six more (145 credits) than the number of credits taken by native University of Utah students who complete a bachelor's degree (139 credits).

Sen. Bell said he would like the Task Force to possibly take action, and hear further presentations from the commissioner on advisement.

### **3. Graduation Time Frames**

Ms. Nicholson distributed a copy of her slide presentation "Timely Graduation" and discussed policy implications of the length of time to graduate, proposals to address graduation time frames, and what other states are doing to address this issue.

Dr. Mark Spencer, Associate Commissioner for Finance and Facilities, USHE, explained that Commissioner Kendell was out of town and also introduced Dr. Tony Morgan who was recently appointed to the Board of Regents. Dr. Spencer distributed and reviewed the handouts, "Number of Credit Hours at Graduation" and "USHE Time To Graduation Statistics." He presented an overview on the number of credit hours to graduate with an associate's degree and a bachelor's degree.

Dr. Ray Coward, Provost, USU (Utah State University), stated that only two-thirds of the students entering USU declare a major and half of those who initially declared a major change that major before graduating. He noted efforts by USU to reduce time to graduate, including looking for needs-based scholarships, establishing a child care center, and expanding online course offerings.

### **4. Minority and Low-Income Students**

Dr. David Doty, Assistant Commissioner for Planning and policy, USHE, distributed a Deseret Morning News article, 1-21-06 (A14) "Hands-on help in education." He also distributed and reviewed a handout, "USHE Task Force on Minority and Disadvantaged Students," which outlines recommendations made by the task force to increase the number of minority and disadvantaged students entering and completing higher education. Dr. Doty said the best predictor of higher education completion is taking a rigorous high school course of study. He noted that Utah is ranked low compared to other states in the number of students taking advantage of an enhanced Pell grant targeted to students who have taken a rigorous high school course of study.

Ms. Gwen Anderson, Director, Multicultural Center, UVSC (Utah Valley State College), distributed a handout, "Multicultural Initiatives at Utah Valley State College" and presented a slide presentation on the Multicultural Center. She stated that there are approximately 2,500 minority students at UVSC, and there is a need for more scholarships for minority students.

Ms. Anderson introduced Ms. Chinyere Sam, a 2007 minority graduate from UVSC.

Ms. Sam discussed her experience at UVSC.

### **5. Other Items / Adjourn**

Minutes of the Higher Education Task Force  
June 21, 2007  
Page 3

Sen. Stowell distributed a letter to task force members from Dr. Michael T. Benson, President, SUU (Southern Utah University), that extended an invitation to the Task Force to host a meeting on the SUU campus.

Chair Bell indicated that the next meeting of the Task Force was scheduled for July 19, 2007 but will be rescheduled for July 17, 2007 at 8:00 a.m.

**MOTION:** Rep. Moss moved to adjourn the meeting. The motion passed unanimously.

Chair Bell adjourned the meeting at 12:21 p.m.

# AGENDA

## HIGHER EDUCATION TASK FORCE

UTAH LEGISLATURE

Tuesday, July 17, 2007 • 8:00 a.m. • Room W125 House Building

**1. Task Force Business**

- Call to Order
- Approval of the minutes of the June 21, 2007 meeting

**2. Applied Technology Governance**

*Task Force staff will review models of applied technology governance used in other states.*

- Dee Larsen, Associate General Counsel

**3. Utah College of Applied Technology (UCAT)**

*Robert Brems, President, Utah College of Applied Technology, will give an overview of UCAT campuses and programs and discuss issues related to UCAT's inclusion within the Utah System of Higher Education.*

- Robert Brems, President, Utah College of Applied Technology

**4. Substance Abuse on College Campuses**

*Dr. Stoddard will report on the amount of binge drinking and drug abuse on Utah college campuses.*

- Dr. Lucille Stoddard, Associate Commissioner for Academic Affairs, Utah System of Higher Education

**5. Higher Education Enhancements**

*S.B. 90, Higher Education Enhancements, enacted in the 2007 General Session, appropriated \$7,500,000 to higher education institutions to expand or create degree programs. The Task Force will consider whether a similar bill should be introduced in the 2008 General Session.*

- Sen. Dennis E. Stowell

**6. Other Items / Adjourn**

July 12, 2007

MEMORANDUM

TO: State Board of Regents  
FROM: Richard E. Kendell  
SUBJECT: Regent Speaking Engagements/Presentations

Background

In December 2006, the Board of Regents adopted a new communication plan and presentation schedule for the 2007 calendar year. In March, a revised list was presented to the Regents and they were asked to help deliver some of the presentations. Numerous presentations have been given since that time and more are scheduled in the coming months.

Issue

In order for the Regents and Commissioner's Office to complete the schedule this calendar year, it is necessary to continue the speaking engagements in a larger volume. Regents are needed to attend events that are scheduled and also to help arrange presentations with groups they may be affiliated with. The public relations directors at each institution are now working to arrange presentations with local governments, chambers of commerce and rotaries in their area.

Commissioner's Recommendations

The Commissioner recommends the Board of Regents make additional recommendations or assignments for Regents to visit the groups already listed. At times, assigned Regents may not be available. If there are groups not included on the list, the Commissioner would ask the Regents to provide those names in a relatively short time and potentially help to schedule those presentations.

---

Richard E. Kendell, Commissioner

REK/AC/jc  
Attachment

## Regent Presentations

## 2007 Calendar Year

| Group                                   | REGENTS/PRESIDENTS                 | STAFF   | MONTH                         | Time of Day? |
|-----------------------------------------|------------------------------------|---------|-------------------------------|--------------|
| Cecil Samuelson (BYU)                   | Bonnie Jean/Jim Jardine/Mike Young | Lucille |                               |              |
| Bishop Tanner Irish                     | Bonnie Jean/Mike Young             |         | Requested we come in the fall |              |
| Catholic Bishop John Wester             | Jed Pitcher/Jim Jardine/Rich       | Amanda  | Waiting for a return call     |              |
| LDS RS Presidency                       | Bonnie Jean/Suzan Young            | Amanda  |                               |              |
| LDS YW Presidency                       | Rob Brems                          | Amanda  |                               |              |
| Letter to LDS First Presidency          | Rich Kendell                       |         | Complete                      |              |
| Ethnic Affairs Office                   | Rosanita                           | Dave D  |                               |              |
| NAACP                                   | Daryl                              | Dave D  |                               |              |
| La Raza                                 | Rosanita                           | Dave D  |                               |              |
| Rev. France Davis                       | Rich                               | Amanda  | Complete                      |              |
| Rabbi Tracee Rosen/Kol Ami              | Josh Reid                          | Teddi   |                               |              |
| Jewish Community Center                 | Josh Reid                          | Teddi   | Requested we come in the fall |              |
| Centro Civico de Mexico                 |                                    | Amanda  | Complete                      |              |
| Centro de la Familia                    | Rosanita                           | Dave D  |                               | 27-Jul       |
| Division of Indian Affairs-Forrest Cuch | Ryan Thomas                        |         |                               |              |
| Utah Initiatives for Pacific Islanders  | Bill Sederburg                     |         |                               |              |
| Utah PTA                                | Kathi Garff                        |         |                               |              |
| IHC - Bill Nelson                       | Cynthia Bioteau/Rich               |         |                               |              |
| Hospital Association                    | Jed Pitcher                        |         |                               |              |
| Coalition for Utah's Future             | Rich Kendell                       |         | Complete                      |              |
| Larry Miller                            | Rich/Mike Young/Cynthia Bioteau    |         |                               |              |
| ATK Alliant Techsystems                 | Stan/Scott Hinton                  |         | Requested we come in the fall |              |
| Don Gale-Words, Words, Words, Inc.      | Rich                               | Amanda  |                               |              |
| Sorenson Capital                        | Bonnie Jean                        | Mark S  |                               |              |
| EDCU - Jeff Edwards                     | Cynthia Bioteau                    |         |                               |              |
| GOED - Jason Perry                      | Rich/David Grant/Cynthia Bioteau   | Amanda  | Complete                      |              |
| Jr. League of SLC                       | Nolan/Jed                          |         |                               |              |
| Utah Opera                              | Bonnie Jean                        |         |                               |              |
| Utah Manufacturers' Association         | Rob Brems                          |         | Scheduled for October         |              |
| FLCIO                                   | UCAT Presidents?                   |         |                               |              |
| Utah Taxpayers' Association             | Rich/Meghan                        |         | July                          |              |
| Utah Automobile Association             | Kathi Garff/Rob Brems              |         |                               |              |
| City/County Govts.                      | By Area                            |         |                               |              |
| Logan City                              | Sara Sinclair/Stan?                |         |                               |              |

|                                      |                                      |        |           |
|--------------------------------------|--------------------------------------|--------|-----------|
| Cache County                         | Sara Sinclair/Stan?                  | Amanda |           |
| <b>Chambers of Commerce/Rotaries</b> | <b>By Area</b>                       |        |           |
| State Chamber of Commerce            | Rich                                 | Dave D | Complete  |
| SL Chamber & Exec. Board             | Rich/Dave Doty/Amanda                |        | Complete  |
| Park City Chamber of Commerce        | Meghan                               | Amanda | 25-Jul    |
| St. George Chamber of Commerce       | Rich/Jerry Atkin                     |        | Complete  |
| Tooele Chamber of Commerce           | Cynthia                              |        |           |
| Provo/Orem Chamber of Commerce       | Marlon/Bill Sederburg                |        |           |
| Cache Chamber of Commerce            | USU Provost Ray Coward/Jed or Nolan? | Amanda | 18-Sep    |
| Logan Rotary Club                    | Sara Sinclair/Stan?                  |        |           |
| Brigham City Rotary Club?            | Sara Sinclair/Stan?                  |        |           |
| Ogden/Weber Chamber of Commerce      | Ann Milner/Nolan                     |        |           |
| Asian Chamber of Commerce            | Daryl                                |        |           |
| Hispanic Chamber of Commerce         | Rosanita                             |        | Unwilling |
| SL Rotary                            | Rich Kendell                         | Dave B | 25-Sep    |
| <b>Media</b>                         |                                      |        |           |
| 4 Major Editorial Boards             | Rich/Dave Doty/Amanda                |        | Complete  |
| KSL TV Editorial Board               | Rich/Dave Doty/Amanda                |        | Complete  |
| Jim Wall/Des News Publisher          | Rich                                 | Amanda | Complete  |
| Dean Singleton/SL Trib               | Rich Kendell                         |        |           |
| Utah Public Radio-Lee Austin         | Sara Sinclair                        | Amanda |           |
| Utah Business Magazine               |                                      |        |           |
| Doug Wright (KSL RADIO)              | Rich/Jed Pitcher                     | Amanda |           |
| Doug Fabrizio                        | Rich/Jed Pitcher                     | Amanda |           |
| KCPW                                 | Rich/Cynthia                         | Amanda | Complete  |

July 11, 2007

**MEMORANDUM**

TO: State Board of Regents  
FROM: Richard E. Kendell  
SUBJECT: CAO Quality Initiative Report – Information Item

Background

At the April 2007 Board of Regents meeting, a paper developed by the Chief Academic Officers was presented by Dr. Brad Winn titled "The Quality Imperative for Higher Education: Creating a world Class Higher Education System."

As a result of the presentation, the Regents asked the CAOs to develop some system quality initiatives and return and report to the Board. In June, the CAOs met and identified a set of initiatives as those needing to be addressed in 2007-2008.

Commissioner's Recommendation

The Commissioner recommends that the Regents review and accept the report.

REK/LS  
Attachment

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Richard E. Kendell, Commissioner



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## Quality Initiative

### Council of Chief Academic Officers<sup>i</sup> Utah System of Higher Education July, 2007

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#### Introduction

The Utah System of Higher Education is committed to assuring and improving the quality of higher education in Utah. At its April 2007 meeting, the Board of Regents discussed the importance of quality and reviewed a policy paper developed by the Council of Chief Academic Officers entitled, "The Quality Imperative for Higher Education: Creating a World Class Higher Education System."

The Chief Academic Officers (CAOs) recommended a multidimensional and integrated approach to assuring quality in higher education. Several general themes or major approaches to quality were identified including factors related to outcomes, content, productivity, value-added, resources, and reputation. (Table 1).

**Table 1. Major Approaches to Quality in Higher Education Literature**

|                      |                      |
|----------------------|----------------------|
| Outcomes Quality     | Content Quality      |
| Productivity Quality | Value-added Quality  |
| Resource Quality     | Reputational Quality |

The CAOs also recommended working in partnership with government officials and the general public to sustain and improve quality. To this end, higher education should continue to investigate and implement best practices, articulate key characteristics of quality, participate in accreditation and program reviews, make quality measures available for public discussion, set high expectations and accountability standards, develop policies that assure educational quality, and objectively assess performance in meeting the higher education needs of our citizens.

#### Quality Initiatives: Strategic Priorities for 2007 – 2008

The Chief Academic Officers have identified a list of quality indicators for each of the major approaches to quality (Appendix 1). In addition, the CAOs recommend that an annual prioritized list of strategic quality indicators be developed in order to focus our collective efforts. It is anticipated that these priorities will be considered as budget and legislative priorities are developed and that the list will be evaluated and updated annually.

At its June planning retreat, the Council of Chief Academic Officers prioritized the following key indicators relative to maintaining and improving quality within the Utah system of Higher Education for the 2007 – 2008 academic year:

1. Participation, retention, and completion rates including first generation, female, and minority students
2. Pass rates on professional certifications and licenses
3. Student data system including student evaluations, student educational goals, etc.
4. Competitive salary rates for faculty and staff
5. Public awareness campaign marketing the value of higher education and the importance of preparing for higher education

## Appendix 1: Quality Indicators

**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

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July 11, 2007

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: USHE – Update on IT Strategic Plan

Last year the college and university CIOs prepared an Information Technology Strategic Plan for the Utah System of Higher Education. This plan was in turn presented to the Regents in September 2006. It was reported at that time that in a year there would be a report on the accomplishments of the plan. Stephen Hess, CIO for the System, will present the goals and objects that were accomplished in the IT Strategic Plan during the last year. He will also present the new plan and legislative request for the coming year.

We are very pleased with the tremendous progress made on IT initiatives and the large number of things accomplished this year. Some of the accomplishments include:

- The development of committees to give direction in the areas of security, disaster recovery, Banner administrative system training and support, infrastructure replacement, and unified communications. All of these committees are directed by a university and college CIO.
- A security survey was completed by each college and university in the system and reported to the Regents last fall. Stephen Hess was directed by the Regents to assemble security audit teams and perform security audits on each of the IT operations of the USHE institutions. Four audits have been completed thus far and the other five will be finished by December of this year. There will be follow-up audits next year.
- The IT legislative proposals requested last year were all funded. This funding was used to pay for ongoing software maintenance for central college and university administrative systems; for the replacement of aging routers, switches, and servers; and for rental of rack space in the state Richfield Data Center for back-up servers and disaster recovery.
- An RFI was prepared and awarded to Weber State University to provide Banner services to CEU, Snow, and Dixie State College. This will help these institutions to provide full Banner services for their schools.

- SUU, UVSC, SLCC, USU and the University of Utah all have contracts with the Richfield Data Center and the other institutions will soon follow. Many have already moved racks into the data center, giving remote disaster recovery for these institutions.
- USHE institutions jointly purchased software on state contracts from IT vendors, saving hundreds of thousands of dollars again this year.
- The average age of the IT infrastructure in switches, routers and servers was reduced on average by one year.

There are many other accomplishments by each individual institution based on the collaborative work of the USHE university and college CIOs in the area of wireless, voice-over IP telephones, course management systems, networks, firewalls, policies, research computing, laptop management, data warehouses and data centers.

The new IT Plan will be handed out at the committee meeting with a review of next year's planned activities.

#### Commissioner's Recommendation

This is a discussion item only; no action is needed.

---

Richard E. Kendell  
Commissioner of Higher Education

REK/MHS/SHH

July 12, 2007

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Status Report – Training for New Regents and Trustees

We are anticipating two training meetings for new Regents and Trustees. However, all interested Regents, Trustees and Presidents are welcome to attend. One meeting would be held in Salt Lake City, and a second in southern Utah. Potential dates are September 19, 20, 26 and 27. We are anticipating a half-day meeting, concluding with lunch to allow for additional questions and concerns for the Commissioner, Chairman of the Board of Regents, Presidents or other presenters.

We have developed a draft of the topics to be covered during these training workshops, with four general topics and related sub-topics as outlined on the attached draft. Presenters will include the Commissioner, members of the Commissioner's staff, Presidents, and other individuals from the Governor's Office and legislative leadership. We would welcome your comments and suggestions about topics that may need to be covered but are not listed.

Commissioner's Recommendation

This is a discussion item. Comments and suggestions resulting from this meeting will be used to finalize the formal dates and the final agenda for the training meetings.

---

Richard E. Kendell, Commissioner

REK:jc  
Attachment

# DRAFT

## BOARD OF REGENTS AND INSTITUTIONAL BOARDS OF TRUSTEES INTRODUCTION AND OVERVIEW

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Format: The training focuses on four main topics, with ten-minute sub-topic modules.

### **1 System Governance**

- A Overview of the Utah System of Higher Education
  - a Who's who of USHE, organization and resources
  - b UHEAA and UESP
- B Regents' and Trustees' Authority and Responsibilities
- C Open Meetings and Other Legal Matters
  - a GRAMA
  - b Open meetings
  - c Institutional legal counsel
- D System Challenges and Opportunities

### **2 Institutional Governance**

- A Hiring Process of Presidents
- B Presidential Evaluations
- C Board Self-Evaluations
- D Check List of Responsibilities

### **3 Legislative and Budget Process**

- A Overview of Budget Definitions and Process
  - a Tuition and Fees
- B. Legislative Coordination
- C. Audit Committees – Functions and Responsibilities
- D. Capital Facilities
  - b Regents (Qualification and Prioritization Process)
  - c Building Board
  - d Legislature

### **4 Academic Affairs**

- A Institutional Missions and Roles
- B Approval of New Programs and Review of Existing Programs
- C Partnerships, Concurrent Enrollment and Student Financial Aid



July 12, 2007

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell, Commissioner

SUBJECT: Status Report – Board Self-Evaluation (Policy R-212)

Background

Earlier this year, the State Board of Regents approved a new policy calling for the evaluation of the Board on a regular basis. In prior Board meetings, we have shared with you some of the models and surveys that are used in the evaluation of governing boards. Attached are excerpts from some of the documents that have been included previously.

Issue

It is now time that we determine the specific format to be used in the evaluation and how to outline the issues and questions that will be included. As part of this discussion, we need to identify the survey population, that is, the group of people who will provide information on the performance of the Board of Regents. This could include Presidents of the USHE institutions, Trustees, the Governor's Office, legislative leaders, community leaders, and others. It would also be appropriate to discuss a survey that could be completed by members of the Board of Regents concerning their own perceptions about the functioning and effectiveness of the Board.

I am hopeful the committee can outline some directions on these key questions leading to the development of a formal and specific plan that can be implemented over the next two or three months. Additionally, I would recommend that we retain a facilitator who can coordinate the collection of information and the development of a specific report that will outline findings and include an outline of strengths and recommended changes that could be implemented by the Board.

Commissioner's Recommendation

This is a discussion item. No formal action is required; however, the key elements of the discussion will be used in forming a specific plan for evaluating the Board of Regents and a proposed facilitator who can direct this evaluation activity.

---

Richard E. Kendell, Commissioner

REK:jc  
Attachments

MEETING OF THE UTAH STATE BOARD OF REGENTS  
UNIVERSITY OF UTAH, SALT LAKE CITY, UTAH  
JUNE 8, 2007

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MEETING OF THE UTAH STATE BOARD OF REGENTS  
UNIVERSITY OF UTAH, SALT LAKE CITY, UTAH  
JUNE 8, 2007

Minutes

Regents Present

Jed H. Pitcher, Chair  
Bonnie Jean Beesley, Vice Chair  
Jerry C. Atkin  
Daryl C. Barrett  
Janet A. Cannon  
Katherine B. Garff  
David J. Grant  
Ali Hasnain  
Greg W. Haws  
Meghan Holbrook  
James S. Jardine  
David J. Jordan  
Nolan E. Karras  
Josh M. Reid  
Marlon O. Snow  
Sara V. Sinclair  
John H. Zenger

Regents Excused

Rosanita Cespedes

Commissioner's Office

Richard E. Kendall, Commissioner of Higher Education  
David L. Buhler, Associate Commissioner for Public Affairs  
Troy Caserta, Accounting Officer  
Jorie Colbert, Research 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  
Nate Millward, Director of Budget and Finance  
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

INSTITUTIONAL REPRESENTATIVES

University of Utah

Michael K. Young, President

Reyes Aguilar, Associate Dean, College of Law  
A. Lorris Betz, Senior Vice President for Health Sciences  
Paul T. Brinkman, Associate Vice President for Budget and Planning  
Arnold G. Combe, Vice President for Administrative Services  
John G. Francis, Associate Vice President for Academic Affairs  
Stephen Hess, Chief Information Officer  
Michael Perez, Associate Vice President for Facilities  
David W. Pershing, Senior Vice President for Academic Affairs  
Laura Snow, Special Assistant to the President/Secretary to the University  
Octavio Villapando, Associate Vice President for Diversity  
Spencer Pearson, Student Body President

Utah State University

Stan L. Albrecht, President  
Raymond T. Coward, Executive Vice President and Provost  
David Cowley, Associate Vice President for Financial Services  
Steven Hanks, Vice Provost for International Affairs  
Sydney Peterson, Chief of Staff  
Joe Vande Merwe, Associate Director of Budget and Planning

Weber State University

F. Ann Millner, President  
Forrest C. Crawford, Assistant to the President for Diversity/Professor of Teacher Education  
Jan Winniford, Vice President of Student Affairs  
Ruth Stubbs, Coordinator, Academic Support Services  
Keith Wilder, Diversity Center Coordinator

Southern Utah University

Michael T. Benson, President  
Abe Harraf, Provost  
Chase Palmer, Presidential Intern  
Gregory L. Stauffer, Vice President and Chief of Staff

Snow College

Bradley A. Winn, Academic Vice President  
Jordan Snedaker, Student Body President

Dixie State College

Lee G. Caldwell, President  
Donna Dillingham-Evans, Academic Vice President  
Stanley J. Plewe, Vice President of College Services  
Shandon Gubler, Board of Trustees

College of Eastern Utah

Mike King, Academic Vice President

Kevin Walthers, Vice President for Finance & Administrative Services

Utah Valley State College

William A. Sederburg, President

Linda Makin, Director of Budgets

Cameron Martin, Assistant to the President

Ernest Carey, Associate Dean, Technology and Computing

Abraham Teng, Assistant Professor, Pre-Engineering

J. Karl Worthington, Interim Academic Vice President

Kris Coles, Student Body President

Salt Lake Community College

Cynthia A. Bioteau, President

Barbara Grover, Chair, Division of Engineering & Computer Sciences

Dennis Klaus, Vice President of Administrative Services

Clifton Sanders, Dean of Science, Mathematics, and Engineering

Utah College of Applied Technology

Robert O. Brems, President

Jared Haines, Vice President for Instruction and Student Services

Don Ipson, Chair, UCAT Board of Trustees

Collette Mercier,

Representatives of the Media

Niki Christensen, *Utah Daily Chronicle*

Sheena McFarland, *Salt Lake Tribune*

Amy Stewart, *Ogden Standard Examiner*

Jennifer Toomer-Cook, *Deseret Morning News*

Others

Steve Allred, Office of the Legislative Fiscal Analyst

Brian Baker, Zions Bank Public Finance

Kelly Murdock, Wells Fargo Public Finance

Blake Wade, Ballard Spahr

Following a breakfast meeting with the University of Utah Board of Trustees, Chair Jed Pitcher called to order the Committee of the Whole at 9:20 a.m. He welcomed everyone to the meeting and excused Regent Cespedes, who was recuperating from recent surgery.

People News. Chair Pitcher reported Regent Sara Sinclair was retiring after 23 years of service as CEO of the Sunshine Terrace Foundation. He congratulated her for her achievements. He noted this would be the last Board meeting for Regents Ali Hasnain, Daryl Barrett, and David Grant, and that the Governor had made new appointments to the Board which were awaiting confirmation by the Senate. President Benson announced that Provost Abe Harraf would be leaving SUU; he has accepted a position at the University of Northern Colorado in Greeley. He thanked Dr. Harraf for his service to Southern Utah University.

The Regents were dismissed to their committees at 9:30 a.m. and reconvened at 11:00 a.m. Regent Jordan was excused during the committee meetings and was not present for the remainder of the meeting.

#### General Consent Calendar

**On motion by Regent Atkin and second by Regent Jardine, the following items were approved on the Regents' General Consent Calendar (Tab V):**

- A. Minutes – Minutes of the Planning Retreat and Regular Board Meeting held April 19-20, 2007, at Dixie State College in St. George, Utah
- B. Grant Proposals (On file in the Commissioner's Office)
- C. Grant Awards
  - 1. University of Utah – US Department of Education/Lawrence Livermore National Laboratory; "Center for Simulation of Accidental Fires and Explosions;" \$3,084,000. David W. Pershing, Principal Investigator.
  - 2. University of Utah – National Institutes of Health/National Center for Research; "General Clinical Research Center;" \$2,713,700. A. Lorris Betz, Principal Investigator.
  - 3. University of Utah – National Institutes of Health/National Institute for Child Health & Human Development; "National Children's Study;" \$1,499,999. Edward B. Clark, Principal Investigator.
  - 4. Utah State University – US Department of Defense/US Navy; "Time Critical Sensor Image/ Data Processing;" \$1,000,000. Niel Holt, Principal Investigator.
  - 5. Utah State University – NASA Jet Propulsion Laboratory; "Wide-Field Infra-red Survey Explorer (WISE);" \$1,223,938. John Elwell, Principal Investigator; Scott Schick, Co-Principal Investigator.
  - 6. Utah State University – Utah State Office of Education; "EBLS Charter School Fund;" \$1,539,929. Sue McCormick, Principal Investigator.

#### Reports of Board Committees

Academic, CTE, and Student Success (Programs) Committee

Utah Valley State College – Bachelor of Science Degree in Biotechnology (Tab A). Chair Garff reported UVSC had developed a partnership with Salt Lake Community College, to offer UVSC's program on SLCC's West Jordan campus. Graduates could also move into advanced programs at the University of Utah and Utah State University with very little loss of credit. **Chair Garff congratulated the institutions for their partnerships and moved approval of UVSC's B.S. Degree in Biotechnology. Regent Beesley seconded the motion, which was adopted unanimously.**

Utah Valley State College – Associate of Applied Science Degree in Mechatronics Technology (Tab B). Chair Garff explained UVSC's electronics and computer technology degree had been eliminated and reformatted for more practical applications, such as robotics, automated manufacturing and packaging, heating and cooling systems, and others. This is a terminal degree and is not a pre-engineering degree. **Chair Garff moved approval of UVSC's A.A.S. Degree in Mechatronics. Regent Zenger seconded the motion, which was adopted unanimously.**

Salt Lake Community College – Associate of Applied Science Degree in Engineering Technology (Tab C). Chair Garff reported this program would address the need for skilled, entry-level positions with companies requiring backgrounds in applied science and math, and with the technical expertise to support product design and improvement, manufacturing, and engineering. She noted this program reaches out to high school students and places emphasis on the "hands-on" aspects of Engineering Technology. **Chair Garff moved approval of SLCC's A.A.S. Degree in Engineering Technology. Following a second by Regent Beesley, the motion was adopted unanimously.**

Consent Calendar, Programs Committee (Tab D). **On motion by Regent Garff and second by Regent Holbrook, the following items were approved on the Programs Committee's Consent Calendar:**

- A. University of Utah – Discontinue B.A. and B.S. Degrees in Communication Skills
- B. Weber State University – Community Involvement Center
- C. Southern Utah University – Center for Applied Research and Advanced Technologies

Information Calendar, Programs Committee (Tab E). Chair Garff said the committee had discussed the items on its Information Calendar. She offered to respond to questions, but there were none.

Chief Academic Officers' (CAO) Report on Concurrent Enrollment (Tab F). [See page 8.]

Finance, Facilities and Accountability Committee

Proposed Presidential Salaries for 2007-2008 (Tab G). Chair Atkin said this item needed to be discussed by the entire Board in executive session before it could be approved.

University of Utah – Campus Master Planning Process (Tab H). Chair Atkin said the committee had heard an excellent presentation from University officials. The firm of Skidmore Owings and Merrill, San Francisco, has been hired to assist in the development of the Campus Master Plan. The process is expected



to be completed in January 2008. **Chair Atkin moved approval of the University of Utah's Campus Master Planning Process. Vice Chair Sinclair seconded the motion, which was adopted unanimously.**

University of Utah – Approving Resolution, Research Facilities System Revenue Bonds, Series 2007A (383 Colorow Way Building Acquisition Project) (Tab I). Chair Atkin reported the proposed resolution was for a \$10 million bonded debt as part of a \$20 non-state-funded project to purchase the building at 383 Colorow Way in Research Park. He pointed out institutions are limited to \$10 million of bonded indebtedness in any given year. **Chair Atkin moved approval of the Approving Resolution. The motion was seconded by Regent Reid and was adopted unanimously.**

University of Utah – Board of Trustees Statement of Responsibilities and Code of Conduct, Trustee Disclosure Statement, and Conflict of Interest Policy (Tab J). Chair Atkin reported the University of Utah had developed its own policy and had been working on its development prior to the System requirement. The Regents allowed the institutions to develop their own institutional-specific forms, if approved by the Regents no later than July 27, 2007. He noted some differences from the Regents' general policy: (1) The Regents require reporting of "gifts of appreciable value." The University prohibits all gifts. (2) Non-financial conflicts of interest will be disclosed on the University's form; the Regents' policy requires reporting only financial conflicts of interest. (3) With the University's policy, Trustees cannot vote on an issue if there is a conflict of interest. According to the Regents' policy, as long as the conflict has been noted, a Regent can still vote on an issue. **Chair Atkin moved approval of the University of Utah's Board of Trustees Statement of Responsibilities and Code of Conduct, Trustee Disclosure Statement, and Conflict of Interest Policy. The motion was seconded by Regent Grant and adopted unanimously.**

Dixie State College – Building and Property Purchase (Tab K). Chair Atkin noted the property in question, Chancellor Manor, was contiguous to the campus. It is presently a residential living facility. The purchase price is \$1 million. The down payment of \$300,000 will be taken from auxiliary account reserves, with the balance to be financed with a local financial institution. Chair Atkin said this would be viewed as a land bank for the college. **Chair Atkin moved approval of Dixie State College's purchase of the Chancellor Manor and property. Vice Chair Sinclair seconded the motion, which was adopted unanimously.**

Consent Calendar, Finance Committee (Tab L). Chair Atkin briefly explained the following items on the Finance Committee's Consent Calendar and moved their approval. Regent Jardine seconded the motion, which was adopted unanimously.

- A. USHE – 2006-2007 Final Work Program Revisions
- B. USHE – 2007-2008 Work Program Revisions
- C. USHE – 2007-2008 Budget Implementation Reports
- D. USHE – Money Management Reports
- E. UofU and USU – Capital Facilities Delegation Reports

Impact of Information Technology (Tab M). Chair Atkin said the committee had received an excellent report from Steve Hess, Chief Information Officer for the Utah System of Higher Education. The discussion

raised the question of whether the System is keeping up with alternate delivery systems used by private institutions and corporations. The report was presented for information only and did not require approval.

Update on Institutional Health Plan Changes for 2007-2008 (Tab N). Chair Atkin said this report informed the Regents of increases to employee health plans at each USHE institution and UCAT campus.

Legislative Auditor General: A Performance Audit of Compliance with UMIFA (Tab O). Chair Atkin said the report contained temporary instances of non-compliance with existing policy. Auditors found instances where (a) institutions moved too slowly to implement required changes, (b) trustees lacked sufficient information to accomplish their oversight role, and/or (c) the work of the internal audit staff was inadequate to detect non-compliance. Most of these matters have been resolved. Responses from the Commissioner, the University of Utah, and Weber State University were attached to the report.

Utah State University – Regents' Executive Committee Approval to Sell Buildings (Tab P). Chair Atkin reported the Regents' Executive Committee had met on May 17 and approved the sale of two buildings on Utah State University's Innovation Campus to a private development corporation. The Regents also approved the University entering into a ground lease with the developer.

#### Strategic Planning and Communications Committee

Revisions to Policy R513, *Tuition Waivers for Dependents of Military Personnel Who Die in the Line of Duty* (Tab Q). Chair Jardine explained the policy had been revised to implement legislation enacted in the 2007 General Session. H.B. 309 provided for a waiver of undergraduate resident tuition for surviving dependents of Utah residents who are killed or die of injuries received while serving in the military on federal active duty. A surviving spouse is considered a surviving dependent. The Utah Adjutant General was assigned responsibility to certify the dependents' eligibility for the waiver, but arrangements have been made for this responsibility to be carried out by the Utah Department of Veterans Affairs. **Chair Jardine moved approval of the revisions to Policy R513. The motion was seconded and adopted unanimously.**

Amendments to Policy R512, *Determination of Resident Status* (Tab R). Chair Jardine asked Assistant Commissioner Doty to explain briefly the amendments to this policy. Dr. Doty said the committee had discussed the history of resident status for tuition purposes, which had been changed in statute several times in the past few years. Most recently, the requirement for resident status has been three years of residency or 60 credit hours earned at Utah institutions. In the 2007 General Legislative Session, H.B. 118 was enacted to revert the requirement back to the traditional one year of residency. In addition, a student must show financial independence. Each institution has the option of choosing its own residential policy, within the parameters set forth in H.B. 118 (a maximum of 3 years/60 credit hours and a minimum of one year). Exceptions and extenuating circumstances were discussed by the committee.

The biggest question has been whether the one-year rule would be applied retroactively. The Council of Presidents and residency officers, after consultation with the legislators sponsoring the bill, agreed there would be no retroactive application. However, students who have already achieved residency status will not be penalized by imposing another year of waiting. The legislation specified an implementation date of July 1,

2008, and the Presidents need that time to make the necessary changes in their policies, procedures, and budget allowances. Chair Jardine pointed out this makes Utah's requirements comparable to most other states.

The committee also discussed entitlement. Financial independence is a "bright line test" – a student will have to prove he is not a dependent on his parents' tax return. Some specific examples were cited as possible scenarios. Most institutions will have a one-year requirement for graduate degree programs, but the University of Utah will require one year of residency plus 40 credit hours. Regent Sinclair asked if policy R512 applied to UCAT institutions. Dr. Doty said it did not apply to short-term, non-credit programs.

**Chair Jardine thanked Dr. Doty for his report and his extensive work on this issue and moved approval of the revisions to Policy R512. Regent Holbrook seconded the motion, which was adopted unanimously.**

Institutional Reports on Campus Programs and Initiatives Related to Minority and Disadvantaged Students – University of Utah and Weber State University (Tab S). Chair Jardine said the committee had observed that all institutions are actively engaged in outreach programs to the under-represented groups. The ultimate goal is for outreach at an earlier stage. Chair Jardine commended the institutions for their efforts. Regent Holbrook noted each school is different and each school has a lot to add. Regent Barrett suggested in committee that the reports be collected and a meeting scheduled for the institutional diversity officers to share best practices. This report was presented for information only and required no action.

Chief Academic Officers' (CAO) Report on Concurrent Enrollment (Tab F). Chair Jardine said Dr. Gary Wixom, Assistant Commissioner for Academic Affairs, had written the report. The committee learned that students who participate in concurrent enrollment transition to higher education at a higher rate and have a higher completion rate. More than 27,000 students are enrolled in one or more concurrent programs. The paper reflects the efforts of the CAOs to develop standards focusing on quality and consistency in curriculum content, faculty preparation and credentials, and a cooperative relationship with public education.

Regent Garff said the Programs Committee had also discussed this report. A major concern of her committee was that fiscal responsibility (supervision, quality, etc.) was not addressed in Dr. Wixom's paper. The Programs Committee felt this needed further discussion. Additionally, President Bioteau noted that concurrent enrollment is a very important component of an open-access institution such as Salt Lake Community College. Her concern was the fiscal responsibility to maintain quality, while helping our public education partners understand that concurrent enrollment is a wonderful opportunity, but it is not an entitlement. She pointed out SLCC has 9991 concurrent enrollment students. The college is sometimes faced with situations that border on entitlement. This is an issue that must be addressed as discussions between higher education and public education move forward. In response to Chair Jardine's question, she explained that by entitlement she meant high schools' assumption that the college would provide any course concurrently that the high school thinks it needs. They also prefer to have the courses taught on the high school campuses with their own faculty (not college faculty), but under college supervision.

Chair Jardine said he understood the purpose of the paper was to provide data on what is currently being done and to address quality issues. He thanked Regent Garff for her suggestion that fiscal issues must

also be recognized. Vice Chair Beesley suggested one further refinement: With funding at the current levels, it may not be possible to provide the necessary oversight to reach the benchmarks in Dr. Wixom's report. She also pointed out that the funding was coming out of money that should have gone to college students.

Commissioner Kendell explained that in the effort to provide stable funding for concurrent enrollment, higher education officials approached the Legislature and informed them that we would need approximately \$60 per concurrent credit as an average. The bulk of concurrent courses are being provided by approved faculty in high schools, with curriculum content and oversight provided by college faculty. That figure was decreased to \$50 during the 2007 Legislative General Session. Public education would get 60 percent and higher education would get 40 percent of that funding. The Commissioner asked if that amount was adequate for the quality issues that had been raised. As this program grows, we will get an additional \$50 per student and the funded rate will increase proportionate to increases in the weighted pupil unit (WPU). A proposal was made that the 40 percent be specified in statute, with the provision that the State Superintendent and the Commissioner must come to agreement. The Commissioner indicated that a 42 percent share for higher education is a more realistic proportion, based on current costs.

Commissioner Kendell said higher education must determine the size of the program. If funding is not available to provide quality offerings, the program will have to be scaled down or additional requirements imposed that may have the effect of limiting program offerings or enrollment. Qualitative issues are in the purview of higher education. After that determination has been made, we will have to determine if the resources are available to meet those standards.

Vice President Winn said concurrent enrollment is being watched closely at Snow College because it is key to the college's rural niche. He related an experience at Snow's recent commencement exercises. As the names of graduates were announced, he asked one graduate about her experiences at Snow College. She responded that she had taken only one semester of classes there; the rest of her education was taken through concurrent enrollment. This will continue to have implications as we push college into the high schools.

Communication and Messaging Strategies (Tab T). Chair Jardine said discussion on this item had been postponed until the July Board meeting.

Legislative Update (Tab U). Associate Commissioner Buhler reminded Regents of the joint meeting of the Public Education and Higher Education Appropriations Subcommittees on June 13. The meeting agenda was in the Regents' folders. Attached to Tab U was a report of the first meeting of the Higher Education Task Force and the topics that were discussed.

#### Report on UCAT's Role and Mission

Chair Pitcher said Regent Sinclair had requested that President Brems explain the role and mission of the Utah College of Applied Technology. Chair Pitcher asked that this be a regular item on the Board agenda.

President Brems recognized the presence of Don Ipson, Chair of the UCAT Board of Trustees and a member of the Dixie ATC Board of Directors. Vice President Jared Haines and several campus presidents were also present and were acknowledged. President Brems introduced Collette Mercier, who was recently appointed President of the Ogden-Weber ATC to replace Brent Wallis, who had announced his retirement.

President Brems showed a PowerPoint presentation that explained UCAT's unique role and mission to deliver career and technical education in response to workforce needs of business and industry. Most of UCAT's program offerings result in certificates of proficiency or certificates of completion. He pointed out an article from *Community College Week* reporting on an evacuee from Hurricane Katrina who came to Utah and continued his education at UCAT, rather than waiting for entrance into a traditional institution. This student lost his leg in a shrimping accident prior to the hurricane. He is now an entrepreneur who would like to open a shrimp distribution outlet in Utah. The UCAT experience has given many students the confidence to continue their education at other USHE institutions.

Chair Pitcher thanked Chair Ipson and the Campus Presidents for their participation.

#### Resolutions of Appreciation

Chair Pitcher explained that the terms of service on the State Board of Regents would expire on June 30 for Regents Hasnain, Barrett, and Grant.

Ali Hasnain. Regent Hasnain reported he was serving an internship in Washington DC, thanks to Kirk Jowers, Executive Director of the Hinckley Institute for Politics. He will apply for law school this fall. Vice Chair Beesley presented Regent Hasnain with a Resolution of Appreciation and a computer laptop case, with the thanks and appreciation of the Board of Regents.

Daryl Barrett. Vice Chair Beesley presented Regent Barrett with a Resolution of Appreciation. Chair Pitcher said as an expression of the Board's appreciation for Regent Barrett's service, a donation had been made to the Jane Barrett Memorial Fund at the University of Utah's College of Architecture. Regent Barrett thanked the Regents and said she had enjoyed her service on the Board and that she hoped to continue her relationship in other ways.

David Grant. Vice Chair Beesley presented Regent Grant with a Resolution of Appreciation and a beautiful watch, in appreciation for the service Regent Grant has given to the State Board of Regents for the past 12 years. Regent Grant thanked the Regents and joked that future Board meetings might go more smoothly in the future without him.

Brent Wallis. Chair Pitcher said President Wallis had announced his retirement, after giving 36 years of service to the Ogden-Weber Applied Technology College. President Wallis could not be at the meeting due to a previously scheduled appointment out of town. Chair Pitcher read excerpts from his Resolution of Appreciation and asked President Brems to make sure it was safely delivered to President Wallis.

**Regent Jardine moved adoption of all of the Resolutions of Appreciation. Regent Holbrook seconded the motion, which carried unanimously.** Copies of all resolutions are on file in the Commissioner's Office.

#### Report of the Commissioner

Commissioner Kendell referred to his written report and briefly reviewed the excellent things that were taking place on the USHE campuses, as well as in UHEAA and the UESP.

He noted that during the 2007 Legislative General Session there had been an interest in changing the delivery system of UESP from a direct-sell program to a national vendor. Several vendors were brought in to meet with Legislative leaders and other key individuals. The final result was that the vendors were not interested in Utah because we have a very strong direct-sell program. They acknowledged that this was probably the best program in the country.

The Commissioner noted the recent extensive media coverage about student loan providers. He assured the Regents that UHEAA is an exemplary organization that has done an excellent job of keeping its loan fees low. It is truly an excellent investment in education. Many of the issues that are being criticized in the student loan industry do not apply in any way to UHEAA.

Commissioner Kendell acknowledged Collette Mercier and congratulated her on her appointment as the new President of the Ogden-Weber ATC. He thanked Regents Grant, Hasnain and Barrett for their contributions and for the opportunity to work with them.

The Commissioner acknowledged the work of Dr. David Richardson and Dr. Abe Harraf, who were retiring as Academic Vice President at Salt Lake Community College and Provost at Southern Utah University, respectively. He wished them both well in their future endeavors.

#### Report of the Chair

Chair Pitcher commented briefly on the Utah Scholars Program. He thanked Assistant Commissioner Doty, Lauren Oviatt and Carrie Flamm for their efforts. He referred to his written report and said he was continually amazed at the success of our students.

**Regent Reid moved that the Board move into executive session to discuss personnel and legal issues. The motion was seconded and adopted unanimously.** Chair Pitcher explained that the purpose of the executive session was for the Regents to discuss presidential evaluations and salaries. He stated the Committee of the Whole would reconvene in open session to approve the presidents' salaries after lunch.

Chair Pitcher thanked President Young and his staff for their hospitality. Regent Snow commended the institutions for their success in obtaining funds through grants and contracts.

Following their luncheon meeting, the Regents reconvened in open session at 2:20 p.m. Chair Pitcher explained that the entire executive session meeting had been spent discussing presidential evaluations. Therefore, discussion/action on presidential salaries was postponed.

Adjournment

Regent Snow moved that the meeting be adjourned, seconded by Regent Holbrook. The motion was adopted, and the meeting adjourned at 2:21 p.m.

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Joyce Cottrell CPS  
Executive Secretary

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Date Approved

July 11, 2007

**MEMORANDUM**

TO: State Board of Regents  
FROM: Richard E. Kendell  
SUBJECT: Transition Report – Merger, CEU & SEATC – Information Item

Background

In 2006, the Regents asked the Commissioner to conduct a study to determine whether merging the Southeast Applied Technology College (a UCAT campus) with the College of Eastern Utah was a viable option. As a result, Dr. Gary Carlston was hired to conduct a study. The findings of his report were presented to the Regents, and the decision was made to initiate a merger. A statute, reflecting this change, was enacted by the 2007 legislature.

A transition team was established by Commissioner Kendell consisting of representatives from the Commissioner's office, from CEU, and from SEATC.

Commissioner's Recommendation

The Commissioner recommends that the Regents review and accept the report.

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Richard E. Kendell, Commissioner

REK/LS



TRANSITION REPORT  
MERGER, CEU & SEATC  
JULY, 2007

Introduction

In 2006, the Board of Regents requested a study be undertaken to determine the viability of merging the Southeast Applied Technology College, SEATC (a UCAT campus) with the College of Eastern Utah. Both institutions serve the southeast region effectively with CEU's fulfilling the comprehensive community college role, which includes preparing students for both transfer and for work. The primary focus of SEATC, on the other hand, is to provide open-entry, open-exit, competency-based courses, workshops and training that is non-credit and is designed to meet specific employment and re-training needs for business, for industry, and for secondary students. The two institutions offer an array of courses and offerings that range from short-term, non-credit courses to two-year associate degrees.

A study group was formed, under the direction of Dr. Gary Carlston, to explore the possibility of a merger. This team interviewed business, industrial, and community, and education leaders together with SEATC and CEU personnel. Additionally, they explored possible national models that have proved effective, given this suggested, collaborative scenario.

In the end, given the results of the research, the exploration, and the interviews, alternative scenarios were presented to the Regents that resulted in the decision to merge the two institutions. The 2007 legislature formally merged the two institutions into the College of Eastern Utah, a comprehensive community college.

As a result of the Regents action, a transition team was appointed by Commissioner Kendell chaired by Lucille Stoddard with members Gary Wixom, Kimberly Henrie, Kevin Walthers, Mike King, Russell Goodrich, Miles Nelson, and Jared Haines. This team met several times following the Regents decision to merge the institutions and formulated several assumptions in addition to addressing the recommendations of the Regents. The assumptions are:

Assumptions

1. The overarching assumption, which is fundamental to this merger, is that both SEATC and CEU will flourish together in a way not possible as separate entities. In particular, since SEATC is being merged into CEU, protections need to be structured to make certain the role of the UCAT campus is preserved and enhanced, specifically the open-entry, open-exit competency-based model.
2. The merger will result in better coordination of activities operating as a single institution. All short-term, non-credit training and education activities, marketing, and coordination with business, industry, and secondary education will originate with this single, merged source.

3. Career pathways for students will be possible which did not exist before the merger. Students can opt for credit, for example, and training can be articulated and transformed into credit-bearing courses and programs.
4. The merger provides opportunities for leveraging the strengths of both SEATC and CEU. As a result, funding and program models can be coordinated, support services will not be duplicated, space can be utilized more effectively, and some positions will be integral to both the CEU and the SEATC functions.
5. The response time in meeting constituency needs should be accelerated as a result of maximizing support resources.
6. Cost savings can be effectuated by more efficient use of space, personnel, travel, equipment, and materials.

Additionally, the Board of Regents requested the transition team address the following recommendations:

1. The institutional mission of the SEATC (a UCAT campus) needs to be a clearly identifiable addition to the mission of the College of Eastern Utah

Response: Following is the draft response from the College of Eastern Utah, which includes the SEATC mission:

College of Eastern Utah is a comprehensive community college committed to the highest standards of instruction and learning in its academic and career technology education programs. The College prepares students for certification, degree, or transfer programs through traditional, distance-delivered, and open-entry/open-exit, competency-based methods. We will work with senior state institutions to provide access for a limited number of four-year programs on our campus. We strive to help instill the curiosity and skills necessary for a student to continue learning throughout life.

College of Eastern Utah seeks to provide a complete campus experience, for both traditional and non-traditional students. We strive to be involved in and responsive to our community.

The merger of CEU and the SEATC campus of UCAT emphasize the role of the College as the career and technical education service delivery provider for Utah's southeastern, four county region. The college will provide:

1. occupational preparation and retraining that is responsive to and driven by business and industry focused on the needs of the regions workforce;
2. education and training for secondary and adult students;
3. education and training for displaced workers and unemployed individuals; and
4. education and training in non-credit, short-term, open-entry/open-exit, competency based formats.

2. Procedures and policies, including a line item budget for UCAT funding, should be created in order to ensure UCAT funding as an integral part of the overall CEU budget.

Response: A new Division of Workforce Education has been created which reports directly to the Provost. The bulk of the SEATC budget is assigned to that Division. However, to facilitate the leveraging of funds, materials, salaries and other resources, a single line item is not recommended. As can be seen later in the report, benchmarks and other monitoring processes have been established that track and guarantee the maintenance of SEATC expenditures.

3. A charge should be given to the Commissioner of Higher Education and the President of the College of Eastern Utah to implement and monitor the combining of the institutional missions, to preserve the function and services of the UCAT campus. Benchmarks should be set for current UCAT activities and an accountability plan implemented. This charge should be developed in consultation with the President of the Utah College of Applied Technology.

Response: Benchmarks have been set and are detailed later in the report.

4. Several models were outlined to restructure the administration of the College of Eastern Utah. The final model would be determined by the President, in consultation with the President of UCAT and the Commissioner of Higher Education.

Response: A chart is attached which models the new administrative structure. The Division of Workforce Education has been created and the former President of SEATC is now the Associate Vice President for Workforce Education. He is responsible for oversight of all non-credit programs, including those offered by the Western Energy Training Center, and programs for high school students. This administrative structure preserves the reporting integrity for all educational programs including individual courses and other short-term activities.

5. A transition team, consisting of representatives from CEU, SEATC, the Commissioner's Office, public school districts, and the regional business community served by CEU should be formed and charged with developing a detailed plan for the merger of the two institutions, including:

a. A plan for the merger of faculty and staff functions, policies, and procedures

Response: SEATC faculty have been placed on the CEU faculty salary schedule and been moved into the appropriate CEU academic departments SEATC faculty will continue in their non-tenure track status; but, during the coming year, there will be campus-wide discussion that will address revision of the current CEU tenure policy and faculty salary schedule. Incoming SEATC faculty will be given consideration in this discussion.

b. A plan for the leveraging of assets to build and support career and technical education in the region

Response: Combined funds from both SEATC and CEU allows for joint development, marketing, and delivery of existing programs as well as for developing new high-demand programs. Usage of capital equipment such as computers is being maximized through joint accessibility.

Joint faculty assignments also leverage skills whereby faculty can be used for short-term, non-credit activities as well as for more traditional credit-bearing courses and programs. Such assignments are already being made. Space, too, is being maximized and cost savings are now realized as SEATC moves from leased space to the CEU campus. A marketing plan for both CEU and SEATC programs is in the process of being developed under one umbrella plan.

c. A plan for transitioning the SEATC Board of Directors into a Career and Technical Education Advisory Board with representation on the Board for the College of Eastern Utah, the Utah College of Applied Technology, and public education

Response: A new CEU Joint Vocational Advisory Committee (JVAC) is being formed which will include four representatives from the school districts in southeastern Utah. These representatives were members of SEATC's Board of Directors. These four members will join five selected members of CEU's current Vocational Advisory Committee as well as two "at large" members from CEU/SEATC's service area. SEATC and CEU Program Advisory Committees are also being merged. These committees will be responsible for providing guidance for individual program areas e.g., automotive, building construction, and other like programs.

d. A plan for articulating credit and non-credit programs

Response: All current SEATC programs are in the process of being evaluated to determine which non-credit offerings will articulate with CEU's credit-bearing courses. CEU and SEATC's history of working together well has already resulted in some very productive articulation agreements that are in place.

### Suggested Benchmarks

Given the assumptions articulated in the Carlston report, by the Regents, and by the transition team, the merger of CEU and SEATC should result in more efficiency and effectiveness than was possible before. Therefore, the transition team recommends the following questions be addressed:

- Are the two institutions more economically viable in a shared model than they were as separate campuses?  
*Sources of Data:* Financial reports, personnel reports, review of number of programs offered
- Has the percentage of local students attending the two institutions increased or decreased?  
*Sources of Data:* Student reports and local demographic data. Student participation would be reported by membership or credit hours and local demographic data would be factored in .
- Has the merged institution been more successful in preparing developmental students for college success?  
*Sources of Data:* ACT or placement test scores; student grade reports

- Have the number and participants in non-credit programs, courses, and workshops decreased or increased over the base year?  
*Sources of Data:* Credit, non-credit, and membership hour data
- Has the percentage of students meeting their academic goals increased?  
*Sources of Data:* Graduation data, surveys, retention and tracking data
- Have the services to local industry and to the secondary schools increased?  
*Sources of Data:* Membership hours and survey data
- Have the diversity levels increased relative to the population? Gender Balance?  
*Sources of Data:* Student enrollment and local demographic data
- Has the percentage of students transferring to senior institutions increased? Are students transferring from the UCAT non-credit programs into credit-bearing programs?  
*Sources of Data:* System-wide student data, surveys
- Are students being placed in jobs at a higher rate? Are their salaries better? Is re-training needed?  
*Sources of Data:* Followup and placement reports; employer surveys

Specific metrics and benchmarks are being established that compare specifically what SEATC has accomplished in 2006-2007 against 2007-2008. These measures will include, among others, (1) number of students served; (2) dollars expended; (3) number of courses/programs; (4) total membership hours; (5) number of students served in special programs i.e., STIT, Custom Fit, Jobs Now, etc., (6) placement, (7) completion rates, (8) percent of effort with vocational/academic students.

Other specific benchmarks are being established to assess efficiency measures as mentioned including space savings, equipment utilization, personnel maximization, and other like metrics.

### Summary

This merger represents a challenging but energizing initiative. All who participated in the planning were cooperative, were visionary, and recognized the potential of such an undertaking. This particular merger, from the perspectives of the transition team members will provide opportunities for both CEU and for SEATC that had not been possible before, including their participating in the partnership efforts presently being brokered with Utah State University.

