



AGENDA

MEETING OF THE
UTAH STATE BOARD OF REGENTS
TO BE HELD AT
BOARD OF REGENTS BUILDING, THE GATEWAY
SALT LAKE CITY, UTAH

December 14, 2007

(Final Revision 12/13/2007)

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
DECEMBER 14, 2007
BOARD OF REGENTS BUILDING, SALT LAKE CITY, UTAH**

Revised Agenda

8:00 a.m. - REGENTS' PHOTOS – 5TH Floor
8:45 a.m.

Individual Photos of New Regents – Library (8:00 - 8:20)
Group Photo – Commissioner's Board Room (8:20-8:45)

9:00 a.m. - COMMITTEE OF THE WHOLE
9:15 a.m. Regents' Board Room, Lobby Level

Welcome and Overview
Appointment of Interim Commissioner

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

Programs Committee
Commissioner's Board Room, 5th floor

ACTION:

- | | |
|---|-------|
| 1. Weber State University – Associate of Applied Science Degree in Apprenticeship | New |
| 2. Southern Utah University – Associate of Applied Science Degree in Equine Studies | Tab A |
| 3. Dixie State College | Tab B |
| A. Secondary Licensure | |
| i. Biology and Integrated Science | |
| ii. English | |
| 4. Utah Valley State College – Mission and Roles Statement | Tab C |
| 5. Proposed Revisions to Policy R401, <i>Approval of New Programs, Program Additions or Program Changes</i> | Tab D |

CONSENT:

- | | |
|--|-------|
| 6. Consent Calendar, Programs Committee | Tab E |
| A. University of Utah – Asia Center | |
| B. Utah State University – Elimination of Business Information Technology and Education And Marketing Education Programs | |
| C. College of Eastern Utah – Fast-Track Approval of Medical Assistant Certificate of Completion | |
| D. Utah Valley State College – Fast-Track Approval of Water and Waste Water Operations Certificate | |
| E. Utah College of Applied Technology – Fast-Track Approval of Barbering Certificate of Completion (multiple campuses) | |

INFORMATION/DISCUSSION:

- | | | |
|----|---|-------|
| 7. | Information Calendar, Programs Committee | Tab F |
| A. | Weber State University – Program Reviews | |
| B. | Southern Utah University – Strategic Plan and Partnerships | |
| C. | Utah State University – Name Change: Jon M. Huntsman School of Business | |

Finance Committee

Regents' Board Room, Lobby Level

ACTION:

- | | | |
|----|--|-------|
| 1. | USHE – Proposed Revisions to Policy R541, <i>Management and Reporting of Institutional Investments</i> | Tab G |
| 2. | USHE – Proposed Revisions to Policy R510, <i>Tuition and Fees</i> | Tab H |

CONSENT:

- | | | |
|----|--|-------|
| 3. | Consent Calendar, Finance Committee | Tab I |
| A. | University of Utah and Utah State University – Capital Facilities Delegation Reports | |
| B. | University of Utah – Property Sale | |
| C. | Utah State University – Property Purchase | |
| D. | Dixie State College – Property Purchase | |

INFORMATION:

- | | | |
|----|--------------------------------------|-------|
| 4. | USHE – 2006-2007 CTE Report | Tab J |
| 5. | Legislative Audit – Follow-up Report | Tab K |

Planning Committee

Small Board Room, Lobby Level

ACTION:

- | | | |
|----|--|-------|
| 1. | Proposed Amendments to Policy R208, <i>Resource and Review Teams</i> | Tab L |
| 2. | 2008 Legislative Priorities | Tab M |

DISCUSSION:

- | | | |
|----|---|-------|
| 3. | Copyrighting and Trademarking of Logos/Taglines | Tab N |
| 4. | K-16 Alliances, Part II: Increasing Participation Through Rigorous College-Prep Curricula | Tab O |
| 5. | Legislative Update – Report on Higher Education Task Force | Tab P |

10:30 a.m. -
12:00 noon

COMMITTEE OF THE WHOLE AND
REGULAR MEETING OF THE BOARD OF REGENTS
Regents' Board Room, Lobby Level

- | | | |
|----|--|-------|
| 1. | USTAR Presentation | Tab Q |
| 2. | Progress Report on the College of Eastern Utah/Southeast ATC Merger | Tab R |
| 3. | Salt Lake Community College/Salt Lake-Tooele Applied Technology College Report | Tab S |
| 4. | Career Pathways | Tab T |
| 5. | General Consent Calendar | Tab U |
| 6. | Reports of Board Committees | |
| | Programs Committee (Tabs A - F) | |
| | Finance Committee (Tabs G - K) | |
| | Planning Committee (Tabs L - P) | |
| 7. | Report of the Commissioner | |
| 8. | Report of the Chair | |

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

LUNCHEON MEETINGS

STATE BOARD OF REGENTS (Closed meeting) – Executive Conference Room, 4th Floor
Chief Academic Officers – EdNet Room, 5th Floor
Business Officers – Library, 5th Floor
Legislative Representatives – Small Board Room, Lobby Level
Others – Regents' Board Room, Lobby Level

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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.

December 13, 2007

**MEMORANDUM**

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Weber State University – Associate of Applied Science Degree in Apprenticeship – Action Item

Issue

Weber State University requests approval to offer the Associate of Applied Science Degree in Apprenticeship effective Summer Semester 2008. This program was approved by the institutional Board of Trustees on December 11, 2007.

Background

The purpose of this degree is to offer students at the Ogden Weber Applied Technology College (OWATC) and the Davis Applied Technology College (DATC), who are completing an apprenticeship program, the opportunity to obtain an associate's degree from Weber State University. Because many of these students are place bound, they are not able to take this degree from either SLCC or UVSC. The proposed program is designed for students who are completing an apprenticeship program under the auspices of the Bureau of Apprenticeship and Training (BAT). While this degree is requested from Weber State University by the OWATC, the proposed degree would be open to anyone who meets the qualifications for an apprenticeship as defined by the BAT within the local region.

The proposed Apprenticeship degree gives apprenticeship students the opportunity to complete a degree beyond just their apprenticeship certificate allowing them more opportunities to either advance in their organization or to move into a different position.

Policy Issues

The proposed degree is the first example of the partnership concept between a credit-granting Utah System of Higher Education (USHE) institution and a campus of the Utah College of Applied Technology (UCAT). Forming such partnerships will provide additional opportunities for students enrolled at UCAT campuses. Although the other USHE credit-granting institutions are supportive of these partnership

arrangements, several questions have been raised concerning the process of articulation between the two programs and several questions about the curriculum design. Through conversations over the next month, these details will be clarified, ensuring the students a smooth transition throughout all aspects of the proposed program at both institutions.

#### Commissioner's Recommendation

The Commissioner recommends that the Regents approve the Request to Offer an Associate of Applied Science Degree in Apprenticeship at Weber State University, effective Summer, 2008, subject to the Commissioner's Staff working closely with the two institutions to clarify final details in the articulation of the program between the regional UCAT Campuses and Weber State University. A progress report should be sent to the Regents after the first year of operation.

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Richard E. Kendell, Commissioner

REK/GW  
Attachment

Academic, Applied Technology and Student Success Committee  
Action Item

Request to Offer an  
Associate of Applied Science  
In Apprenticeship

Weber State University

Prepared for  
Richard E. Kendell  
By  
Gary Wixom

December 13, 2007

## **Section I: The Request**

Weber State University (WSU) requests approval to offer the Associate of Applied Science in Apprenticeship degree effective Summer Semester, 2008. This program was approved by the institutional Board of Trustees on December 11, 2007.

## **Section II: Program Description**

The Associate of Applied Science in Apprenticeship degree is a generic degree designed for students who have completed or are completing an apprenticeship program under the auspices of the Bureau of Apprenticeship and Training (BAT). While this degree is currently being requested from WSU by the Ogden Weber Applied Technology College (OWATC), it would be open to anyone who meets the qualifications for an apprenticeship as defined by the BAT within the local region. The degree consists of the apprenticeship courses, job training offered through the OWATC, coupled with the required general education courses for an AAS degree, and two additional required courses to be taught by WSU. In order for a student to receive this degree, they would need to provide one of the following:

- State of Utah Journeyman's License
- Certificate of Completion from the BAT
- Certificate of Completion from the post-secondary institution offering the BAT certified program

Because apprenticeship programs are typically three to four years in length, two different schedules for the proposed program are shown in Appendix B.

### **Purpose of Degree**

The purpose of this degree is to offer students at the OWATC and the DATC, who are completing an apprenticeship program, the opportunity to obtain an AAS degree from WSU. Because many of these students are place bound, they are not able to take this degree from Salt Lake Community College (SLCC) or Utah Valley Community College (UVSC).

### **Institutional Readiness**

Because the WSU portion of the degree consists of courses already taught at the institution, there would be no new courses needed for this degree. Thus, the costs associated with this degree would be minimal. However, it is possible that the number of students enrolled in this program will be such that additional course sections would need to be offered. In addition, there will be some administrative costs associated with the departments and programs that would actually award the degree.

### **Faculty**

As stated above, since the portion of this degree offered by WSU consists of already existing courses, there will be no need for additional faculty in order to offer this degree. The budget shown in Section V includes the potential need for additional adjunct faculty, particularly if the courses in the degree are taught at the OWATC or the DATC. The courses taught by WSU as part of this proposed degree are all existing courses. Therefore, the current faculty are well prepared to teach these courses as they are part of the existing curriculum.



|                                           |        |   |          |   |         |   |
|-------------------------------------------|--------|---|----------|---|---------|---|
| Number of faculty with Doctoral degrees   | Tenure | 1 | Contract | 0 | Adjunct | 0 |
| Number of faculty with Master's degrees   | Tenure | 1 | Contract | 0 | Adjunct | 0 |
| Number of faculty with Bachelor's degrees | Tenure | 0 | Contract | 0 | Adjunct | 0 |
| Other Faculty                             | Tenure | 0 | Contract | 0 | Adjunct | 0 |

The vita of the faculty who would teach the courses outside the general education area are shown in Appendix C.

### **Staff**

Since these courses are general education courses or otherwise lecture courses, there is no need for any additional staff to support this degree.

### **Library and Information Resources**

Since this degree consists of already existing courses, WSU has adequate library and information resources to support this degree.

### **Admission Requirements**

There would be no admission requirements to begin the degree program. However, to complete the degree, a student would need to complete the apprenticeship requirements defined above or be currently enrolled in the apprenticeship program at OWATC or DATC.

### **Student Advisement**

Students would be advised by both OWATC or DATC personnel and by the WSU department or program most closely associated with the student's particular apprenticeship disciplines.

- Manufacturing Engineering Technology: machining, welding, sheet metal, and industrial automation apprentices
- Construction Management Technology: carpentry, HVAC/R, and plumbing apprentices
- Computer and Electronics Engineering Technology: electrical apprentices

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

Students will need to achieve a grade of C or better in all of their general education courses as well as an overall GPA of 2.0. As proposed, this degree consists of 63 credits, which is the minimum number of credits for an AAS degree. It also consists of 23 credits from WSU, which exceeds the minimum of 20 credits in residence that is required for an AAS degree.

### **External Review and Accreditation**

The potential employers of Apprenticeship graduates were surveyed and their input considered in the development of this degree (see Appendix D for the results of that survey). No special accreditation is sought for this degree.

**Projected Enrollment:**

The projected enrollment for this degree is shown below. These enrollment figures are based upon enrollment reaching a steady state figure of 10 percent of the current enrollment of 800 apprenticeship students within 5 years.

| Year | Student FTE | # of Faculty* | Mean FTE-to-Faculty Ratio |
|------|-------------|---------------|---------------------------|
| 1    | 5           | 2             | 2.5                       |
| 2    | 10          | 2             | 5.0                       |
| 3    | 15          | 2             | 7.5                       |
| 4    | 25          | 2             | 12.5                      |
| 5    | 40          | 2             | 20                        |

Accreditation does not specify a ratio.

**Expansion of Existing Program**

This is a new program and not an expansion of an existing program.

**Section III: Need****Program Need**

This degree is requested because both the employers of apprentices and the apprentices themselves request this degree. This degree will also offer apprentices from the OWATC or the DATC the same opportunity to obtain an associate's degree as apprentices from SLCC or UVSC.

**Labor Market Demand**

Surveys of the employers who hire apprentices from the OWATC and the apprentices themselves have indicated a strong demand for this degree. Employers favor having their apprentices complete this degree as they anticipate their apprentices will be better prepared to move into supervisory positions and make better supervisors once in those positions. The results from a survey completed by the OWATC are shown in Appendix D.

**Student Demand**

Surveys of the students currently in apprenticeship programs and of those who have completed an apprenticeship program show that there is a strong interest in obtaining this degree. The apprentices like this degree as they feel it would make them more marketable as well as better prepared to move into supervisory positions. OWATC currently has 800 students enrolled in apprenticeship programs. If 10 percent of these students enrolled in this degree, that would be an additional 80 students.

**Similar Programs**

Currently both SLCC and UVSC offer an AAS degree in Apprenticeship. The requirements for the degree at each institution include the courses associated with the different apprenticeship disciplines along with a general education core. At UVSC, the general education core for an AAS degree is 16 credits and at SLCC, it is a minimum of 13 credits. At WSU, the general education core is a minimum of 18 credits. This proposal

includes two additional courses beyond the required general education core, SST 3563, Principles of Supervision, and SST 4102, Developing Team Leadership Skills. Both SST 3563 and SST 4102 will be of value to an apprentice wanting to move into a supervisory position.

The programs at SLCC and UVSC are designed for the apprenticeship students on those campuses. This proposed program is designed for students currently taking, or who have completed, the OWATC or DATC apprenticeship program. These students are typically place bound and cannot travel far from campus. In addition, WSU currently offers several of the general education courses required for this program at the OWATC campus. Thus, this degree does not duplicate what either SLCC or UVSC offer as this degree would serve a different population of students.

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

This proposed degree has been discussed with both SLCC and UVSC. It would have little impact on either of those institutions as their students are also place bound and would continue to take their classes from their respective institutions.

### **Benefits**

The benefit of this degree is that it gives apprenticeship students the opportunity to complete a degree beyond just their apprenticeship certificate allowing them more opportunities to either advance in their organization or to move into a different position.

### **Consistency with Institutional Mission**

WSU's mission is to transmit knowledge and skills primarily through undergraduate programs at the associate's and baccalaureate levels, including applied technology education programs. The institution contributes to the quality of life and economic development at the local and state levels. Student success is supported through developmental programs and services associated with a comprehensive community college. The university's mission statement indicates, "Instructional programs are designed to prepare students for immediate employment or further study, at the same time equipping them through liberal education for lifelong learning in a changing world." The College of Applied Science and Technology also states that the mission of the college is to "Prepare students for employment upon graduation and ensure that they are productive, accountable, and responsible individuals able to function effectively in today's workplace." Thus, this degree is an excellent fit to the current mission of both the institution and the college.

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

### **Program Assessment**

The goal of this degree program is to provide students who are completing an apprenticeship a degree that will assist them in becoming employees that are more effective and help them advance in their companies. Therefore, the two measures that will be used for the assessment of this degree will be biannual surveys of both the employers and the apprentices that have completed the program. This information will be reviewed jointly by faculty from both the OWATC, DATC and WSU to see what changes, if any, need to be made.

## Expected Standards of Performance

In addition to requiring a grade of C or better in each of their general education courses and an overall grade of 2.0 in order to receive this degree, students will be evaluated on their success in their general education courses as part of the university's overall assessment process.

## Section V: Finance

### Budget

The enrollment figures below are based upon the prospective student population served by this program and are contingent upon students taking two courses per semester. Thus, FTE enrollments are half of the projected headcount. The budget below is predicated on one additional section per course and an amount for administration. The costs for the degree would be totally covered from tuition revenue.

| Financial Analysis                    |                   |                |             |               |                 |
|---------------------------------------|-------------------|----------------|-------------|---------------|-----------------|
| Students                              | Year 1            | Year 2         | Year 3      | Year 4        | Year 5          |
| Projected FTE Enrollment              | 5                 | 10             | 15          | 25            | 40              |
| Cost per FTE                          | -                 | \$978          | \$1,304     | \$1,304       | \$815           |
| Student/Faculty Ratio*                | 2.5               | 5              | 7.5         | 12.5          | 20              |
| Projected Headcount                   | 10                | 20             | 30          | 50            | 80              |
|                                       |                   |                |             |               |                 |
| <b>Projected Tuition</b>              |                   |                |             |               |                 |
| Gross Tuition                         | \$6,500           | \$13,000       | \$19,500    | \$32,500      | \$52,000        |
| Tuition to Program                    | \$6,500           | \$13,000       | \$19,500    | \$32,500      | \$52,000        |
|                                       |                   |                |             |               |                 |
| 5 Year Budget Projection              |                   |                |             |               |                 |
| Expenses                              | Year 1            | Year 2         | Year 3      | Year 4        | Year 5          |
| Salaries and Wages                    | \$4,253           | \$8,505        | \$17,010    | \$28,350      | \$28,350        |
| Benefits                              | \$ 638            | \$1,276        | \$2,552     | \$4,253       | \$4,253         |
| Total Personnel                       | \$4,891           | \$9,781        | \$19,562    | \$32,603      | \$32,603        |
| Current Expense                       | -                 | -              | -           | -             | -               |
| Travel                                | -                 | -              | -           | -             | -               |
| Capital                               | -                 | -              | -           | -             | -               |
| Library Expense                       | -                 | -              | -           | -             | -               |
| Total Expenses                        | \$4,891           | \$9,781        | \$19,562    | \$32,603      | \$32,603        |
|                                       |                   |                |             |               |                 |
| <b>Revenue</b>                        |                   |                |             |               |                 |
| Legislative Appropriation             | -                 | -              | -           | -             | -               |
| Grants                                | -                 | -              | -           | -             | -               |
| Reallocated Funds                     | -                 | -              | -           | -             | -               |
| Tuition Allocated to Program          | \$6,500           | \$13,000       | \$19,500    | \$32,500      | \$52,000        |
| Other                                 | -                 | -              | -           | -             | -               |
| Total Revenue                         | \$6,500           | \$13,000       | \$19,500    | \$32,500      | \$52,000        |
|                                       |                   |                |             |               |                 |
| <b>Difference (Revenue – Expense)</b> | <b>\$ \$1,609</b> | <b>\$3,219</b> | <b>\$ 0</b> | <b>-\$103</b> | <b>\$19,397</b> |

Because the faculty that would be teaching in this program are the same faculty teaching general education courses or courses in other programs, there would be no specific faculty assigned to teach in this program and hence a student/faculty ratio cannot be determined.

### **Funding Sources**

All of the funding for this program will come from tuition revenue.

### **Reallocation**

No funds will need to be reallocated for this degree.

### **Impact on Existing Budgets**

Because the WSU portion of this degree consists of courses that are already being taught, no additional resources would be required for current expense, travel, capital or library holdings. One additional section of these courses could be added to the schedule without having a significant impact on the base budget of any one department or college.

## Appendix A: Program Curriculum

### All Courses in the Program

| Course Number                                | Title                                      | Credit Hours |
|----------------------------------------------|--------------------------------------------|--------------|
| <b>General Education</b>                     |                                            |              |
| ENGL 1010                                    | Introductory College Writing               | 3            |
| COMM 2110                                    | Interpersonal & Small Group Communication  | 3            |
| Social Sciences                              | Elective                                   | 3            |
| AUTOSV 1300*                                 | Technical Mathematics                      | 3            |
| BTNY 1403**                                  | Environment Appreciation                   | 3            |
| TBE 1700                                     | Introduction to Microcomputer Applications | 3            |
|                                              | <b>Sub-Total</b>                           | 18           |
| <b>Other Courses</b>                         |                                            |              |
| SST 3563                                     | Principles of Supervision                  | 3            |
| SST 4102                                     | Developing Team Leadership Skills          | 2            |
|                                              | <b>Sub-Total</b>                           | 5            |
| <b>Apprenticeship Courses from the OWATC</b> |                                            |              |
| Apprenticeship                               | Coursework                                 | 18           |
| Internship                                   | On the job training                        | 22           |
|                                              | <b>Sub-Total</b>                           | 40           |
|                                              | <b>Total Number of Credits</b>             | 63           |

\*Recommended - Math 1010 or above is acceptable

\*\*Recommended - Any general education science course is acceptable

## Appendix B: Program Schedule

Note: In these schedules, the internship and apprenticeship courses are those taken at the OWATC.

### AAS in Apprenticeship - 6 Semester Version

| 1st Year Fall                                         | Credits   | 1st Year Spring                              | Credits   |
|-------------------------------------------------------|-----------|----------------------------------------------|-----------|
| Engl 1010 – Introductory College Writing              | 3         | Comm 2110 - Interpersonal & Small Group Comm | 3         |
| Internship                                            | 4         | Internship                                   | 4         |
| Apprenticeship                                        | 3         | Apprenticeship                               | 3         |
|                                                       | <b>10</b> |                                              | <b>10</b> |
| 2nd Year Fall                                         |           | 2nd Year Spring                              |           |
| TBE 1700 - Introduction to Microcomputer Applications | 3         | AutoSv 1300 - Technical Mathematics*         | 3         |
| Internship                                            | 4         | Internship                                   | 4         |
| Apprenticeship                                        | 3         | Apprenticeship                               | 3         |
|                                                       | <b>10</b> |                                              | <b>10</b> |
| 3rd Year Fall                                         |           | 3rd Year Spring                              |           |
| Btny 1403 - Environment Appreciation*                 | 3         | SST 3563 - Principles of Supervision         | 3         |
| Social Science Elective                               | 3         | SST 4102 - Developing Team Leadership Skills | 2         |
| Internship                                            | 3         | Internship                                   | 3         |
| Apprenticeship                                        | 3         | Apprenticeship                               | 3         |
|                                                       | <b>12</b> |                                              | <b>11</b> |

## AAS in Apprenticeship - 8 Semester Version

| 1st Year Fall                                         | Credits | 1st Year Spring                              | Credits |
|-------------------------------------------------------|---------|----------------------------------------------|---------|
| Engl 1010 – Introductory College Writing              | 3       | Comm 2110 - Interpersonal & Small Group Comm | 3       |
| Internship                                            | 3       | Internship                                   | 3       |
| Apprenticeship                                        | 2       | Apprenticeship                               | 2       |
|                                                       | 8       |                                              | 8       |
| 2nd Year Fall                                         |         | 2nd Year Spring                              |         |
| TBE 1700 - Introduction to Microcomputer Applications | 3       | AutoSv 1300 - Technical Mathematics*         | 3       |
| Internship                                            | 3       | Internship                                   | 3       |
| Apprenticeship                                        | 2       | Apprenticeship                               | 2       |
|                                                       | 8       |                                              | 8       |
| 3rd Year Fall                                         |         | 3rd Year Spring                              |         |
| Btny 1403 - Environment Appreciation**                | 3       | SST 3563 - Principles of Supervision         | 3       |
| Internship                                            | 3       | Internship                                   | 3       |
| Apprenticeship                                        | 2       | Apprenticeship                               | 2       |
|                                                       | 8       |                                              | 8       |
| 4th Year Fall                                         |         | 4th Year Spring                              |         |
| Social Science Elective                               | 3       | SST 4102 - Developing Team Leadership Skills | 2       |
| Internship                                            | 3       | Internship                                   | 3       |
| Apprenticeship                                        | 2       | Apprenticeship                               | 2       |
|                                                       | 8       |                                              | 7       |

Total Credits: 63

Total WSU Credits: 23

## Appendix C: CURRICULUM VITA

**Rick L. Dove, Associate Professor Weber State University**

3266 N 700 E North Ogden UT 84414

Telephone 801-782-7345

801-626-6913

E-mail rdove@weber.edu

### EDUCATION AND CERTIFICATION

1978 MS Degree in Business, Utah State University

1978 BS Degree in Marketing Education, Utah State University

1976 AS Degree in Business, Snow College



## **SPECIAL TRAINING & CERTIFICATION**

1992 Applying TQM in the classroom, Ole Miss  
1993 Certified Zenger Miller Trainer, Team leadership, Supervisory leadership, Customer Service  
1994 Completed Training, Developing High Performing Teams, Blanchard Training  
2006 Completed Training in Proposal Writing, Shipley Associates

## **TEACHING EXPERIENCE**

1990-Present Associate Professor, Weber State University, Ogden Utah  
1979-1990 Tenured Instructor in Business, Snow College, Ephraim Utah  
1978-1979 Marketing Education Teacher, Bonneville High School, Idaho Falls  
1977-1978 Teaching Assistant, Business Education, Utah State University

## **INDUSTRY EXPERIENCE**

1981-1989 Owner operator of 3 Snappy Service Thriftways, 100 employees  
1980-1986 Owner operator of The Pant House, Women's Wear, 10 employees

## **COURSES TAUGHT**

1990-present SST 4203 Sales Ethics, SST 3153 Sales Engineering, SST 3563 Supervision  
1993-present Developing Team Leadership  
1979-1990 Introduction to Business, Marketing, Entrepreneurship, Business Math, Personal Finance, Business Law, Supervision, Salesmanship, Advertising & Promotion (All at Snow College)

## **PUBLICATIONS, PRESENTATIONS**

Designed and developed "Aristotle In The World of Work", a software/online program for working with students enrolled in cooperative education. 1994

## **AWARDS**

2000 Sales Master Award, Weber/Davis Association of Realtors  
1994 Exemplary Collaboration Award, Weber State University  
1993 Hemingway Faculty Vitality Award, Weber State University

## **Curriculum Vita**

**Steven H. Eichmeier Ed. D.**

1126 West 4300 South  
Riverdale, Utah 84405  
Home – (801) 399-4791  
Work – (801) 626-7595

## **EDUCATION**

1976 Ed. D. Education, Brigham Young University  
1968 M.S. Marketing Education, Utah State University  
1967 B.S. Marketing  
1965 A.S. Business, Ricks College

## **FACULTY & ADMINISTRATIVE APPOINTMENTS**

|                |                                     |                   |     |
|----------------|-------------------------------------|-------------------|-----|
| 2006 – Present | Full professor                      | Sales and Service | WSU |
| 1976 – 2006    | Associate Professor                 | Sales and Service | WSU |
| 1976 - 1985    | Director Co-op Education            |                   | WSU |
| 1985 – 2000    | Director Career Service Center      |                   | WSU |
| 1971 – 1976    | Assistant Professor                 | Sales and Service | WSU |
| 1968 – 1970    | Instructor                          | Sales and Service | WSU |
| 1970           | Adjunct Professor in Education      |                   | USU |
| 1988 – Present | Consultant OCM outplace firm        |                   | SLC |
| 1990 – 2002    | Consultant, Veterans Administration |                   | SLC |

## **COURSES TAUGHT**

Management  
Marketing  
Customer Service  
Supervision  
Career Employment

## **INDUSTRIAL EXPERIENCE**

|                 |               |                        |
|-----------------|---------------|------------------------|
| 1966 – 1968     | Management    | JC Penney Co.          |
| 1965 – 1966     | Floor Manager | Keith O'Brian          |
| 1958, 1960 – 64 | Sales         | Idaho Department Store |

## **PUBLICATIONS, PRESENTATIONS**

- Presented paper, "From Theory to Practice – The Benefits of Cooperative Education" to Salt Lake City Community College Faculty and Division Chairs. March 4, 2005.
- Presentation, "So You Think You Want To Go To School", a 3 hour presentation on the benefits of Continuing the Learning Experience to 15 local business executives. December 2004.
- Presentation, "How to Make a Career Change in the Middle of Your Career," to 45 Forest Service Employees. June 2004.
- Research, "Outcomes Assessment in Career Education and Student Development Programs," Consultant to Michael White, Doctoral Dissertation. Helped design format for controlled and experimental groups and the instruments that were administered. 2004 – 2005.
- Conducted a review of the book *Customer Service*, 3<sup>rd</sup> Edition by Paul R. Timm for Pearson-Prentice-Hall Publishers, Upper Saddle River, New Jersey. Summer 2005.
- In conjunction with WSU Continuing Education, developed an instrument to evaluate selected supervisors at Hill Air Force Base to determine their competency levels in order to receive credit for SST 3563, Supervision Principles. Fall 2005.

## TEACHING INNOVATIONS

- Reviewed curriculum of high school marketing programs to ensure compatibility with Weber State University's SST courses. Also, presented to high school students SST program (recruiting) 2001-2002 and 2005-2006.
- Designed, implemented and taught Career and Life Planning class, CHFM 2900, 2 credits. This class was designed to help university students decide on an academic major and receive career direction. Taught course each semester from 1978-2000.
- Implemented campus-wide, Cooperative Education Program in all academic departments. WSU's program was recognized as the second largest program in the nation by the National Commission on Cooperative Education, 1996 and 1997.

## HONORS

- "Who's Who Among America's Teachers," November 2005, nominated by three individual students.
- "National Dean Herman Schneider Award" annually presented to one professional in higher education who has made a major contribution to Cooperative Education at the national, regional, state and local institution level. This individual is selected from over 1,800 people from over 332 colleges and universities being recognized for his/her contribution to the advancement of the philosophy and practices of cooperative education, April 1992.
- Crystal Crest, "Master Teacher Award" (nominated), 1986.
- Crystal Crest, "Friend of Student Award" (one of two finalists), 1994.

## FUNDED GRANTS

| <i>Source</i>                 | <i>Description</i>    | <i>(Cum. Total)</i> | <i>Dates</i> |
|-------------------------------|-----------------------|---------------------|--------------|
| U.S. Office of Education      | Cooperative Education | \$1,675,401         | 1977-1995    |
| Utah State Board of Education | Job Location          | \$2,804,000         | 1977-Present |

## Appendix D: Survey Conducted by Ogden/Weber ATC

### Test Pilot Test Statistical Analysis

#### Statistics for *Employer Survey - Apprenticeship AAS Degree*

##### Question #30 Statistics:

Would an employee with the skills described in the proposed degree be more likely to be promoted at a faster rate than their co-workers in your organization?

Offered 34 times *Not respondents*

Unanswered 2 times or 5%

| Frequency                               | Choice | Percent |
|-----------------------------------------|--------|---------|
| 27                                      | 1. Yes | 79%     |
| 3                                       | 2. No  | 9%      |
| 2                                       | n/a    | 6%      |
| Minimum Value Chosen: 1                 |        |         |
| Maximum Value Chosen: 2                 |        |         |
| Median Value Chosen: 1.0                |        |         |
| Mean of applicable choices: 1.1         |        |         |
| Std. Dev. of applicable choices: 0.3051 |        |         |

ID 30 responses

##### Question #40 Statistics:

Would you be willing to pay a higher salary for a job applicant who had completed the proposed degree?

Offered 34 times

Unanswered 1 times or 2%

| Frequency                               | Choice | Percent |
|-----------------------------------------|--------|---------|
| 26                                      | 1. Yes | 76%     |
| 5                                       | 2. No  | 15%     |
| 2                                       | n/a    | 6%      |
| Minimum Value Chosen: 1                 |        |         |
| Maximum Value Chosen: 2                 |        |         |
| Median Value Chosen: 1.0                |        |         |
| Mean of applicable choices: 1.161       |        |         |
| Std. Dev. of applicable choices: 0.3738 |        |         |

ID 40 responses

##### Question #50 Statistics:

Would you be willing to list an AAS degree in Apprenticeship as a consideration for hiring?

Offered 34 times

Unanswered 1 times or 2%

| Frequency                               | Choice | Percent |
|-----------------------------------------|--------|---------|
| 27                                      | 1. Yes | 79%     |
| 4                                       | 2. No  | 12%     |
| 2                                       | n/a    | 6%      |
| Minimum Value Chosen: 1                 |        |         |
| Maximum Value Chosen: 2                 |        |         |
| Median Value Chosen: 1.0                |        |         |
| Mean of applicable choices: 1.129       |        |         |
| Std. Dev. of applicable choices: 0.3407 |        |         |

ID 50 responses

##### Question #60 Statistics:

Would you consider a job applicant with the proposed degree a better employment candidate than someone without a degree?

Offered 34 times

Unanswered 1 times or 2%

| Frequency                            | Choice | Percent |
|--------------------------------------|--------|---------|
| 29                                   | 1. Yes | 85%     |
| 0                                    | 2. No  | 0%      |
| 4                                    | n/a    | 12%     |
| Minimum Value Chosen: 1              |        |         |
| Maximum Value Chosen: 1              |        |         |
| Median Value Chosen: 1.0             |        |         |
| Mean of applicable choices: 1.0      |        |         |
| Std. Dev. of applicable choices: 0.0 |        |         |

ID 60 responses

##### Question #70 Statistics:

Would you be willing to provide financial assistance for an employee who decided to pursue this proposed degree (direct subsidy/tuition

payback)?

Offered 34 times

Unanswered 1 times or 2%

| Frequency                               | Choice | Percent |
|-----------------------------------------|--------|---------|
| 26                                      | 1. Yes | 76%     |
| 4                                       | 2. No  | 12%     |
| 3                                       | n/a    | 9%      |
| Minimum Value Chosen: 1                 |        |         |
| Maximum Value Chosen: 2                 |        |         |
| Median Value Chosen: 1.0                |        |         |
| Mean of applicable choices: 1.133       |        |         |
| Std. Dev. of applicable choices: 0.3457 |        |         |

ID 70 responses

Question #80 Statistics:

Would you be willing to provide a flexible work schedule to accommodate students seeking this proposed degree?

Offered 34 times

Unanswered 1 times or 2%

| Frequency                               | Choice | Percent |
|-----------------------------------------|--------|---------|
| 26                                      | 1. Yes | 76%     |
| 6                                       | 2. No  | 18%     |
| 1                                       | n/a    | 3%      |
| Minimum Value Chosen: 1                 |        |         |
| Maximum Value Chosen: 2                 |        |         |
| Median Value Chosen: 1.0                |        |         |
| Mean of applicable choices: 1.187       |        |         |
| Std. Dev. of applicable choices: 0.3965 |        |         |

ID 80 responses

Question #90 Statistics:

Would you, PERSONALLY, be willing to encourage your employees to pursue this degree?

Offered 34 times

Unanswered 1 times or 2%

| Frequency                               | Choice | Percent |
|-----------------------------------------|--------|---------|
| 31                                      | 1. Yes | 91%     |
| 1                                       | 2. No  | 3%      |
| 1                                       | n/a    | 3%      |
| Minimum Value Chosen: 1                 |        |         |
| Maximum Value Chosen: 2                 |        |         |
| Median Value Chosen: 1.0                |        |         |
| Mean of applicable choices: 1.031       |        |         |
| Std. Dev. of applicable choices: 0.1767 |        |         |

ID 90 responses

Question #100 Statistics:

Comments:

Offered 34 times

Correct 34 times or 100%

Partially correct 1 times or 2%

Unanswered 23 times or 67%

ID 100 responses

Question #110 Statistics:

If you would like more information when the AAS degree becomes available, please include your name and address in the spaces below.

Name:

Offered 34 times

Correct 34 times or 100%

Partially correct 1 times or 2%

Unanswered 22 times or 64%

ID 110 responses

Question #120 Statistics:

Address:

Offered 34 times

Correct 34 times or 100%

Partially correct 1 times or 2%

Unanswered 22 times or 64%

ID 120 responses

Question #130 Statistics:

City:

Offered 34 times

Correct 34 times or 100%

Partially correct 1 times or 2%

Unanswered 22 times or 64%

ID 130 responses

Question #140 Statistics:

State:

Offered 34 times

Correct 34 times or 100%

Partially correct 1 times or 2%

Unanswered 22 times or 64%

ID 140 responses

Question #150 Statistics:

Zip:

Offered 34 times

Correct 34 times or 100%

Partially correct 1 times or 2%

Unanswered 22 times or 64%

ID 150 responses

Question #160 Statistics:

Email:

Offered 34 times

Correct 34 times or 100%

Partially correct 1 times or 2%

Unanswered 23 times or 67%

ID 160 responses

Number of Submissions: 34

Perfect Scores: 0

Maximum Score: 0

Minimum Score: 0

Median Score: 0.0

Mean Score: 0.0

Standard Deviation: 0.0

Mean Percentage: 0.0

Standard Deviation: 0.0

[Return to Owner Options](#)

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Test Pilot  
Test Statistical Analysis

Statistics for *Apprentice Student Survey - Apprenticeship AAS Degree*

Question #18 Statistics:

Would you be interested in pursuing an AAS degree in conjunction with or upon completion of the requirements for your apprenticeship?

Offered 181 times *# of respondents*

Unanswered 15 times or 8%

| Frequency                               | Choice      | Percent |
|-----------------------------------------|-------------|---------|
| 87                                      | 1. Yes      | 48%     |
| 59                                      | 2. Possibly | 33%     |
| 20                                      | 3. No       | 11%     |
| Minimum Value Chosen: 1                 |             |         |
| Maximum Value Chosen: 3                 |             |         |
| Median Value Chosen: 2.0                |             |         |
| Mean of applicable choices: 1.596       |             |         |
| Std. Dev. of applicable choices: 0.6961 |             |         |

ID 10 responses

Question #28 Statistics:

If you answered yes to question 1, when would you be interested in starting the WSU classes?

Offered 181 times

Unanswered 20 times or 11%

| Frequency                               | Choice                  | Percent |
|-----------------------------------------|-------------------------|---------|
| 38                                      | 1. within 3-6 months    | 21%     |
| 62                                      | 2. within the next year | 34%     |
| 61                                      | n/a                     | 34%     |
| Minimum Value Chosen: 1                 |                         |         |
| Maximum Value Chosen: 2                 |                         |         |
| Median Value Chosen: 2.0                |                         |         |
| Mean of applicable choices: 1.62        |                         |         |
| Std. Dev. of applicable choices: 0.4878 |                         |         |

ID 20 responses

Question #38 Statistics:

Would you be willing to pay the WSU tuition rates for the WSU classes?

Offered 181 times

Unanswered 16 times or 8%

| Frequency                               | Choice      | Percent |
|-----------------------------------------|-------------|---------|
| 35                                      | 1. Yes      | 19%     |
| 77                                      | 2. Possibly | 43%     |
| 53                                      | 3. No       | 29%     |
| Minimum Value Chosen: 1                 |             |         |
| Maximum Value Chosen: 3                 |             |         |
| Median Value Chosen: 2.0                |             |         |
| Mean of applicable choices: 2.109       |             |         |
| Std. Dev. of applicable choices: 0.7243 |             |         |

ID 30 responses

Question #48 Statistics:

Do you feel that this degree would be of value to someone who is completing or has completed an apprenticeship?

Offered 181 times

Unanswered 14 times or 7%

| Frequency                               | Choice      | Percent |
|-----------------------------------------|-------------|---------|
| 117                                     | 1. Yes      | 65%     |
| 39                                      | 2. Possibly | 22%     |
| 11                                      | 3. No       | 6%      |
| Minimum Value Chosen: 1                 |             |         |
| Maximum Value Chosen: 3                 |             |         |
| Median Value Chosen: 1.0                |             |         |
| Mean of applicable choices: 1.365       |             |         |
| Std. Dev. of applicable choices: 0.6047 |             |         |

ID 40 responses

Question #58 Statistics:

What apprenticeship program are you enrolled in?

Offered 181 times

Correct 181 times or 100%

Partially correct 1 times or 0%

Unanswered 16 times or 8%

| Frequency | Choice                            | Percent |
|-----------|-----------------------------------|---------|
| 0         | Carpentry                         | 0%      |
| 83        | Electrical                        | 46%     |
| 10        | HVAC                              | 6%      |
| 1         | Industrial Automation Maintenance | 1%      |
| 0         | Machinist                         | 0%      |
| 53        | Plumbing                          | 29%     |
| 14        | Sheet Metal                       | 8%      |
| 4         | Welding                           | 2%      |

ID 50 responses

Question #69 Statistics:

Comment:

Offered 181 times

Correct 181 times or 100%

Partially correct 1 times or 0%

Unanswered 149 times or 82%

ID 60 responses

Question #70 Statistics:

If you would like more information about this program, please share your name and address with us:

Offered 181 times

Correct 181 times or 100%

Partially correct 1 times or 0%

Unanswered 114 times or 62%

ID 70 responses

Question #80 Statistics:

Address:

Offered 181 times

Correct 181 times or 100%

Partially correct 1 times or 0%

Unanswered 116 times or 64%

ID 80 responses

Question #90 Statistics:

City, State zip:

Offered 181 times

Correct 181 times or 100%

Partially correct 1 times or 0%

Unanswered 116 times or 64%

ID 90 responses

Question #100 Statistics:

Your e-mail address:

Offered 181 times

Correct 181 times or 100%

Partially correct 1 times or 0%

Unanswered 131 times or 72%

ID 100 responses

Question #170 Statistics:

Are you finish with this survey?

Offered 181 times

Correct 174 times or 96%

Partially correct 174 times or 96%

Unanswered 7 times or 3%

| Frequency | Choice | Percent |
|-----------|--------|---------|
|-----------|--------|---------|



|     |     |      |
|-----|-----|------|
| 174 | Yes | 100% |
| 0   | No  | 0%   |

ID 170 responses

**Number of Submissions:** 181  
**Perfect Scores:** 174  
**Maximum Score:** 1  
**Minimum Score:** 0  
**Median Score:** 1.0  
**Mean Score:** 0.961  
 Standard Deviation: 0.1933  
**Mean Percentage:** 96.132  
 Standard Deviation: 19.3351

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## Appendix E: Letters of Support



**Ogden-Weber**  
**Applied Technology**  
**College**

*Collette R. Mercier*  
President

November 16, 2007

F. Ann Millner  
President  
Weber State University  
1001 University Circle  
Ogden, Utah 84408

Dear Ann:

RE: A.A.S. Degree in Apprenticeship

For a number of years the Ogden Weber Applied Technology College has pursued an Associate of Applied Technology (A.A.T.) degree for apprenticeship students. This request grew out of feedback and strong support from students and employers indicating a need for an associate degree for apprentices. These same employers have consistently indicated greater earning potential and advancement for apprentices holding an associate degree.

As the second largest provider of apprenticeship training in Utah, the OWATC strongly supports Weber State University's proposed Associate of Applied Science degree in apprenticeship. In addition to meeting student and employer demand, the degree will help resolve the lack of access to an associate degree for apprenticeship students in Northern Utah.

The efforts of our respective faculty and staff in the development of this degree should be commended. The OWATC looks forward to a continued partnership with WSU in providing a seamless transition for apprentice students in obtaining this valuable associate degree.

Sincerely,

A handwritten signature in purple ink, appearing to read 'Collette'.

Collette R. Mercier  
President

C:GEN LETTERS:2007:AAS SUPPORT LETTER

CC: **Warren Hill, Dean College of Applied Science & Technology, WSU**  
Michael Vaughan, Provost, WSU  
James Taggart, Vice President for Instruction, OWATC

*A Utah College of Applied Technology Campus*

200 North Washington Blvd. Ogden • Utah 84404-4809 • 801.627.8300 • [www.owatc.com](http://www.owatc.com)



*Utah Electrical Joint Apprenticeship  
and Training Committee*

3400 WEST 2100 SOUTH  
SALT LAKE CITY, UTAH 84119



November 13, 2007

Utah State Board of Regents

Dear board members,

The Utah Electrical JATC would like to offer their full support in the full approval and implementation of the Associates in Applied Science in Apprenticeship degree. The Utah Electrical JATC has the responsibility for the training of apprentices and journeyman for the union electrical contractors in the state of Utah. Presently we have just over four hundred apprentices in our program.

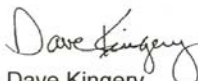
The JATC feels that the training required for this degree will provide the apprentices with the needed skills in computers, communications and other human relations to help them advance in their career as an electrician. It will give them a chance to advance to a more advanced level and even help them to advance to become a master electrician and have the chance to start their own company.

In addition it will give apprentices that live in the northern part of Utah a chance to have access to an institution where they can obtain an associates degree as the apprentices in Salt Lake and Utah County have had all along with the Salt Lake Community College and Utah Valley State College.

Once again we fully support this degree and hope to see it approved as soon as possible.

If I can be of any help please contact me.

Sincerely,

  
Dave Kingery  
Director

PHONE (801) 975-1945 • FAX (801) 975-7424 • TOLL FREE (877) 200-4200 • EMAIL [office@uejatc.org](mailto:office@uejatc.org)



# Utah Sheet Metal Education and Training Trust

2480 South 3400 West  
Salt Lake City, Utah 84119  
Telephone (801) 972-2480

11-07-07

Utah State Board of Regents:

My name is Jeff Caprin and I am the Training Coordinator for the Sheet Metal Workers Local #312. About two years ago we decided to change our training program to concentrated training. In this type of training, our apprentices attend school for 48 hours per week for 4 weeks per year instead of 2 nights per weeks for 8 months. This move has shown a drastic improvement in our test scores, attendance, and attitude of our students. When we were looking at changing to concentrated training we talked to the Ogden/Weber Applied Technology College, Salt Lake Community College, and Utah Valley State College about having our program with each of them. We received proposals from each school and the proposal from the OWATC was vastly superior to the others. This is why we took our entire program with them. Our relationship with the OWATC has helped us greatly and the cost for our apprentices is much lower than with the other two colleges. Training dollars are always in short supply so every penny we can save helps. The only hesitation we had was that our students would not be able to receive credit for their training to go towards a Associates Degree that would be transferable to other colleges in the state. Before we started concentrated training, we had our apprentices registered at all three schools. Utah County apprentices attended UVSC, Salt Lake area apprentices attended SLCC, and our apprentices from the Ogden area attended OWATC. At each school the apprentices received the exact same training from our own curriculum. It was not fair that the apprentices attending SLCC or UVSC received credit that could go toward an Associates Degree, and the apprentices attending OWATC did not. We changed our program to OWATC to benefit our apprentices, to take advantage of the lower cost, and because of the help the OWATC gives us in obtaining equipment for our Training Center. We now have 165 apprentices enrolled with the OWATC and we feel strongly that our apprentices are receiving a quality education and would very much like them to have the same advantage of receiving an Associates Degree that they would have had at SLCC or UVSC. To deny our apprentices this same advantage and thus limiting their future opportunities is wrong. We were very excited when we heard about the proposed partnership between the OWATC and Weber State to offer an AAS degree for apprenticeship. We would strongly support this and we think that our apprentices would definitely benefit from this degree program.

Thank you for your consideration,

  
Jeff Caprin

Training Coordinator  
Utah Sheet Metal Education & Training Trust





# Utah Sheet Metal Education and Training Trust

2480 South 3400 West  
Salt Lake City, Utah 84119  
Telephone (801) 972-2480

11-07-07

Utah State Board of Regents:

My name is Jeff Caprin and I am the Training Coordinator for the Sheet Metal Workers Local #312. About two years ago we decided to change our training program to concentrated training. In this type of training, our apprentices attend school for 48 hours per week for 4 weeks per year instead of 2 nights per weeks for 8 months. This move has shown a drastic improvement in our test scores, attendance, and attitude of our students. When we were looking at changing to concentrated training we talked to the Ogden/Weber Applied Technology College, Salt Lake Community College, and Utah Valley State College about having our program with each of them. We received proposals from each school and the proposal from the OWATC was vastly superior to the others. This is why we took our entire program with them. Our relationship with the OWATC has helped us greatly and the cost for our apprentices is much lower than with the other two colleges. Training dollars are always in short supply so every penny we can save helps. The only hesitation we had was that our students would not be able to receive credit for their training to go towards a Associates Degree that would be transferable to other colleges in the state. Before we started concentrated training, we had our apprentices registered at all three schools. Utah County apprentices attended UVSC, Salt Lake area apprentices attended SLCC, and our apprentices from the Ogden area attended OWATC. At each school the apprentices received the exact same training from our own curriculum. It was not fair that the apprentices attending SLCC or UVSC received credit that could go toward an Associates Degree, and the apprentices attending OWATC did not. We changed our program to OWATC to benefit our apprentices, to take advantage of the lower cost, and because of the help the OWATC gives us in obtaining equipment for our Training Center. We now have 165 apprentices enrolled with the OWATC and we feel strongly that our apprentices are receiving a quality education and would very much like them to have the same advantage of receiving an Associates Degree that they would have had at SLCC or UVSC. To deny our apprentices this same advantage and thus limiting their future opportunities is wrong. We were very excited when we heard about the proposed partnership between the OWATC and Weber State to offer an AAS degree for apprenticeship. We would strongly support this and we think that our apprentices would definitely benefit from this degree program.

Thank you for your consideration,

  
Jeff Caprin

Training Coordinator  
Utah Sheet Metal Education & Training Trust





**Ogden-Weber**  
Applied Technology  
College

October 31, 2007

To Whom It May Concern:

As representatives of the Ogden-Weber Applied Technology College's Carpentry Apprenticeship Employer Advisory Team, we offer our full support for the approval and implementation of the Weber State University Associate of Science in Apprenticeship degree.

The training required for the degree will provide apprentices with the technical, human relations, and computer skills to obtain and maintain employment. It will also provide them with the opportunity to advance to supervisory positions with their career field or continue their education in the pursuit of a bachelors degree.

Sincerely,

Name: Rachelle Knight  
Organization: CK Construction Services Corp  
Title: H.R. Manager  
Signature: Rachelle Knight

Name: Vera Christensen  
Organization: Concepts Construction Inc  
Title: Manager  
Signature: Vera Christensen

Name: CHET NIPKO  
Organization: CHET NIPKO CONST.  
Title: COMPANY OWNER  
Signature: Chet Nipko

Name: BREXNA WADE  
Organization: KIER CONSTRUCTION  
Title: H.R./SAFETY DIRECTOR  
Signature: Breana Wade

Name: Kim H. O'Dell  
Organization: Big D Const.  
Title: V.P. Field Operations  
Signature: Kim H. O'Dell

Name: Bill Lancaster  
Organization: Boise Cascade LLC  
Title: Area Manager  
Signature: Bill Lancaster

Name: \_\_\_\_\_  
Organization: \_\_\_\_\_  
Title: \_\_\_\_\_  
Signature: \_\_\_\_\_

Name: \_\_\_\_\_  
Organization: \_\_\_\_\_  
Title: \_\_\_\_\_  
Signature: \_\_\_\_\_

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November 13, 2007

Utah Board of Regents:

As representatives of the Ogden-Weber Applied Technology College's Plumbing Apprenticeship Employer Advisory Team, we offer our full support for the approval and implementation of the Weber State University Associate of Science in Apprenticeship degree.

The training required for the degree will provide apprentices with the technical, human relations, and computer skills to obtain and maintain employment. It will also provide them with the opportunity to advance to supervisory positions with their career field or continue their education in the pursuit of a bachelor's degree.

Sincerely,

Name: David Halverson  
Organization: Halverson Mech.  
Title: Pres.  
Signature: [Signature]

Name: Kevin Bell  
Organization: K Bell Plumbing & Heating  
Title: President  
Signature: [Signature]

Name: Chad Rolland  
Organization: V.G. Bous Mech. LLC  
Title: Thomas Rolland  
Signature: [Signature]

Name: Shane DeHart  
Organization: Charlton Inc.  
Title: President  
Signature: [Signature]

Name: Kelvin Caldwell  
Organization: Kozco Mech  
Title: President  
Signature: [Signature]

Name: Roger R Thurgood  
Organization: THURGOOD Plumbing  
Title: Thurgood Plumbing Company Rep.  
Signature: [Signature]

Name: Mark Jenkins  
Organization: Great Western  
Title: Vice President  
Signature: [Signature]

Name: \_\_\_\_\_  
Organization: \_\_\_\_\_  
Title: \_\_\_\_\_  
Signature: \_\_\_\_\_

November 15, 2007

Utah Board of Regents:

As representatives of the Ogden-Weber Applied Technology College's Electrical Apprenticeship Employer Advisory Team, we offer our full support for the approval and implementation of the Weber State University Associate of Science in Apprenticeship degree.

The training required for the degree will provide apprentices with the technical, human relations, and computer skills to obtain and maintain employment. It will also provide them with the opportunity to advance to supervisory positions with their career field or continue their education in the pursuit of a bachelor's degree.

Sincerely,

Name: BOYD BIRDEN  
Organization: CTI CONST.  
Title: ELECT SUPERVISOR  
Signature: [Signature]

Name: Dean Carlson  
Organization: Great Salt Lake Minerals  
Title: EIS Planner  
Signature: [Signature]

Name: DAVID KINGERY  
Organization: UTAH ELEC. JATC  
Title: DIRECTOR  
Signature: [Signature]

Name: SCOTT COATES  
Organization: Coates Electrical Instrumentation  
Title: CEO  
Signature: [Signature]

Name: MIKE MORRISON  
Organization: PLATELEC SUPPLY  
Title: OUTSIDE SALES  
Signature: [Signature]

Name: Larry Rizley  
Organization: ATK  
Title: Maintenance Coordinator  
Signature: [Signature]

Name: GUY KNIGHT  
Organization: KNIGHT ELECTRIC  
Title: VP PRES.  
Signature: [Signature]

Name: James Child  
Organization: Weber School Dist.  
Title: Energy Management  
Signature: [Signature]

John K. Gilmore  
Gilmore Electric Inc.  
CEO/President  
[Signature]



November 19, 2007

Utah Board of Regents:

As representatives of the Ogden-Weber Applied Technology College's Sheet Metal Apprenticeship Employer Advisory Team, we offer our full support for the approval and implementation of the Weber State University Associate of Science in Apprenticeship degree.

The training required for the degree will provide apprentices with the technical, human relations, and computer skills to obtain and maintain employment. It will also provide them with the opportunity to advance to supervisory positions with their career field or continue their education in the pursuit of a bachelor's degree.

Sincerely,

Name: DAVE DIXON  
Organization: Peterson Inc.  
Title: HR Manager  
Signature: [Signature]

Name: STEVEN S. BRADLEY  
Organization: MORAN STEEL WORK LLC  
Title: Estimator  
Signature: [Signature]

Name: TED TAYLOR  
Organization: UNITED TEAM MECH  
Title: MANAGER  
Signature: [Signature]

Name: MIKE ATKINSON  
Organization: Holbrook Svc  
Title: FOREMAN  
Signature: [Signature]

Name: Richard Marker  
Organization: AMF  
Title: PRES  
Signature: [Signature]

Name: Scott Rich  
Organization: EMC TECHNOLOGIES  
Title: Quality Engineer  
Signature: [Signature]

Name: JEFF CAPPIN  
Organization: UTAH SHEET METAL TRUST  
Title: TRAINING COORDINATOR  
Signature: [Signature]

Name: Dan Colagrosso  
Organization: Praxair  
Title: Territory Account Mgr  
Signature: [Signature]

November 5, 2007

**MEMORANDUM**

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Southern Utah University – Associate of Applied Science Degree in Equine Studies – Action Item

Issue

Southern Utah University (SUU) requests approval to offer an Associate of Applied Science Degree in Equine Studies effective Fall Semester, 2008. The SUU Board of Trustees approved the program on May 6, 2006. The program was first submitted as a request for a Bachelor's Degree, subsequently changed to an AAS degree, and approved to move forward by the Program Review Committee in April 2007.

Background

The proposed program would prepare individuals to manage the selection, breeding, care, and maintenance of work, pleasure, athletic, and show horses. The program includes instruction in principles of reproduction, breeding, nutrition, care, and health of horses. Principles of equitation, animal psychology, and equine safety will also be covered. The AAS degree would require 64 semester credit hours.

As a measure of regional interest, a University Task Force was appointed to study Agriculture program offerings and resource utilization. The Task Force was comprised of university, county, and community leaders. The final report identified formal programming in equine studies to be a high priority.

In the recent Competitive Positioning Study, Utah Opinion Leaders identified the Agriculture program as fifth on the list of SUU's top academic programs. The SUU agriculture program is well known and highly regarded throughout the region for service activities. In a typical year, the program will host/serve in excess of 2,000 people at a variety of educational and leadership venues.

### Policy Issues

The proposed AAS degree in Equine Studies has been reviewed by other USHE institutions and no objections have been raised.

### Commissioner's Recommendation

The Commissioner recommends that the Regents approve the Request to Offer an AAS Degree in Equine Studies, effective Fall Semester, 2008.

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Richard E. Kendell, Commissioner

REK/GW  
Attachment

Academic, Career and Technical Education and Student Success Committee

Action Item

Request to Offer an  
AAS Degree in Equine Studies

Southern Utah University

Prepared for  
Richard E. Kendell  
By  
Gary Wixom

November 5, 2007

## **SECTION I: The Request**

Southern Utah University (SUU) requests approval to offer an Associate of Applied Science (AAS) effective Fall Semester, 2008. The SUU Board of Trustees approved the program on May 6, 2006.

## **SECTION II: Program Description**

The Department of Agriculture and Nutrition Science proposes to offer a program for students seeking an Associate of Applied Science degree in Equine Studies. The proposed program would prepare individuals to manage the selection, breeding, care, and maintenance of work, pleasure, athletic, and show horses. The program includes instruction in principles of reproduction, breeding, nutrition, care, and health of horses. Principles of equitation, animal psychology, and equine safety will also be covered. The AAS degree would require 64 semester credit hours.

### **Purpose of Degree**

Southern Utah University presently offers training in the psychology, reproduction, breeding, and nutrition of horses as well as classes in equitation, horse production, and horse science. Interest and enrollment in equine related courses has almost doubled since the 2000-01 academic year. The proposed degree is designed to provide interested students with training and experience in the equine industry. A considerable investment has already been made to develop equine related classes including horses and tack, outdoor riding facilities, faculty and staff, and equine boarding areas. Within the region that SUU serves, the equine industry has a strong base and financial impact. An associate degree will provide SUU students with the opportunity to obtain specialized training in one of the fastest growing areas of animal science in the nation. The degrees will also allow SUU to take further advantage of the physical facilities that already exist. There are presently no equine related degrees in the State of Utah.

### **Institutional Readiness**

The impact of the new program upon existing administrative structures will be minimal. No new faculty or adjustment in organizational structures is required. Courses included for the proposed AAS degree are currently being taught. This program merely repackages existing courses in a manner to meet student interest and demand.

### **Faculty**

No new faculty will be needed for this program.

### **Staff**

No new staff will be needed for this program.

## Library and Information Resources

Current library resources are adequate to meet the needs of the new program. These resources include:

- Multi-subject indexes for articles
- Internet access for all students
- ILLiad – Interlibrary loan
- Numerous journals in the areas of animal science, biology, and physical science

A large collection of equine training and handling books and video recordings

## Admission Requirements

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

## Student Advisement

Students enrolling in degree programs in the Department of Agricultural and Nutrition Sciences receive academic advisement from the College of Science Professional Advisor, Deb Franklin, and professional advisement from Agriculture faculty.

## Justification for Number of Credits

The total required hours for this degree is 64 semester credit hours, which is within Regent's guidelines.

## External Review and Accreditation

The SUU Agriculture Program maintains an Advisory Committee, made up of 8-12 local agriculture personnel, which meets annually to evaluate and assess the program. Over the past several years, the committee has encouraged the SUU agriculture program to strengthen the equine program and offer an equine-related degree if possible.

As a measure of regional interest, a University Task Force was appointed in December 2004 to study agriculture program offerings and resource utilization. The Task Force was comprised of the following university, county government, and community leaders:

| <b>Name</b>        | <b>Position</b>                             |
|--------------------|---------------------------------------------|
| DeLynn Barton      | Banker                                      |
| Elizabeth Blackner | Architect AJC Architects                    |
| Dan Dail           | S.U.U. Associate Professor Animal Science   |
| Brent Hunter       | Sheep and Hay Producer                      |
| Craig Jones        | Sheep and Hay Producer                      |
| Jill Jones         | Architect, AJC Architects                   |
| Rett Shakespear    | Real Estate Developer                       |
| Gregory Stauffer   | S.U.U. Vice President                       |
| Dennis Stowell     | Iron County Commissioner                    |
| Seth Striefel      | Architect AJC Architects                    |
| Al Tait            | S.U.U. Agriculture Advisory Committee Chair |

|                   |                                                       |
|-------------------|-------------------------------------------------------|
| David Tanner      | S.U.U. Director of Plant Operations                   |
| Linda Thompson    | Color Country Equestrian Club                         |
| Dean Winward      | S.U.U. Associate Professor, Plant Science             |
| Lee Wood          | S.U.U. Assistant Professor, Animal Science            |
| Steve Wood        | Cedar City Council                                    |
| Cindy Wright      | S.U.U. Dean College of Applied Science and Technology |
| Ree Zaphiropoulos | Diamond Z Ranch                                       |

The final report of the Task Force, submitted to the provost of the University March 30, 2004, identified formal programming in equine studies to be the number one priority. The report also suggested physical improvements for the SUU Valley Farm. Improvements are designed to be constructed in phases to provide an indoor riding arena, classroom space, stalls, and corrals, which will not only benefit the equine program, but the agriculture program as a whole.

### **Projected Enrollment**

In surveys conducted with current SUU students, 59 percent of students surveyed indicated an interest in obtaining an equine related degree. Projected enrollments in the equine program reflect students presently interested in an agriculture related degree, non-majors presently attending S.U.U., and new students that will be attracted to S.U.U. based on the availability of an equine related degree. SUU projects that new student numbers will increase by approximately 10% per year based on the new offerings.

### **Expansion of Existing Program**

The proposed degree packages existing classes into a new program, and do not require any additional classes, staff, or facilities. Horses, tack, boarding, riding, and training areas, tack sheds, and personnel are already in place to offer the degrees. The AAS will be complementary to the present agriculture degree program.

## **SECTION III: Need**

### **Program Need**

The American Horse Council Foundation (AHC) did a nationwide study in 2005. They report that Utah has a horse population of 120,183. This number is down significantly from Dr. Godfrey's findings in his 1994 report. Horse numbers nationwide have increased by over 30 percent according to the AHC study between 1996 and 2005. The AHC examined several states in more detail and examined the impact of the horse industry on the economy. Unfortunately, Utah was not included in the "breakout studies". Colorado and Wyoming were however. Colorado had a reported horse population of 255,503 and a total impact on state gross domestic product of \$1,569,000,000. Wyoming reported 99,257 horses and a total economic impact of \$289,000,000. Utah would probably be somewhere in between.

One of the nation's premier feed companies, Purina Mills LLC, has conducted best estimate surveys to assess the feasibility of establishing a product presence in Utah. Purina estimated in 2004 that the Utah horse population has grown to about 250,000. These two studies would indicate a 37 percent increase in equine numbers over the past eleven years. The USDA National Agriculture Statistics Service reports a 25 percent increase in horse numbers (on farms only) between 1997 and 2002.

### **Labor Market Demand**

A SUU program benchmark institution, Delaware Valley College, reports that Equine Studies graduates enjoy a 99 percent placement rate within six months of graduation. They attribute the high placement rate of equine and animal science majors to the quality and diversity of their college training and work experience gained as part of the major. In *Career Guide to the Horse Industry* (© 2002) T.A. Landers states "Equine industry experts estimate that the horse population will increase in excess of 10,000,000 animals in the near future; and increases are expected to be higher each year. Therefore, the occupational outlook for many occupations in the horse industry is positive." According to the U.S. Bureau of Labor Statistics, the outlook for animal care and service employment (which includes equine occupations) is expected to "grow faster than average for all occupations [in the category] through 2012." One of several case-appropriate occupations (Landers), Equine Educator, is cited for having a good outlook since "an increasing number of educational institutions are offering Equine Studies programs at both the high school and college level.

"People coming to southern Utah who are looking for a place to invest in a home, all want the same thing...trees, a view and a place to keep a horse" (Cedar City Real Estate Broker/Developer). There is little reason to doubt that the growth pattern of southern Utah is increasing the horse population. One "horse community" development is now nearly sold out and others are at various stages of planning and marketing. In communities where similar trends have occurred, there has been a marked increase in demand for equine-related information and education, organized horse sports and activities, and horse related services.

### **Student Demand**

This proposal is heavily driven by internal (student) demand. Since AY 2000-01, the enrollment in equine-related courses has doubled. Three foundation animal science courses (nutrition, reproduction, and genetics) have been changed to reflect the horse component. Enrollments in those classes are now at or near record levels. One hundred forty-six students are enrolled in horse-specific courses this academic year.

Students in horse-specific courses have been surveyed to assess interest in a formal program with an equine focus. The survey revealed that 59 percent of those surveyed would be interested in a formal program of study if SUU were to offer one. The Fall Semester 2004 survey was expanded to determine the reasons that best represent student interest in a formal horse-related program. Sixty-seven percent of those who indicated they would choose a minor and 43 percent, who indicated an associate degree stated their reason to be personal interest/quality of life enhancement, and another 20 percent and 38 percent respectively indicated that an equine minor or associate degree would enhance or compliment another career goal or university major.



There were markedly consistent statements that taking hands-on horse-related courses gave students a boost in overall self-confidence and in their ability to succeed that carried over into other courses, into the workplace, and contributed to personal growth.

A survey administered Spring Semester 2005 added inquiries about student interest in an equine B.S. degree. This survey, administered to 95 students in animal science courses (not limited to equine-specific courses), revealed that 66 percent of those surveyed would be interested in an equine degree and another 24 percent stated they might be interested but needed more information. Of those definitely interested in an equine degree, 22 percent indicated they would choose a B.S. degree; 24 percent indicated they would select an associate degree; and 54 percent indicated they would pursue both an associate degree and a B.S. degree.

The spring survey asked students to rank reasons for interest an equine degree. In rank order, the reasons were:

- #1 Personal interest/quality of life enhancement
- #2 (two-way tie) Enhance or compliment another related career goal
- #2 Career goal to work in the horse industry
- #4 Attend graduate or veterinary school for an advanced degree related to equine
- #5 Presently involved in a personal or family horse business.

### **Similar Programs**

There are no similar programs in the Utah System of Higher Education.

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

Currently, no other public institution in Utah offers these degrees. As a proactive move, the department is responding to a need from the student population, advice from the agricultural production community, and to meet regional goals of the College of Science.

### **Benefits**

As a measure of regional interest, a University Task Force was appointed in December 2004 to study agriculture program offerings and resource utilization. The Task Force was comprised of university, county government, and community leaders. The final report, submitted to the provost of the University on March 30, 2004, identified formal programming in equine studies to be the number one priority.

In the recent Competitive Positioning Study, Utah Opinion Leaders identified the Agriculture program as fifth on the list of SUU's top academic programs. The SUU agriculture program is well known and highly regarded throughout the region for service activities. In a typical year, the program will host/serve in excess of 2,000 people at a variety of educational and leadership venues.

## **Consistency with Institutional Mission**

Consistent with Regents' policy R 312, creating a program in Equine Studies fits the SUU mission of "providing undergraduate and graduate programs that contribute to the quality of life and economic development at the state and local levels."

## **SECTION IV**

### **Program Assessment**

An equine degree at SUU will provide a unique program to the residents of southern Utah and the surrounding areas. Goals of the equine program are as follows:

- A. To educate students in the science of horse management, training, and production.
- B. To attract students with an equine interest to Southern Utah University.
- C. To provide SUU students with an opportunity to do undergraduate research in the equine field.
- D. To provide support for the SUU Outdoor Recreation Program.
- E. To instill in students awareness of the social and financial responsibilities of horse ownership.
- F. To undertake activities, consistent with the above goals, that will provide additional exposure and funding for Southern Utah University and the equine program.

These goals will be assessed by analyzing enrollment trends and interest in the equine program and the Southern Utah University Valley Farm.

### **Student Assessment**

The Equine Studies program is designed to provide students with information and training in essential aspects of the equine industry and horse care as well as general outcomes associated with all students completing the General Education curriculum.

#### **Expected General Standards of Performance:**

- Possess effective oral and written expression
- Develop leadership and interpersonal skills
- Demonstrate computer literacy
- Demonstrate problem solving and critical thinking skills
- Understand basic tenets of science, discovery and deductive reasoning
- Display working knowledge for acquiring information required for problem-solving

#### **Expected Equine Specific Standards of Performance:**

- Understand today's diverse equine industry

Understand and gain experience in basic concepts associated with equine production and management  
 Develop concepts and skills for problem-solving and appropriate management integration in areas of safe and efficient horse handling, nutrition and reproduction  
 Understand animal growth and development  
 Qualify for entry into professional program of interest  
 Apply scientific knowledge for problem-solving in the equine industry  
 Understand basic concepts of equine production and management including genetics and inheritance, facilities, nutrition and reproductive principles  
 Demonstrate ability to manage business aspects of an equine enterprise

## SECTION V

### Budget

No new faculty or appropriated funding will be required to offer the AAS or Minor in Equine Studies. All courses required in the proposed program are already in place (see Appendix A) and facilities are adequate.

| TOTAL COSTS FOR THE EQUINE PROGRAM<br>FOR THE FIRST FIVE YEARS* |                 |                 |                 |                 |                 |
|-----------------------------------------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|
|                                                                 | 2006-2007       | 2007-2008       | 2008-2009       | 2009-2010       | 2010-2011       |
| FTE Students                                                    | 15              | 20              | 30              | 35              | 40              |
| FTE Faculty                                                     | 1               | 1               | 1               | 1               | 1               |
| <b>Revenues</b>                                                 |                 |                 |                 |                 |                 |
| Tuition*                                                        | \$21,255        | \$30,040        | \$47,760        | \$59,045        | \$71,520        |
| Internal Reallocation**                                         | \$63,900        | \$65,817        | \$67,791        | \$69,824        | \$71,918        |
| Subtotal                                                        | \$85,155        | \$95,857        | \$115,551       | \$128,869       | \$143,438       |
| <b>Expenditures</b>                                             |                 |                 |                 |                 |                 |
| Faculty Salary                                                  | \$63,900        | \$65,817        | \$67,791        | \$69,824        | \$71,918        |
| Adjunct Faculty                                                 | 0               | 0               | \$4,200         | \$4,200         | \$4,200         |
| Student hourly wage                                             | \$400           | \$400           | \$400           | \$400           | \$400           |
| Current Expense                                                 | \$1000          | \$1000          | \$1000          | \$1000          | \$1000          |
| Capital                                                         | \$3,000         | \$3,000         | \$3,000         | \$3,000         | \$3,000         |
| Travel                                                          | \$500           | \$500           | \$500           | \$500           | \$500           |
| Subtotal                                                        | \$68,800        | \$70,717        | \$72,691        | \$74,724        | \$76,818        |
| <b>Difference</b>                                               | <b>\$16,355</b> | <b>\$25,140</b> | <b>\$42,860</b> | <b>\$54,745</b> | <b>\$66,620</b> |

\*Based on 50% of 2006-2007 SUU undergraduate resident tuition (\$2,834 per year) with 6% annual second tier tuition increases.

\*\*Based on reallocation of 1.0 FTE faculty position at \$45,000 base and 42% benefit package with 3% COLA annually.

### Funding Sources

All required funding would come from existing resources.

### **Reallocation**

In order to implement the proposed degree, there will be a reallocation of 1.0 FTE faculty position at \$45,000 base and 42% benefit package with 3% COLA annually.

### **Impact on Existing Budgets**

Because this course of study does not require any additional faculty, staff, or physical facilities, other than the planned reallocation of a 1.0 faculty position, the impact on existing budgets will be minimal.

## APPENDIX A

### Program Curriculum

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

No new courses will be added in the next five years. The degree packages existing curriculum.

#### All Program Courses: Equine Studies AAS Degree

| Course Number                                        | Title                                             | Credit Hours |
|------------------------------------------------------|---------------------------------------------------|--------------|
| <b><u>General Education (20-21 Credit Hours)</u></b> |                                                   |              |
| Core Course Requirements                             |                                                   | 11-12        |
| Knowledge Area Requirements                          |                                                   | 9-10         |
| Sub-Total                                            |                                                   | 20-21        |
| <b><u>Core Courses (36 Credit Hours)</u></b>         |                                                   |              |
| AGSC 1010                                            | Agriculture and Society                           | 3            |
| AGSC 1100                                            | Principles of Animal Science                      | 3            |
| AGSC 1750                                            | Beginning Horsemanship                            | 1            |
| AGSC 1900                                            | Agriculture Leadership                            | 1            |
| AGSC 2630                                            | Horse Production Practices                        | 2            |
| AGSC 2760                                            | Intermediate Horsemanship                         | 2            |
| AGSC 2950                                            | Practicum                                         | 6            |
| AGSC 3020                                            | Agribusiness Management                           | 3            |
| AGSC 3150                                            | Genetics of Livestock and Horse Improvement       | 3            |
| AGSC 3350                                            | Horse Science and Industry                        | 3            |
| AGSC 3400                                            | Feeding and Nutrition of Horses and Livestock     | 3            |
| AGSC 3410                                            | Feeding and Nutrition of Horses and Livestock Lab | 1            |
| AGSC 3500                                            | Applied Reproduction in Livestock and Horses      | 3            |
| AGSC 3510                                            | Applied Reproduction in Livestock and Horses Lab  | 1            |
| AGSC 3750                                            | Advanced Horsemanship                             | 1            |
| Sub-Total                                            |                                                   | 36           |
| <b><u>Elective Courses (8 Credit Hours)</u></b>      |                                                   |              |
| AGSC 1110                                            | Crop Production                                   | 3            |
| AGSC 1120                                            | Crop Production Lab                               | 1            |
| AGSC 3030                                            | Forage Crops                                      | 3            |
| AGSC 3040                                            | Forage Crops Lab                                  | 1            |
| AGSC 3230                                            | Pests and Pest Management                         | 3            |
| AGSC 3240                                            | Pests and Pest Management Lab                     | 1            |
| AGSC 3560                                            | Soils                                             | 3            |
| AGSC 3570                                            | Soils Lab                                         | 1            |

|                         |      |                      |       |
|-------------------------|------|----------------------|-------|
| RANG                    | 3600 | Range Management     | 3     |
| RANG                    | 3610 | Range Management Lab | 1     |
| Sub-Total               |      |                      | 8     |
| Total Number of Credits |      |                      | 64-65 |

## Course Catalog Descriptions

### Course Number Title (Credits)

#### **AGSC 1010 Agriculture and Society (3)**

This course is designed to increase the student's awareness of the significant role agriculture plays in today's society, covering areas of science, economics, politics, culture and history. Agriculture topics are used to teach critical thinking skills and other problem-solution methodologies. (Spring)

#### **AGSC 1100 Principles of Animal Science (3)**

A survey of scientific principles applied to the production of agricultural animals and the products they yield. The course is a series of instructional modules covering domestic animal products and bio-economics, health and behavior, genetics, reproduction, and feeding and nutrition. (Fall)

#### **AGSC 1110 Crop Production (3)**

A general course involving the principles and practices used in the production of agronomic crops. Will cover small grains, corn, legumes and root crops. Co-requisite: AGSC 1120. (Spring)

#### **AGSC 1120 Crop Production Lab (1)**

Application and hands-on experience of concepts covered in the lecture. Co-requisite: AGSC 1110. (Spring)

#### **AGSC 1750 Horsemanship I (1)**

A basic course in the riding and handling of horses. An understanding of horse behavior and safe conduct around horses are central to the course. Students will be introduced to the fundamentals of riding, handling, and grooming, as well as becoming familiar with the parts of the horse, common tack, and grooming equipment. (Fall, Spring)

#### **AGSC 1990 Agriculture Leadership (1)**

Provides students an opportunity to gain an understanding of the value of leadership in the field of agriculture. Students develop and demonstrate leadership abilities, interpersonal skills, and a sense of service. May be taken three times for credit. (P/F) (Fall, Spring)

#### **AGSC 2630 Horse Production Practices (2)**

Students will gain exposure to various techniques and practices related to the selection, feeding, handling, and management of horses. Practices related to care of "using" and breeding horses will be emphasized. Field trips are required. (Spring)

#### **AGSC 2760 Horsemanship II (2)**

An intermediate-level course designed to increase students' horsemanship abilities. Emphasis on developing good riding practices and a foundation for advanced training. Prerequisite: AGSC 1750

or instructor permission. (Fall, Spring)

**AGSC 2950 Agriculture Enterprise Practicum-Management (1-4)**

Practicum credit is given for a supervised, structured work experience related to farming or ranching, agribusiness, veterinary or agricultural science situations. The experience may be provided at the SUU Farm or another approved work site. The student must confer with an adviser and complete a minimum of 3 hours work per week for each credit of practicum.

(Fall, Spring, Summer)

**AGSC 3020 Agribusiness Management (3)**

Principles and practices of successful farm, ranch and agribusiness management. Budgeting and decision making based on economic principles will be central to the course. Students will be required to develop and submit an agricultural enterprise plan. (Fall)

**AGSC 3030 Forage Crops (3)**

This course covers the principles of forage production, harvesting, storage, marketing and utilization. In-depth study of alfalfa with general coverage of other legumes and grasses used as forage. Prerequisites: AGSC 1110 and 1120. Taught alternate years (Fall, odd years)

**AGSC 3040 Forages Lab (1)**

Application and hands-on experience of concepts covered in the lecture. Co-requisite: AGSC 3030. Taught alternate years (Fall, odd years)

**AGSC 3150 Genetics of Livestock and Horse Improvement (3)**

Application of the science of genetics to the improvement of livestock and horses. The course will focus on breeding systems, selection methods, predicted outcomes and evaluation of the results of various breeding plans affecting important traits in livestock and horses. Prerequisites: AGSC 1100 and MATH 1030 or higher or the equivalent. Recommended: BIOL 3060 and 3065. (Fall)

**AGSC 3230 Pests and Pest Management (3)**

A survey of pests of economic importance. Weed, insect and disease identification and life cycles with concentration on methods of control. (Spring)

**AGSC 3240 Pests Lab (1)**

Co-requisite: AGSC 3230. (Spring)

**AGSC 3350 Horse Science and Industry (3)**

A comprehensive study of horses and the economic importance of the horse industry. The biological bases for conformation and faults, reproduction, nutrition, behavior and genetics will be examined. Prerequisite: AGSC 1100 or instructor permission. (Fall)

**AGSC 3400 Feeding and Nutrition of Horses and Livestock (3)**

An applied feeding and nutrition course emphasizing the functional digestive anatomy of horses and farm animals. Emphasis will be placed on nutritional value of feedstuffs, requirements of horses and various classes of livestock, ration balancing, and ration formulation. Prerequisite: AGSC 1100. Co-requisite: AGSC 3410. (Spring)

**AGSC 3410 Feeding and Nutrition of Horses & Livestock Lab (1)**

Co-requisite: AGSC 3400. (Spring)

**AGSC 3500 Applied Reproduction in Livestock and Horses (3)**

Macro and micro functional anatomy of reproduction in livestock and horses. Includes theories and applied methodologies for increasing the reproductive efficiency of the animals upon which the course will focus.

Prerequisite: AGSC 1100. Co-requisite: AGSC 3510. (Spring)

**AGSC 3510 Applied Reproduction in Livestock & Horses Lab (1)**

Co-requisite: AGSC 3500. A group research project is required. (Spring)

**AGSC 3560 Soils (3)**

A general study of soil formation, chemical and physical properties, soil water, soil biology, classification and taxonomy, fertility and soil conservation. Prerequisite: College chemistry or the equivalent. (Fall)

**AGSC 3570 Soils Lab (1)**

Co-requisite: AGSC 3560. (Fall)

**AGSC 3700 Principles of Irrigation (3)**

Study of irrigation history, irrigation methods, watersheds, irrigation equipment and structures, soil moisture determinations, irrigation scheduling, water rights and water law. Will cover the design of residential and commercial turf as well as large scale agriculture systems. (Fall, even years)

**AGSC 3710 Irrigation Lab (1)**

Co-requisite: AGSC 3700. (Fall, even years)

**AGSC 3750 Horsemanship III: Advanced Performance & Training (1)**

An advanced riding course focusing on equine behavior and learning. Development of sound riding and training practices will be stressed. Prerequisite: AGSC 2760 or instructor permission. (Fall, Spring)

**RANG 3600 Range Management (3)**

Evaluation, improvement and perpetuation of range lands. Three hours of lecture per week. No prerequisites. Co-requisite: RANG 3610. (Fall)

**RANG 3610 Range Management Lab (1)**

Lab to accompany RANG 3600. One three-hour meeting per week. Longer field trips may be scheduled. Co-requisite: RANG 3600. (Fall)



**APENDIX B**  
**Sample Program Schedule**

**Fall Semester 1st Year**

| <b>Course</b> | <b>Number</b> | <b>Title</b>                            | <b>Credits</b> |
|---------------|---------------|-----------------------------------------|----------------|
| AGSC          | 1100          | Principles of Animal Science            | 3              |
| AGSC          | 1750          | Beginning Horsemanship                  | 1              |
| AGSC          | 1990          | Agriculture Leadership                  | 1              |
| CSIS          | 1000          | Intro to Computer Apps and the Internet | 3              |
| ENGL          | 1010          | Introduction to Academic Writing        | 3              |
| LM            | 1010          | Information Literacy                    | 1              |
| UNIV          | 1000          | First Year Seminar                      | 1              |
|               |               | General Education course                | 2              |
| Total         |               |                                         | 15             |

**Spring Semester 1st Year**

| <b>Course</b> | <b>Number</b> | <b>Title</b>              | <b>Credits</b> |
|---------------|---------------|---------------------------|----------------|
| AGSC          | 1010          | Agriculture and Society   | 3              |
| AGSC          | 1110          | Crop Production           | 3              |
| AGSC          | 1120          | Crop Production Lab       | 1              |
| AGSC          | 2630          | Horse Production          | 2              |
| AGSC          | 2760          | Intermediate Horsemanship | 2              |
| AGSC          | 2950          | Practicum                 | 2              |
| MATH          | 1050          | College Algebra           | 4              |
| Total         |               |                           | 17             |

**Fall Semester 2nd Year**

| <b>Course</b> | <b>Number</b> | <b>Title</b>                                | <b>Credits</b> |
|---------------|---------------|---------------------------------------------|----------------|
| AGSC          | 2950          | Practicum                                   | 2              |
| AGSC          | 3020          | Agribusiness Management                     | 3              |
| AGSC          | 3150          | Genetics of Livestock and Horse Improvement | 3              |
| AGSC          | 3350          | Horse Science and Industry                  | 3              |
| AGSC          | 3750          | Advanced Horsemanship                       | 1              |
|               |               | General Education course                    | 3              |
| Total         |               |                                             | 15             |

**Spring Semester 2nd Year**

| <b>Course</b> | <b>Number</b> | <b>Title</b>                                      | <b>Credits</b> |
|---------------|---------------|---------------------------------------------------|----------------|
| AGSC          | 2950          | Practicum                                         | 2              |
| AGSC          | 3230          | Pests and Pest Management                         | 3              |
| AGSC          | 3240          | Pests and Pest Management Lab                     | 1              |
| AGSC          | 3400          | Feeding and Nutrition of Horses and Livestock     | 3              |
| AGSC          | 3410          | Feeding and Nutrition of Horses and Livestock Lab | 1              |
| AGSC          | 3500          | Applied Reproduction in Livestock and Horses      | 3              |

|      |      |                                                  |           |
|------|------|--------------------------------------------------|-----------|
| AGSC | 3510 | Applied Reproduction in Livestock and Horses Lab | 1         |
|      |      | General Education course                         | 3         |
|      |      | Total                                            | <u>17</u> |

**APENDIX C**  
**Faculty**

| <b>Name</b>     | <b>Department</b>                   | <b>Degree</b> | <b>School</b>         |
|-----------------|-------------------------------------|---------------|-----------------------|
| James E. Bowns  | Biology                             | Ph.D.         | Utah State University |
| Chad Gasser     | Agriculture and Nutritional Science | Ph.D.         | Ohio State University |
| Kate Grandison  | Biology                             | Ph.D.         | Utah State University |
| Paul Pillitteri | Biology                             | Ph.D.         | University of Ohio    |
| Rachel Smetanka | Biology                             | Ph.D.         | University of Iowa    |
| Dean Winword    | Agriculture and Nutritional Science | M.S.          | Utah State University |
| Lee G. Wood     | Agriculture and Nutritional Science | M.S.          | Utah State University |

December 5, 2007

## MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Dixie State College of Utah –Secondary Education Teaching (SET) Licensure Program with Emphases in Biology Education and Biology/Integrated Science Education and English Education Effective Fall 2008 – Action Item

### Issue

Dixie State College of Utah requests approval to offer a Secondary Education Teaching (SET) Licensure program with emphases in Biology Education and Biology Integrated Science Education and English Education effective Fall 2008. This program with emphases was approved by the institutional Board of Trustees in November, 2005.

### Background

Dixie State College of Utah (DSC) was approved to offer its Elementary Education program in 2001. The College worked very closely with the Washington County School District (WCSD) so that graduates would provide elementary education throughout the district. Since that time, the landscape in K-12 education has changed. Fewer students are entering education programs statewide and hard to staff subjects such as mathematics, science, and special education remain so. At the same time the school-age population statewide is expected to grow by 140,000 students over the next ten years.

Efforts were made by the Utah Legislature to support higher education's ability to entice more students to enter the teaching profession by increasing the Terrel H. Bell Loan Forgiveness Program and raising teachers' beginning salaries to \$30,000. Unfortunately, many new teachers started below \$30,000 because of a counting error. For this next academic year, Governor Huntsman expressed a desire to raise the entry level salaries to at least \$35,000 in an effort to attract more students. The issue facing public education is that students in math and science can choose other jobs that pay considerably more.

DSC has submitted proposals in secondary education with the hope that, when operational, the school will attract students into Biology, Biology/Integrated Science, and English Education emphases. To assist these efforts, the Utah Legislature appropriated almost \$400,000 to support DSC's efforts to increase faculty and serve students.

The English Education emphasis will be an option for English majors who might consider teaching. The Biology and Biology/Integrated Science Education emphases will assist science students to teach not only in the high school but in middle school where integrated science teachers are needed.

### Policy Issues

Utah Valley State College (UVSC), the University of Utah (U of U), and Snow College raised questions regarding the proposed program. UVSC expressed concern about: an advisor/faculty teaching the lower-division courses, a cohort system of learning for secondary education students when not all of their courses are the same, faculty qualifications which were more administrative than content, and growth projections. DSC faculty responded by clarifying that the advisor/faculty is a faculty member, the cohort method will be tried although it may not work, only one faculty has a doctorate in administration with others appropriately credentialed, and estimates of projected growth are based on Washington County growth.

The U of U issues regarded: breadth but not depth in SCED 4100; the need for a separate course in assessment; the need to include multiple content delivery methods in courses; evidence of adaptive techniques for English Language Learners and those with disabilities; and more explanation of partnerships with public schools on placements, demographic composition of children and levels of support provided by districts. DSC faculty responded that their course design and theoretical framework will, in fact, provide students with depth of knowledge and assessment tools. DSC faculty believe that they are prepared to teach adaptive techniques based on a diverse population throughout their courses. DSC faculty stated that they already have partnerships with the WCSD that provide a high level of oversight in student placements and introduce college students to the 11 percent of non-white and ethnic minority students that are enrolled in the WCSD.

Snow College questioned the need for another English Education program with the same program at SUU, a lack of broad spectrum of literature courses, and DSC's restrictive course requirements on the English courses. DSC officials responded that its English Education program serves its community and duplication of such programs exists throughout the USHE. In addition, DSC's proposed emphasis meets the requirements of the Utah State Office of Education English core and it is not the intent of the DSC faculty to offer every possible course even with the diverse training of its English faculty.

Even though the Washington County School District can expect a 4.3 percent increase in enrollment (USOE Data), DSC has lost approximately two percent of its annualized FTE (USHE). The institution is operating under the assumption that the English, Biology and Biology/Integrated Science Education emphases, offered as part of approved baccalaureate degrees in English and Biology, will increase its own FTE while ultimately serving the WCSD.

All three proposals are included within this one agenda item because of the overlap with secondary education curriculum. Although more information is needed to show collaboration among content and secondary education faculty and integration of the secondary education portion with the content, DSC is ready to develop the proposed emphases. There are adequate faculty to cover the majors and emphases. References to DSC's collaboration in these areas with Southern Utah University (SUU) require more clarification.

Thus, the agenda item begins with the Secondary Education program followed by the Biology and Biology/Integrated Science Education (p.22) and English Education (p. 42) emphases. Repetitive sections were deleted; some of the Market Demand and Students Demand information is found in the secondary education proposal but not in the others. Some repetition remains for clarity.

#### Commissioner's Recommendation

The Commissioner recommends that the Regents approve Dixie State College of Utah's request to offer the Secondary Education program with emphases in Biology and Biology/Integrated Science Education and English Education. The Commissioner also recommends that Dixie State College provides yearly reports on enrollments of declared majors who were accepted into each emphasis area in all three programs until the third year when a full report will be due.

---

Richard E. Kendell, Commissioner

REK/PCS  
Attachments



Academic, Career and Technical Education, and Student Success Committee

Action

Request to Offer a Secondary Education Teaching Licensure Program with Emphases in Biology and  
Biology/Integrated Science Education and English Education

Prepared for  
Richard E. Kendell  
by  
Phyllis C. Safman

December 5, 2007



## **SECTION I: The Request**

Dixie State College of Utah requests approval to offer a Secondary Education Teaching (SET) Licensure Program effective Fall 2008. This program was approved by the institutional Board of Trustees on November 17, 2005.

## **SECTION II: Program Description**

### **Description**

Teachers at the secondary level need to have an in-depth knowledge of subject matter and instructional strategies in order to become effective educators. The secondary education license allows teachers to teach at various grade levels (6-12<sup>th</sup> grade) and in different subject areas such as biology and English. The majority of teacher education programs throughout the nation's institutions require secondary pre-service teachers to complete the following requirements: (a) course work in an academic content area (such as English and biology); (b) course work in secondary pedagogy (such as curriculum design/assessment, classroom management, adolescence educational psychology) that will give them the knowledge and skills to help their students learn; (c) tests to assess academic and pedagogical knowledge (such as Praxis I, II) and (c) practicum and student teaching experiences that are supervised by experienced teachers and teacher education faculty.

Upon successful completion of these requirements, many institutions will recommend pre-service teachers for state secondary licensure and certification. Each state has different requirements; however, reciprocity is practiced among many states. For example, a secondary license from Utah is also accepted in Nevada.

Utah institutions of higher education ensure that the content of their teacher education programs meets the requirements of the Utah State Office of Education (USOE) for secondary teaching certification. The subject content area must be an approved subject area that is taught in Utah secondary schools (Educator Quality Services, 2007). In addition to minors, and composite majors, secondary teachers can obtain other endorsements in state-approved subject areas (USOE endorsements, 2007). These endorsements provide secondary teachers the opportunity to teach additional subjects in the middle and high school setting.

The Secondary Education Teaching program (SET) at Dixie State College (DSC) will follow the Utah State Office of Education certification requirements for secondary licensure in existing and future baccalaureate degrees. Each state-approved baccalaureate will add a secondary education emphasis within the discipline which will contain courses comprised of:

- a) pre-requisite (general education) course work,
- b) the major or composite major component (36-50 semester credits) with at least one-half of the credit from upper-division course work,
- c) the secondary education component (37 credits),
- d) elective credits (see curriculum plans, Appendix A).

All students must complete the majority of their major/composite courses and pre-professional education classes before entering the SET program.

### **Purpose of Secondary Education Teaching Program**

The main purpose of the SET program is to develop quality teachers by ensuring that they: demonstrate professional abilities in academic knowledge; develop effective pedagogical skills; meet the needs of diverse learners; and demonstrate dispositions of reflective practitioners. In order to develop these qualities, the program will include: (a) a competitive selection process that will identify highly-qualified candidates; (b) academic rigor through curriculum and assessments; and (c) multiple practicum and student teaching experiences monitored by experienced teachers in the local school district along with college supervisors.

### **Institutional Readiness**

Because DSC already administers an elementary education program, all essential resources for supporting the SET program are in place. Another crucial component of institutional readiness is the support system with the local school district. Washington County School District's partnership with DSC has already been established through the elementary education program and will continue with secondary education. This partnership is essential for practicum and student teaching experience of pre-service teachers. Additional funding for library support was appropriated by the 2007 state legislature.

### **Faculty**

Currently, there are two terminally-degreed professors whose major responsibility is the secondary education teaching program. A third position for clinical supervisor is funded and the hiring process will begin Fall semester after Regents approve the proposed program. A newly funded position for educational psychology is being advertised and will provide coverage for support classes. Additionally, there are two professors with Ph.D.'s and one master's-level professor who have experience and background in secondary education and will be available to teach appropriate courses. Some beginning education courses serve both secondary and elementary education majors (such as EDUC 1010: Introduction to Education and EDUC 2400: Multicultural Education). Support will also be drawn from faculty members in DSC's state-approved elementary education program. Appendix D lists the faculty, their credentials, and their experiences in higher education and public schools.

### **Staff**

The only additional staff that will be needed is a part-time secretary who will assist secondary faculty and students. Initially, both the current placement director and education academic advisor will address the needs of secondary education students. However, as the program grows, additional help in the areas of placement, advisement, and supervision would be required as indicated by the proposed budget.

## **Library and Information Resources**

The Browning Library has resources necessary to support the Secondary Education Teaching Licensure program. The resources are divided into monographic and periodical material, electronic databases, special collections that support the education program, and library services and facilities. The facilities are open seven days each week during Fall and Spring semesters and offer students diverse learning experiences and include study areas, viewing rooms, computer lab, and research computers.

Although the current holdings in the Browning Library are substantial and provide a solid foundation for a secondary education licensure program, some additional materials will be needed, especially those that assist students with adequate skills to use the material. Additional professional books focusing specifically on secondary education and adolescent students would enhance the existing selections. The proposed \$15,000 annual acquisition budget for secondary education materials will adequately meet these needs. Recent funding also includes a new librarian position that will be responsible for educational and curriculum resources.

## **Admission Requirements**

Admission to the Secondary Education Teaching program is separate from and in addition to admission to Dixie State College. Meeting the minimum requirements only qualifies a student to be considered for admission.

Admission to professional status in the Secondary Education Teaching program is a requirement for enrollment in professional studies courses. No later than the beginning of the junior year, a student must complete an application, which includes the following admission criteria:

- 1) Cumulative GPA of 2.75 or higher, and a 3.00 GPA or higher in pre-professional education classes. If students' cumulative GPA is less than 2.75, the Secondary Education Selection Committee would look at the last 30 hours of course work. If the last 30 hours produced a GPA of 3.0 or higher, students would still be considered for admission. Students must maintain a 3.00 GPA once they are accepted into the SET program.
- 2) Completion of all pre-professional education courses prior to the start of the SET program.
- 3) Completion of General Education requirements.
- 4) Passing score on the Writing Proficiency Exam.
- 5) Participation in an interview directed by the Secondary Education Selection Committee.
- 6) Three letters of recommendation with at least one recommendation that must come from advisors/instructors in major(s) and emphasis areas.

Note: A criminal background check will be required upon acceptance into the Professional Cohort Program.

When all classes and requirements are successfully completed (including a successful score on the Praxis II content area exam prior to student teaching), students will be recommended to the Utah State Office of Education to receive a basic Secondary Teaching License and be able to teach in grades six through twelve in their content area.

Content departments may add admission requirements. These additional requirements, if added, will focus on unique aspects of each discipline. The SET program will require departments to work closely together to provide both the content and professional skills necessary to meet the learning needs of students. DSC's admission requirements are consistent with the other secondary education licensure programs in the state.

## **Student Advisement**

The Department of Education at Dixie State College has recently created a full-time academic faculty/advisor for all education students – elementary and secondary. The advisor is responsible for attending freshman orientations, advising education students on course schedules, establishing timelines for applying to education programs, and monitoring the progress of students who are working towards or participating in DSC's education programs. The duties include: (a) advising students wanting to pursue a secondary teaching license; (b) working with the advisors and professors in the content areas in order to ensure accurate information and communication; and (c) teaching introductory courses to maintain balance in program/student relationship. The advisor has already been meeting with students who are interested in pursuing a secondary teaching license. In addition, DSC's education faculty advise students on individual classes.

## **Justification for Number of Credits**

The total number of hours required in the proposed Secondary Education Teaching Licensure program (37) is consistent with requirements in the other secondary education licensure programs in Utah and is comparable to other programs in the nation.

## **External Review and Accreditation**

The proposed Secondary Education Teaching Licensure program has been created in accordance with national standards of national professional education organizations. The Interstate New Teacher Assessment and Support Consortium (INTASC) has developed general teaching standards for new teachers. INTASC, a consortium of state education agencies and national educational organizations dedicated to the reform of preparation, licensing, and ongoing professional development of teachers, has as its primary constituency state education agencies responsible for teacher licensing, program approval, and professional development. Its work is guided by one basic premise: An effective teacher must be able to integrate content knowledge with the specific strengths and needs of students to assure that *all* students learn and perform at high levels. The Utah State Office of Education supports the use of these standards in teacher education programs.

Additionally, the National Council of Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC) are the two national accreditation organizations in teacher education. The national standards for both were consulted as the program was planned. After receiving approval from the Utah State Board of Regents, Dixie State College will seek national accreditation of this program through TEAC.

## Projected Enrollment

Dixie State College enrollment information and freshmen orientation activities suggest there is a strong pool of potential students that are interested in the field of secondary education. Numbers listed in Table 1 are conservative and as degrees in content areas that are approved for secondary certification become available at DSC, this projected enrollment will likely increase.

**Table 1: Projected DSC Secondary Education Enrollment**

| Year Offered | Total # Student FTE | Mean Student FTE to Faculty FTE Ratio |
|--------------|---------------------|---------------------------------------|
| 2007-2008    | 25                  | 5:1                                   |
| 2009-2010    | 30                  | 6:1                                   |
| 2010-2011    | 35                  | 7:1                                   |
| 2011-2012    | 40                  | 8:1                                   |
| 2012-2013    | 45                  | 9:1                                   |

## Expansion of Existing Program

Not applicable.

## SECTION III: Need

### Program Need

Current demographics and political climate are creating a national crisis of teacher shortages. This phenomenon is not isolated to one particular location, but is evident at the national, state, and local levels. For example, the state of Florida expected a shortfall of 32,000 teachers for the 2006-07 school year, and California predicts a teacher shortage of 100,000 by 2016 (Steadman & Simmons, 2007).

There are several influences that may account for the declining numbers of educators needed for the nation's schools. These factors may include: an increase in student population, retiring teachers, high stake testing for students (NCLB), low salaries, teacher turnover rates, and fewer college students interested in the teaching profession (Berry, Barnett & Hirsh, 2004; Bracey, 2002; Podgursky, 2007; Steadman and Simmons, 2007).

Utah is not immune from this national crisis. According to a report submitted by Utah's K-16 Alliance (2007), school districts experienced a shortage of 1,400 teachers for the school year of 2005-2006. Unfortunately, this crisis is expected to worsen as the state's public education system is projected to add approximately 14,000 new students to the system each year for the next ten years. In other words, Utah would need to hire 700 new teachers every year for the next ten years in order to accommodate this influx of new students.

The special task force (K-16 Alliance) investigated the possible reasons for teacher shortages and made suggestions on how to address the gap between the number of students and the need for new teachers. The recommendations were published in a report titled, "An Education Initiative for the State of Utah" (2007). The task force identified several sources for additional teachers which included: (a) graduates of Utah's public and private colleges of education; (b) out-of state recruitment; (c) alternative licensing programs; (d) recruitment of individuals whose Utah teaching license expired; and finally, (e) maximizing the existing teaching work force. In addition, the task force listed several recommendations. One, Recommendation #4, Enhance the Training and Capacity of Public Colleges of Education, suggests that support be provided to produce teachers in speech and language pathology and special education. Collaborative efforts between participating school districts and colleges of education might develop various programs that could "home-grow" potential teachers, as well as recruit new teachers from other sources (K-12 Alliance, 2007, p. 5).

The SET Program will address part of Recommendation #4 by: (1) providing an additional source of new teachers in secondary education; (2) focusing on "home-grown potential teachers" in the Washington County area; (3) collaborating with Washington County School District to ensure successful pre-service practicum experiences in the local schools that may increase the retention rate of newly hired teachers; and finally (4) recruiting pre-service teachers through a strong education advisor (currently on staff), loan forgiveness programs (Terrel H. Bell), high school recruitment fairs, and freshmen orientations.

## Labor Market Demand

According to the Bureau of Labor Statistics (<http://www.bls.gov>), there were 1,024,300 secondary school teachers employed in the United States in 2004. By the year 2014, this number will increase to 1,172,200, which indicates a projected labor market demand of 14 percent. In addition, Utah ranks 3<sup>rd</sup> in the nation in terms of projected 10-year growth for this occupation (see Table 2).

**Table 2: Comparison of Employment Projections for Top Five Regions for Secondary School Teacher**

| RANK | Location | Employment<br>2004 | Employment<br>2014 | Percent<br>Change |
|------|----------|--------------------|--------------------|-------------------|
| 1    | Nevada   | 4,150              | 6,120              | 47%               |
| 2    | Arizona  | 17,450             | 24,940             | 43%               |
| 3    | Utah     | 6,520              | 8,690              | 33%               |
| 4    | Colorado | 13,180             | 17,290             | 31%               |
| 5    | Georgia  | 23,960             | 30,340             | 27%               |

Note: Source (Bureau of Labor Statistics)

Special and Vocational Education Teachers are not included in these statistics.

The projected need for Utah is raising additional concerns because there is a recruitment problem among graduates with teacher training and a retention problem in the teaching profession. Utah's demand for new teachers is amplified because not all students who graduate with teacher certification actually teach, and about a third of new teachers in their first three years leave the classroom (NEA, 2005). Hull (2004) summarizes national data as follows:

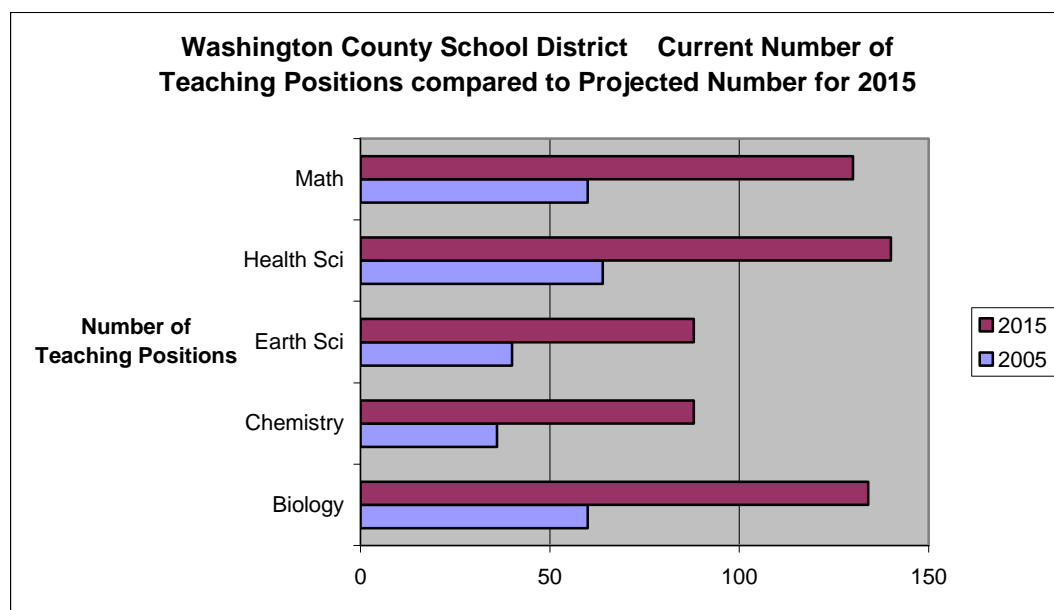
Annually, approximately 100,000 teachers graduate from the nation's colleges of education. Of that number, less than 60 percent will ever enter the classroom after graduating. Of those who do, nearly 50 percent will leave teaching within the first five years (Hull, 2004).

Obviously, there are economic and policy issues that impact the mobility of teachers into and out of the teaching profession, some of which may be beyond the influence of higher education. Nevertheless, higher education can help address the ongoing demand for newly trained public school teachers by making sure that students who want training in the teaching profession receive it. Given that Utah's projected public school enrollment growth is among the highest in the nation, and given that 30 to 50 percent of public school teachers tend to leave the profession after five years, Dixie State College believes that its proposed degrees in secondary education address an important and ongoing need.

A review of current employment opportunities for the school year of 2007-2008 listed on the Utah State Office of Education website (<http://www.usoe.org>) as of July 25, 2007 demonstrates the accuracy of these statistics. There were 131 secondary teacher job openings for private and public schools in various content areas; the three highest were English (27 openings), mathematics (18 openings), and science (16 openings). As evident from these job postings, Utah is in a serious shortage of secondary teachers for this school year (2007-2008) which will continue to escalate throughout the next 10 years. Potential graduates from the SET program would help fill the need for new and vacant positions throughout Utah and in other states in the coming years.

In September 2005, the Washington County School District compared current science and math teaching positions to projected positions in 2015. The following table shows that in these areas, positions are projected to more than double.

**Table 3: Washington County School District Teaching Positions**



Note: Tabulated from Washington County School District data.

## Student Demand

According to the K-16 Alliance (2006) task force, the total number of teachers graduating from Utah's private and public colleges of education has been flat in the last few years. Also, Utah higher education enrollments are experiencing slow growth and the state's 18-24 year old population is projected to remain flat until 2018. Thus, the demand will remain for more secondary education teachers in Uta. The key is to recruit new and current college students into the field of education. DSC is committed to the SET program and has put into place several of the recommendations identified by the task force that could increase the number of pre-service teachers. These recommendations to increase student demand are listed below.

1) DSC has begun freshmen orientation/ recruitment programs from the local high schools in Washington County during the summer of 2007. Of 139 new freshmen who designated their major as education, approximately 15 percent specifically identified secondary education as their educational goal. This does not include new and current students enrolled in specific content areas (Colebank, 2007).

2) DSC has a strong commitment to the local community and will also recruit "home-grown potential teachers" in the Washington County area. The Washington County School and Community Survey (2006) asked respondents their interests in obtaining additional education. Of the 1,428 people surveyed, 435 (30%) indicated interest in pursuing a baccalaureate degree with secondary licensure. The survey also identified 261(18%) in the community who already possessed a baccalaureate degree and were interested in obtaining secondary licensure in their content area. Along with the Washington County School and Community Survey, DSC also conducted a telephone survey of current students who were majoring in English and biology to determine who was interested in secondary licensure. Of the 172 respondents, 46 (27%) indicated their interest in secondary licensure.

3) Recruitment of secondary teachers will continue. A recent partnership, inspired by Governor Huntsman's "10-Point Plan," between DSC and Kane County has also created a unique opportunity for students in rural areas to have access to a variety of programs. The Center for Education, Business and Arts (CEBA) will offer a series of programs to create additional educational opportunities in Kane County <http://new.dixie.edu/news/news.php?id=150>. This center could be used as another recruitment arena for future secondary education students.

4) Recruitment efforts will be enhanced through a strong education advisor (currently on staff), loan forgiveness programs (Terrel H. Bell) and mentoring/ induction programs with Washington County School District.

In addition to these recommendations, DSC has had an increase in student enrollment from 2003 to 2006, although there has been a two percent drop between Fall of 2006 and 2007 to slightly over 5,000 FTEs (USHE Data Book, 2007). The 2005 to 2006 total headcount was 9,114 whereas the 2003-2004 total headcount was 7,682 ([http://new.dixie.edu/ir/enrollment\\_data.php](http://new.dixie.edu/ir/enrollment_data.php)). Headcount includes credit, noncredit, and all other budget-related and self-support programs. However, there should be an adequate supply of FTE students to support secondary licensure programs.



## Similar Programs

Similar secondary education licensure programs are available throughout the state's higher education institutions. The admission requirements, curriculum, and credit hours of the SET program are consistent with higher education institutions across the state (See Appendix C) which could allow secondary education students to transfer between these institutions. In addition to similar curriculum and assessments, DSC has added a requirement for a significant number of practicum hours in the local school district that are monitored by mentor teachers and college supervisors. This will enable students to practice their pedagogical skills and knowledge in a supportive environment before their student teaching.

One of the challenges that DSC students face is housing costs. There has been a significant increase in the cost of housing in the St George area over the last few years. However, the area continues to grow in employment opportunities (INC.com, 2006) and has a variety of housing options such as apartments, condominiums, and single-family housing. In addition to available employment, students will have access to scholarships, work study programs and grants to help pay for their expenses.

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

DSC's proposed SET program is unlikely to impact the secondary teacher education program at its closest sister institution, Southern Utah University (SUU). Table 4 demonstrates that a comparatively small percentage of first year students goes to SUU from Washington County (SUU Third Week Enrollment Report, 2007).

**Table 4: Utah Counties Providing Greatest Percentage of New Freshmen Enrollment to Southern Utah University (Fall 2002-2006).**

| County     | 2002 | 2003 | 2004 | 2005 | 2006 |
|------------|------|------|------|------|------|
| Iron       | 24%  | 23%  | 21%  | 17%  | 16%  |
| Salt Lake  | 15%  | 17%  | 15%  | 16%  | 16%  |
| Utah       | 7%   | 9%   | 13%  | 12%  | 10%  |
| Washington | 7%   | 5%   | 5%   | 6%   | 7%   |

## Consistency with Institutional Mission

As a "Type III institution...with a major emphasis on associate and baccalaureate programs" (Regents' Policy R312), Dixie State's approved mission includes "baccalaureate programs in high demand areas and in core or foundational areas consistent with four-year colleges" (DSC Mission Statement, 2007). The proposed secondary teacher licensure program would contribute to meeting the needs of St. George's education community.

## SECTION IV: Program and Student Assessment

### Program Assessment

The goal of the SET licensure program is to prepare secondary teacher candidates with the necessary knowledge, skills, and disposition needed to become highly qualified. To reach this goal, DSC uses the ten INTASC (Interstate New Teacher Assessment and Support Consortium) standards listed below and the Utah Professional Developmental Standards, both recognized by the USOE. Two major national accrediting bodies, The National Council for the Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC) use INTASC standards as a basis for their requirements. The SET program will integrate these standards into all education courses and content methods courses. This will help prepared the program for future accreditation with TEAC.

| INTASC Standards                                                                                                                                                                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <u>Principle #1:</u> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students. |
| <u>Principle #2:</u> The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.                                                             |
| <u>Principle #3:</u> The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.                                                                    |
| <u>Principle #4:</u> The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.                                                     |
| <u>Principle #5:</u> The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.          |
| <u>Principle #6:</u> The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.                                          |
| <u>Principle #7:</u> The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.                                                                                                         |
| <u>Principle #8:</u> The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.                                               |
| <u>Principle #9:</u> The teacher is a reflective practitioner who continually evaluates the effects of his/her                                                                                                                                    |

|                                                                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                                                                                                                                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <u>Principle #10:</u> The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being. |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Evaluation forms have been created to assess practicum and student teaching experiences during field observations. In addition, students' content and pedagogical knowledge will be assessed through: (a) Praxis II subject content test in their area of educational preparation; (b) course assignments and exams; and (c) a final portfolio, based on these standards.

### Formative and Summative Student Assessment

- Formative assessments will take place through observations during practicum experiences and course assignments. These indicators will provide data to establish course grades and will be used to track the knowledge, skills, disposition, and performance of teacher candidates.
- Summative assessments will include observing and conferencing with students during their student teaching to determine the level of INTASC standards achieved. Summative assessments will be recorded on evaluation forms by the college supervisor, mentor teacher, and in most cases the school administrator.
- Additional teaching competencies will be assessed by faculty throughout course work in areas such as political, financial, legal, ethical, contract, due process, and safety issues associated with the teaching profession.
- Content and pedagogical knowledge assessment will occur through content course assignments, exams, and the Praxis II subject content test in their area of educational preparation. A final portfolio will be used to assess students overall mastery of INTASC standards.
- If a teacher candidate does not meet the required standards and assessments, he/she will not be recommended for licensure and documentation will be on file for evidence.

### Quality Improvement

Improved quality will take place by:

- A constant review of the program that may lead to adjustments based on assessments and current research practices.
- Analyzing students' knowledge, skills, dispositions, and performance through assessments and making sure teacher candidates are mastering the INTASC standards needed to become effective and highly qualified teachers.
- Conducting an end program survey to obtain the ideas and feelings of those students participating in the program. Results of these surveys will provide information that could be implemented into the program where appropriate.
- A committee comprised of faculty from higher education and public education members will provide ongoing input regarding program quality.

## SECTION V: Finance

### Budget and Funding Sources

Dixie State College's budgets are economically and conservatively allocated and, therefore, very little reallocation of existing funds is possible. The 2007 session of the Utah State Legislature provided ongoing funds for Secondary Licensure at DSC (\$340,000). In addition, partnership monies (\$425,000) also provided by the legislature, may be used when appropriate. The proposed expenditures and revenues for the secondary teacher licensure program are as follows:

**Table 5: Projected Expenditures and Revenue**

| Financial Analysis for DSC Secondary Education Program |                                  |                      |                      |                      |                     |                      |
|--------------------------------------------------------|----------------------------------|----------------------|----------------------|----------------------|---------------------|----------------------|
|                                                        |                                  | Year 1               | Year 2               | Year 3               | Year 4              | Year 5               |
| <b>Students</b>                                        |                                  |                      |                      |                      |                     |                      |
|                                                        | Projected FTE Enrollment         | 25.0                 | 30.0                 | 35.0                 | 40.0                | 45.0                 |
|                                                        | Cost Per FTE                     | \$ 9,400.00          | \$ 10,133.00         | \$ 8,937.00          | \$ 8,057.00         | \$ 7,361.00          |
|                                                        | Student/Faculty Ratio            | 5 to 1               | 5 to 1               | 6 to 1               | 7 to 1              | 8 to 1               |
|                                                        | Projected Headcount*             | 25.0                 | 30.0                 | 35.0                 | 40.0                | 45.0                 |
| <b>Projected Tuition</b>                               |                                  |                      |                      |                      |                     |                      |
|                                                        | Projected Gross Tuition          | \$34,100.00          | \$40,920.00          | \$47,740.00          | \$54,560.00         | \$61,380.00          |
|                                                        | Tuition dedicated to the Program | \$51,250.00          | \$70,375.00          | \$72,570.00          | \$74,946.00         | \$77,182.00          |
| <b>5 Year Budget Projection</b>                        |                                  |                      |                      |                      |                     |                      |
|                                                        |                                  | Year 1               | Year 2               | Year 3               | Year 4              | Year 5               |
| <b>Expense</b>                                         |                                  |                      |                      |                      |                     |                      |
|                                                        | Salaries & Wages                 | \$123,000.00         | \$168,900.00         | \$174,166.00         | \$179,870.00        | \$185,236.00         |
|                                                        | Benefits                         | \$82,000.00          | \$112,600.00         | \$116,111.00         | \$119,914.00        | \$123,491.00         |
|                                                        | Total Personnel                  | \$205,000.00         | \$281,500.00         | \$290,277.00         | \$299,784.00        | \$308,727.00         |
|                                                        | Current Expense                  |                      |                      |                      |                     |                      |
|                                                        | Travel                           | \$ 10,000.00         | \$10,000.00          | \$ 10,000.00         | \$ 10,000.00        | \$ 10,000.00         |
|                                                        | Capital                          | \$ 5,000.00          | \$ 5,000.00          | \$ 5,000.00          | \$ 5,000.00         | \$ 5,000.00          |
|                                                        | Library Expense                  | \$ 15,000.00         | \$ 7,500.00          | \$ 7,500.00          | \$ 7,500.00         | \$ 7,500.00          |
|                                                        | <b>Total Expense</b>             | <b>\$ 235,000.00</b> | <b>\$ 304,000.00</b> | <b>\$ 312,777.00</b> | <b>\$322,284.00</b> | <b>\$ 331,227.00</b> |
| <b>Revenue</b>                                         |                                  |                      |                      |                      |                     |                      |
|                                                        | Legislative Appropriation        | \$183,750.00         | \$233,625.00         | \$240,207.00         | \$247,338.00        | \$254,045.00         |
|                                                        | Grants                           |                      |                      |                      |                     |                      |
|                                                        | Reallocated Funds                |                      |                      |                      |                     |                      |
|                                                        | Tuition dedicated to the Program | \$ 51,250.00         | \$ 70,375.00         | \$ 72,570.00         | \$ 74,946.00        | \$ 77,182.00         |
|                                                        | Other                            |                      |                      |                      |                     |                      |

|                                                                                                                                                                                                                                       |                 |               |               |               |              |               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|---------------|---------------|---------------|--------------|---------------|
| Total Revenue**                                                                                                                                                                                                                       |                 | \$ 235,000.00 | \$ 304,000.00 | \$ 312,777.00 | \$322,284.00 | \$ 331,227.00 |
|                                                                                                                                                                                                                                       |                 |               |               |               |              |               |
| Difference                                                                                                                                                                                                                            |                 |               |               |               |              |               |
|                                                                                                                                                                                                                                       | Revenue-Expense | \$ -          | \$ -          | \$ -          | \$ -         | \$ -          |
| Comments                                                                                                                                                                                                                              |                 |               |               |               |              |               |
| *Because the program is conducted in cohorts, we expect the headcount to be the same as the FTE count.      **These dollars include the DSC/SUU Partnership monies and monies already supplied as part of last year's Senate Bill 90. |                 |               |               |               |              |               |

### Impact on Existing Budgets

The budget for the secondary program will not require allocation of other monies and therefore will not impact any existing budgets.

**APPENDIX A: New Courses to be Added to Support the Secondary Education Licensure Program.**

| Course Number | Title                                                                                    | Credit Hours |
|---------------|------------------------------------------------------------------------------------------|--------------|
| SCED 3110     | Educational Psychology for Adolescents & Cooperative Learning Structures                 | 2            |
| SCED 3720     | Reading and Writing in the Content Areas                                                 | 3            |
| SCED 4100     | Curriculum, Instruction, and Assessment with Practicum                                   | 3            |
| SCED 4600     | Classroom Management with Practicum                                                      | 3            |
| SCED 4700     | Content Methods Courses with Practicum (co-taught by content area and education faculty) | 3            |
| SCED 4900     | Secondary Student Teaching                                                               | 10           |
| SCED 4989     | Student Teaching Seminar                                                                 | 2            |

**Curricular Requirements for the Secondary Education Licensure Program**

| Course Number                               | Title                                                                                                                                                  | Credit Hours |
|---------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| <b><u>I. General Education Classes</u></b>  |                                                                                                                                                        |              |
|                                             | Courses that meet the requirements for general education                                                                                               |              |
| <b>Total Credits</b>                        |                                                                                                                                                        | <b>32</b>    |
| Course Number                               | Title                                                                                                                                                  | Credit Hours |
| <b><u>II. Content Specific Classes</u></b>  |                                                                                                                                                        |              |
|                                             | Courses that meet the requirements for a degree in a content area that has been approved by the Utah State Office of Education for Secondary Education |              |
|                                             | Major Core Classes (varies depending on major)                                                                                                         | 36-50        |
|                                             | Elective Classes (varies depending on major)                                                                                                           | 4-24         |
| <b>Total Credits</b>                        |                                                                                                                                                        | <b>40-74</b> |
| Course Number                               | Title                                                                                                                                                  | Credit Hours |
| <b><u>III. Pre-professional Classes</u></b> |                                                                                                                                                        |              |
| EDUC 1010                                   | Introduction to Education                                                                                                                              | 3            |
| EDUC 2400                                   | Foundation of Multicultural Education & ESL                                                                                                            | 3            |
| EDUC 2010                                   | Introduction to Exceptionalities                                                                                                                       | 3            |

|                                                   |                                                                                          |           |
|---------------------------------------------------|------------------------------------------------------------------------------------------|-----------|
| SCED 3110                                         | Educational Psychology for Adolescents & Cooperative Learning Structures                 | 2         |
| SCED 4550                                         | Technology for Secondary Teachers                                                        | 2         |
| <b>Total Credits</b>                              |                                                                                          | <b>13</b> |
| <b>IV. Professional Cohort Classes Semester I</b> |                                                                                          |           |
| SCED 3720                                         | Reading and Writing in the Content Areas                                                 | 3         |
| SCED 4100                                         | Curriculum, Instruction, and Assessment with Practicum                                   | 3         |
| SCED 4600                                         | Classroom Management with Practicum                                                      | 3         |
| SCED 4700                                         | Content Methods Courses with Practicum (co-taught by content area and education faculty) | 3         |
| <b>Total Credits</b>                              |                                                                                          | <b>12</b> |
| <b>V. Professional Cohort Classes Semester II</b> |                                                                                          |           |
| SCED 4900                                         | Secondary Student Teaching                                                               | 10        |
| SCED 4989                                         | Student Teaching Seminar                                                                 | 2         |
| <b>Total Credits</b>                              |                                                                                          | <b>12</b> |
| <b>Total Secondary Education Credits</b>          |                                                                                          | <b>37</b> |

### Course Descriptions

#### **EDUC 1010 Introduction to Education (3)**

Course is for students pursuing a degree in elementary education degree, secondary licensure, or who wish to explore the teaching profession. Provides an overview of vocational aspects of a teaching career including; certification requirements, foundations of education, current and historical issues in education, an overview of current trends in methodology, school law, and classroom management. This class provides students with an opportunity to assess oneself as a prospective teacher. Various teaching methods are used including lecture, cooperative learning strategies, inquiry methods, direct instruction, and mastery learning. Class transfers to most teacher education programs in the State of Utah. It is a prerequisite for admittance to the Dixie State College education and licensure programs.

#### **EDUC 2400 Foundation of Multicultural Education & ESL (3)**

Course is for students interested in learning foundational aspects of multi-cultural issues in English as a Second Language (ESL) initiatives. This class serves as a general interest elective in diversity and as a pre-requisite course for admission to the Dixie State College education and licensure programs. Lectures, discussion, projects and guest speakers are among the instructional modalities. Upon completion of the course, students will have a basic understanding of the theoretical and foundational underpinnings of multi-cultural education and ESL, better equipping them to accommodate diversity in classrooms. Prerequisite: Is a prerequisite for admittance to the Dixie State College education programs.(Includes field experiences).

**EDUC 2010 Introduction to Exceptionalities (3)**

Course is for students interested in the range of unique learning needs of children from learning disabilities to gifted and talented propensities. This course serves as an elective and as a prerequisite for admission into the Dixie State College Education and licensure programs. This is a lecture and activity-based class. Upon completion of this course, students will have a basic understanding of the law and identification procedures concerning exceptional learners. Further, students will have a fundamental understanding of how to address the learning needs of children with exceptional abilities and disabilities. It is a prerequisite for admission to the Dixie State College education and licensure programs.

**SCED 3110 Educational Psychology for Adolescents (2)**

Course is for students interested in the relationship of psychology and education for adolescences in terms of learning, motivation and memory. Lectures and project-oriented assignments enable students to solve teaching and learning problems that may arise in the classroom. Class prepares pre-service teachers to infuse principles of educational psychology into all aspects of their teaching and organizational practice. It is a prerequisite for admission to the Dixie State College education and licensure programs.

**SCED 4550 Technology for Secondary Teachers and e-portfolios (2)**

Course focus primarily on the development of an electronic portfolio based on INTASC (New Teachers Assessment and Support Consortium) and NET (National Educational Technology Standards for Teachers). This e-portfolio will enable pre-service teachers to document professional growth in a wide range of knowledge, skills, and dispositions through tangible artifacts and reflections. In addition to the e-portfolio, basic computer programs will focus on the fundamental concepts, knowledge, attitudes, and skills for apply technology in secondary educational settings. It is a prerequisite for admission to the Dixie State College secondary education licensure program.

**SCED 3720 Reading and Writing in the Content Areas (3)**

Course discusses methods, materials and strategies to help secondary students become effective readers, writers, and develop study skills needed for various content areas. Prerequisite: Admission to Dixie State College SET program. Practicum required.

**SCED 4100 Curriculum, Instruction, and Assessment with Practicum (3)**

Course teaches principles of curriculum design, planning, and assessment for effective instruction in secondary education. Group work is the primary mode of instruction in the design of units, lessons, and assessment devices. Curriculum materials designed in this class will be used in subsequent practicum. Course prepares pre-service teachers for the teaching of content during student teaching. Prerequisite: Admission to Dixie State College SET program. Practicum required.

**SCED 4600 Classroom Management with Practicum (3)**

Course focuses on the development of effective managerial skills germane to the teaching profession including: active listening skills, classroom rule-making procedures, grading rubrics, presentation preparation, and seat arrangements for secondary schools. Lecture, guest presenters provide ideas for students to develop their own comprehensive management plan complete with samples of communication/management strategies to prepare students to be active participants in the learning process. Prerequisite: Admission to Dixie State College SET program. Practicum required.



**SCED 4700 Secondary Integrated Content Methods (3)**

This course would be co-taught by academic content and education faculty to ensure content knowledge and effective pedagogy appropriate in a secondary learning environment. Topics will include, content topics, instructional strategies, adaptive teaching for diverse students, and secondary school structures such as block scheduling, resources, etc.

(Note: Education Departments across the nation have created similar content method courses (i.e., Albion College, New Mexico College, Augustana College, Lincoln University of the Commonwealth of Pennsylvania, Colleges and Universities in Arkansas, etc.

<http://www.nnmc.edu/academics/departmentpages/edu/doc/ALP.courses.pdf> ;

<http://www.albion.edu/education/secprog.asp> ;

<http://www.lincoln.edu/education/curr.html>;

<http://www.augie.edu/dept/courses/elemsecond.html#second>, etc.)

**SCED 4900 Secondary Student Teaching (10)**

Ten weeks of student teaching experience in a secondary school (6-12th). Cooperating (mentor) teachers support students as they are given responsibility of all aspects of learning in classrooms. College faculty, in conjunction with mentor teachers, scaffolds this experience via frequent conferences. Pre-service teachers at the conclusion of student teaching are able to run their own classes and are eligible for state licensure. Prerequisite: Admission to Dixie State College SET program.

**SCED 4989 Student Teaching Seminar (2)**

For education majors. Student teaching seminar is a culminating experience to enhance the student teaching experience and prepare students for graduation. Students will meet once a week to process their experiences in their student teaching assignments. The purpose of the seminar is to solidify the preservice experiences, prepare their professional portfolios, and to dialogue with educational professionals to plan for future professional opportunities.

**Additional SET Policies:**

1. Students must maintain a 3.0 GPA during the program.
2. Students must pass the Praxis II Content Test in their content area before beginning to Student Teaching.

## APPENDIX B: Program Schedule

### Dixie State College: Secondary Education Teaching (SET) Licensure Program

Students must complete their general education requirements and the majority of their content coursework before applying for the SET Licensure Program. The SET Program includes 37 semester hours of required coursework that is based on the Interstate New Teacher Assessment Support Consortium (INTASC) national standards. The sequencing of secondary education course work is divided into two categories: Pre-professional (must be completed any time before being admitted into the program) and Professional Cohort (students have been accepted into the program). The Pre-Professional classes will be offered every semester. The Professional Cohort Classes (Semester I) will be offered every fall semester and the Professional Cohort Classes (Semester II) will be offered every spring semester. As student demand increases, these cohort classes will be offered every semester.

#### I. Pre-Professional Classes

| Course Number | Title                                                                    | Credit Hours |
|---------------|--------------------------------------------------------------------------|--------------|
| EDUC 1010     | Introduction to Education                                                | 3            |
| EDUC 2400     | Foundation of Multicultural Education & ESL                              | 3            |
| EDUC 2010     | Introduction to Exceptionalities                                         | 3            |
| SCED 3110     | Educational Psychology for Adolescents & Cooperative Learning Structures | 2            |
| SCED 4550     | Technology for Secondary Teachers                                        | 2            |
| Total Credits |                                                                          | 13           |

#### II. Professional Cohort Classes Semester I

| Course Number | Title                                                                                    | Credit Hours |
|---------------|------------------------------------------------------------------------------------------|--------------|
| SCED 3720     | Reading and Writing in the Content Areas                                                 | 3            |
| SCED 4100     | Curriculum, Instruction, and Assessment with Practicum                                   | 3            |
| SCED 4600     | Classroom Management with Practicum                                                      | 3            |
| SCED 4700     | Content Methods Courses (co-taught by content area and education faculty) with Practicum | 3            |
| Total Credits |                                                                                          | 12           |

III. Professional Cohort Classes Semester II

| Course Number | Title                      | Credit Hours |
|---------------|----------------------------|--------------|
| SCED 4900     | Secondary Student Teaching | 10           |
| SCED 4989     | Student Teaching Seminar   | 2            |
| Total Credits |                            | 12           |

**APPENDIX C: Secondary Licensure Course Comparison Available Upon Request**

**APPENDIX D: Faculty Available Upon Request**

## **SECTION I: The Request**

Dixie State College of Utah requests approval to offer an emphasis in Biology Secondary Education and a dual emphasis area for secondary Biology and Integrated Science Education within the approved Bachelor of Science degree in Biology, effective Fall semester 2008. The secondary Biology education emphasis was approved by the Institutional Board of Trustees on November 17, 2005 as part of the Biology degree.

## **SECTION II: Program Description**

### **Complete Program Description**

Many students who pursue a degree in secondary education and who desire to teach science may seek only one major endorsement area such as Biology. This may be adequate if the individual teaches in grades 10-12. However, students choosing a Biological science emphasis would enhance their marketability if they were to complete courses in the physical sciences so that they would be qualified to teach Integrated Science as well. In addition to the more traditional Biology secondary education emphasis, DSC proposes to add a dual emphasis area for secondary Biology and Integrated Science Education within the Bachelor of Science degree in Biology. The dual emphasis would be geared toward those individuals with a desire to teach intermediate or junior high school, grades 6-9. The subject area content emphasis would be offered by the Department of Natural Sciences within the School of Business, Science, and Health; the secondary education/pedagogy courses would be offered within the Department of Education in the School of Education, Humanities, Arts, and Social Sciences. The current B.S. degree in Biology requires students to complete a set of rigorous core courses to provide the graduates with a foundational understanding of the fundamental areas of Biology, genetics, ecology, evolution, cellular and molecular Biology. In addition, students are also required to complete 35 credits of chemistry, physics, and math that constitute the physical science core for the B.S. degree in Biology. Students pursuing the endorsement in Biology or Biology/Integrated Science would complete many of these same core courses. Graduates will be prepared to enter the teaching profession at the secondary level and/or pursue further graduate studies in education. Both the Biology emphasis and the requested dual emphasis in secondary education satisfy the requirements of the State Office of Education (USOE) for Secondary Licensure in Biology and Integrated Sciences and will provide the graduates with a career path in secondary education.

The Biological Science emphasis would include a minimum of 15 content area courses plus a course in science teaching methods totaling 65 credit hours. The Biology/Integrated Science emphasis would also include a minimum of 15 content area courses spread across Biology and physical science. Including the methods course, the total credit hours in content would be 64. The requirements for dual endorsements in Biology and in Integrated Science overlap, according to the USOE website ([www.schools.utah.gov/cert/endorsements/docs/endscien.pdf](http://www.schools.utah.gov/cert/endorsements/docs/endscien.pdf)). A student wishing to add the Integrated Science endorsement to the single subject Biology teaching major need only take an additional five courses (one additional semester of chemistry, general physics, astronomy, earth systems science such as oceanography, and a majors' geology course) totaling 21 credit hours to meet the requirements. DSC offers all of the courses necessary for the Integrated Science endorsement. In all, the number of credit hours would be 71 with 37 credit hours in secondary education courses. The remainder of credits would be filled by required general education courses to complete the 120-126 credits for a baccalaureate degree.

All content area courses will be taught by Department of Natural Sciences faculty members, several of whom have experience teaching science at the secondary level. The main goal of this dual emphasis program is to rigorously prepare the best-qualified secondary science teachers who can demonstrate that they know the subject material and can effectively motivate and instruct their students in grades 6 - 12.

### **Purpose of Degree/Emphasis Area**

The purpose of a dual emphasis area is to provide graduates a more versatile career path as secondary education Biology/Integrated Science teachers. DSC also wishes to provide a traditional path to becoming a secondary Biology teacher in the event that some students do not want to pursue the Integrated Science option. A report addressing Utah's teacher shortage was submitted to Utah's K-16 Alliance from its Special Task Force on Teacher Shortages in March of 2007 entitled "An Education Initiative for the State of Utah." The Executive Summary of this report recommended *Public Colleges ...within the State should be provided enhanced capacity to produce additional teachers in selective programs. In 2006, a majority of Utah public school districts reported extreme or serious difficulty in recruiting and hiring teachers in the fields of secondary science.*" The requested emphases address the high-demand state-wide need for secondary science teachers and a critical local Washington County School District (WCSD) shortage. The proposed emphases address the shortage by preparing highly qualified secondary science teachers, thereby alleviating some of the critical science teacher shortages occurring now and projected to occur in the future based on retirement and teacher turnover.

The proposed emphasis is targeted toward: 1) new freshmen students at DSC who declare a secondary education major and wish to teach science; 2) current teachers in the WCSD and other outlying areas such as Kanab who need additional courses for meeting USOE endorsement requirements; and 3) individuals having baccalaureate degrees and higher who have relocated to Washington County and wish to meet the requirements for secondary teacher licensure in Utah.

### **Institutional Readiness**

DSC was recently approved to offer the Bachelor of Science Degree in Biology and has the faculty, curriculum, and facilities to offer the critically needed secondary education emphases. DSC is currently working with Southern Utah University (SUU) to offer the secondary education physical science endorsement to help supply physical science teachers while the college develops its Physical Science Department and its upper-division offerings.

### **Faculty**

The Biology faculty is one of the largest on campus with the highest concentration of faculty with doctoral preparation in the major and in sub-disciplines. Except for one additional full-time biologist to be hired for January 2008, no new faculty will be added for this emphasis area. The current physical sciences faculty will be sufficient to offer the additional courses for the Integrated Science component. As the program grows, additional faculty may be required. (Appendix C2: Detailed Faculty Credentials.)

## **Staff**

The addition of the emphasis area endorsement(s) will not require new staff. Academic advising will be handled through current institutional advisement, along with support from Biology faculty and three half-time lecture/advisors, all of whom have the minimum of a Master's degree in science with secondary teaching credentials and experience. Clerical support will be provided by the Department. There is no plan to add to the advising or clerical staff during the next three years. As the program grows, additional advisement personnel will be added.

## **Library and Information Resources**

The library has resources to support the Biology program and sufficient resources to cover the endorsement courses. Additional resources will be added as needed.

## **Admission Requirements**

Students will be admitted to the Biology or Biology/Integrated Science secondary education emphasis if they are in good standing with the College. Acceptance into the Biology major is open for any matriculated student. While the prerequisite structure of the curriculum limits students from taking certain advanced courses before they take foundational courses, students will be admitted as majors at any point after they have matriculated. Native and transfer students will be admitted if they have a 2.5 GPA. Students must gain admission to the secondary education program through the Department of Education by meeting at least the minimum requirements (2.75 GPA) as set by that Department.

## **Student Advisement**

Advising will be done by existing staff, program faculty, and lecture/advisors. As the program grows, the College will add advisors. Students will be strongly encouraged to visit regularly (a minimum of once per semester, but preferably more often) with faculty and advisors to ensure they are making progress in their program.

## **Projected Enrollment**

The most current data show that state-wide, all the institutions of higher education, public and private, produced 34 secondary Biology/Biology composite graduates. Two of these graduates come from SUU. The purpose of the proposed emphasis area in Biology/Integrated Science is to produce more secondary education qualified graduates in these areas. DSC anticipates that this emphasis area will be a popular option for Biology majors as well as current secondary science teachers in WCSD who are rated as "unqualified" because they lack courses required for the Integrated Science endorsement. Following are projected student and faculty FTEs for this emphasis area:

| Year    | Student FTEs | Faculty FTEs | Ratio  |
|---------|--------------|--------------|--------|
| 2006-7  | 15           | 1            | 7:1    |
| 2007-8  | 30           | 2            | 15:1   |
| 2008-9  | 35           | 2            | 17.5:1 |
| 2010-11 | 40           | 2            | 20:1   |
| 2011-12 | 45           | 3            | 15:1   |

This table is somewhat misleading as the Biology faculty members teach all of the Biology courses that are required for the endorsement as part of their normal teaching load, except for the teaching methods in science course. The Biology courses have a mixed roster of students, health science majors, Biology majors, pre-medical, pre-veterinary, pre-dental, and Biology secondary endorsement students.

### SECTION III: Need

#### Program Need

The primary motivation for DSC's request to offer a dual emphasis in Biology and Integrated Science is that secondary science teachers tend to teach across a wide variety of sub-disciplines in science, particularly in grades 6-8 where "Integrated Science" is the rule rather than the exception. Thus, there is greater need to train prospective secondary science teachers in life and physical science.

By offering a dual emphasis in secondary Biology and Integrated Science education, DSC could address the problem of school districts being forced to hire teachers who are not highly qualified (NCLB requirement for a major or minor) in all the subjects they teach. It may assist with the teacher retention problem, as no one wants to be labeled as "unqualified" when he/she has just spent at least four years earning a baccalaureate degree in education.

#### Market Demand

Nationally, the total public school enrollment is projected to increase by five percent between 2001 and 2013. To serve the needs of growing numbers of students, the National Center for Educational Statistics projects a five-percent growth in numbers of teachers needed. Some states, such as Utah, have projected enrollment that is much higher, possibly two times the national rate (Appendix D: Projected Growth in Demand for Secondary Teachers). Therefore, Utah's demand for public school teachers is projected to be greater than the nation's as a whole.

The general occupational outlook for secondary teachers continues to be excellent. One 2004 Department of Labor publication lists secondary school teachers as among the ten fastest growing occupations in employment between 2002 and 2012. ( Tomorrow's Jobs: Reprinted from the Occupational Outlook Handbook 2004-2005 Edition, downloaded from <http://www.bls.gov/oco/reprints/ocor001.pdf> on 9-16-2005).

In Washington County, there is ongoing need for secondary school teachers with training in particular fields. In an August 2005 letter, Superintendent Max Rose indicated that the Washington County School



District was facing certain key shortages in teacher applications, primarily in math and science areas, but also in English and special education.

### **Student Demand**

Teacher demand in Utah is critically outstripping the supply of new teachers prepared by Utah colleges and universities. Market demand for secondary teachers is brisk although the "ACT 2005 High School Profile Report" indicated that over 500 of the approximately 8,000 tested students are planning to major in some aspect of education, either primary or secondary. Data from a joint survey conducted by DSC and the WCSD during Spring 2006 indicate that some adults are interested in pursuing a degree in education. Many in this population already hold baccalaureate degrees and desire secondary licensure.

Faculty within the Department of Education and the Department of Natural Sciences believe that the number of students pursuing a secondary Biology or Biology/Integrated Science endorsement will be significant relative to the total produced in the state. The variables that will drive students to this option are the high demand for Biology and Biology/Integrated Science teachers in Washington County School District and the very creative and proactive ways the school district has recruited teachers in high demand areas.

In an effort to determine what initial enrollment might be, the DSC registrar identified 225 students who since Fall 2006 declared themselves as English or Biology majors. These 225 students were surveyed via telephone with 172 responding to the call. Of those, 46 (or 27%) indicated that they would be interested in the secondary education emphasis if it were offered.

### **Similar Programs**

The University of Utah, Utah State University, Southern Utah University and Utah Valley State College have Biology programs but do not link Biology and Integrated Science endorsements. These five USHE institutions have produced 24 Biology secondary teaching graduates during 2005-06 academic year. The number of graduates is significantly lower than the demand in all areas of secondary instruction and critical in all areas of science.

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

As previously noted, DSC is currently working with Southern Utah University (SUU) to offer the secondary education endorsement; SUU will supply physical science teachers while the College develops its Physical Science Department's ability to offer upper-division courses. Currently, Dixie State is able to offer a secondary endorsement in Biology and Integrated Science as part of its Biology baccalaureate degree program at no additional cost for faculty or facilities by using existing Biology and physical science courses.

DSC has entered into a partnership with WCSD which is committed to providing certain of their qualified secondary faculty to teach pedagogy courses as needed. In addition, DSC has partnered with SUU to provide courses as might be necessary.

Other USHE institutions will not be impacted significantly by DSC's request to offer the dual science endorsement emphasis. The primary target clientele includes: 1) residents of Washington County who

are entering college for the first time; 2) residents holding baccalaureate degrees in science who wish to become certified as secondary science teachers; 3) current WCSD teachers who need to complete requirements for either the Biology or Integrated Science endorsements; and 4) individuals living in Kane County or in Mesquite who attend, or wish to attend, DSC either on campus or through distance learning or satellite campuses.

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

By offering the proposed secondary Biology and Biology/Integrated Science emphasis area under the college's current B.S. Degree in Biology, the college will:

- improve access for the growing population of Southwest Utah,
- reduce costs for Washington County students required to travel or live near another USHE institution,
- produce high-demand secondary Biology/Integrated Science teachers.

### **Consistency with Institutional Mission**

The proposed emphasis is in keeping with DSC's mission to offer baccalaureate degrees in core or foundational areas.

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

### **Program Assessment and Expected Standards of Performance**

Assessment of the success of the program will be determined by students' academic performance, graduation rates and placement in the workforce. The success of the program ultimately will be determined by the number of graduates entering the secondary teaching profession in Biology and Biology/Integrated Science. The College will track these data and present a report to the Regents after the first graduating class.

In addition, students will be provided with numerous opportunities to acquire, practice, and demonstrate the expected standards of performance related to content and skills areas. In particular:

1. Students will demonstrate mastery of content area by passing written exams or other such assessments in core and elective courses at a level of 75% (C grade) or higher.
2. Students will demonstrate mastery of the use of laboratory equipment and mastery of proper laboratory techniques by passing written laboratory practical exams at a level of 75% or higher. Students also will be required to perform various hands-on activities and lab procedures at a level of 75% or higher.

3. Students will demonstrate both writing and critical analysis skills in many of the lecture and lab courses that they complete. Many lab courses require some type of data collection and analysis and a written lab report or term paper supported by primary scientific literature. Students should perform at a level of 75% or higher.
4. All Biology majors will demonstrate their written and oral communication skills by completing a required senior seminar during which they will discuss and review current research in the biological sciences. Each student will analyze, evaluate, and/or synthesize work related to a biological topic of their choosing to produce a written research paper supported by the scientific literature and give an oral presentation on their study. Students should perform at a level of 75% or higher in this capstone course. (Biology secondary education students may also take this course if they so choose; however, it is not required for the USOE endorsement in Biology. Taking this course would cause the student to go over the 126 semester hour credits for a baccalaureate degree, but the course would add another dimension to their Biology preparation.)
5. Students may further demonstrate their skills in critical thinking and written and oral communication by completing independent study projects and/or a senior thesis. Students should perform at a level of 75% or higher. (Biology secondary education students may also take these courses if they so choose; however, they are not required for the Utah State endorsement in Biology. Taking these courses would cause the student to go over the 126 semester hour credits for a baccalaureate degree, but these courses would add another dimension to their biology preparation.)
6. In addition to these basic assessments of academic achievement, the Department will administer appraisals aimed at measuring student satisfaction. When majors complete the capstone senior seminar course, they will be asked to complete a written assessment of the program, evaluating whether the program's objectives have been met. The same will be asked of secondary science teaching majors after they complete the science teaching methods course given that the senior seminar, independent studies, and senior thesis courses are not specific requirements for them.

Further, in 2008 and every five years thereafter, the program is scheduled to undergo DSC's rigorous program review process (DSC policy 3.43). This process includes an evaluation of the program's enrollments, administrative organization, faculty resources, physical facilities, along with an assessment of the overall curriculum design, the effectiveness of individual courses, and student learning goals.

## SECTION V: Finance

**Budget:** Following is the proposed budget for the degree<sup>1</sup>:

|                      | 2007-08 | 2008-09 | 2009-10 | 2010-11   | 2011-12   |
|----------------------|---------|---------|---------|-----------|-----------|
| Salary               | \$0     | \$0     | \$0     | \$73,500  | \$147,000 |
| Benefits             | \$0     | \$0     | \$0     | \$21,315  | \$42,630  |
| Current Expense      | \$0     | \$0     | \$0     | \$7,000   | \$7,000   |
| Library              | \$0     | \$0     | \$0     | \$5,000   | \$5,000   |
| Equipment and Travel | \$0     | \$0     | \$0     | \$12,000  | \$12,000  |
| Total:               | \$0     | \$0     | \$0     | \$118,815 | \$213,630 |

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

**Reallocation:** No current reallocation of program funds is planned.

**Impact on Existing Budgets:** No other programs will be affected by this program.

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<sup>1</sup> Assumes individual faculty salary of \$73,500 and 3.5 percent annual salary increases.

## Appendix A1: Program Curriculum - Biology Baccalaureate Degree

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

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

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

| General Education Requirement – complete the general education requirements listed in the Associate of Science or Associate of Art degrees, or the equivalent (other than chemistry, physics, and math). |         |                                                                                               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|-----------------------------------------------------------------------------------------------|
| TOTAL GENERAL EDUCATION CREDITS, OTHER THAN CHEMISTRY, PHYSICS, AND MATH:                                                                                                                                | 22      |                                                                                               |
| Chemistry, Physics, and Math Courses – complete the following courses:                                                                                                                                   |         |                                                                                               |
|                                                                                                                                                                                                          | Credits | Prerequisites and Notes                                                                       |
| • CHEM 1210: Principles of Chemistry I                                                                                                                                                                   | 4       |                                                                                               |
| • CHEM 1215: Principles of Chemistry I Lab                                                                                                                                                               | 1       |                                                                                               |
| • CHEM 1220: Principles of Chemistry II                                                                                                                                                                  | 4       |                                                                                               |
| • CHEM 1225: Principles of Chemistry II Lab                                                                                                                                                              | 1       |                                                                                               |
| • CHEM 2310: Organic Chemistry I                                                                                                                                                                         | 4       |                                                                                               |
| • CHEM 2315: Organic Chemistry I Lab                                                                                                                                                                     | 1       |                                                                                               |
| • CHEM 2320: Organic Chemistry II                                                                                                                                                                        | 4       |                                                                                               |
| • CHEM 2325: Organic Chemistry II Lab                                                                                                                                                                    | 1       |                                                                                               |
| • MATH 1210: Calculus I                                                                                                                                                                                  | 5       |                                                                                               |
| • PHYS 2010: College Physics I                                                                                                                                                                           | 4       | Students may also fill this requirement by taking PHYS 2210, Physics for Sci/Engineers I      |
| • PHYS 2015: College Physics I Lab                                                                                                                                                                       | 1       | Students may also fill this requirement by taking PHYS 2215, Physics for Sci/Engineers I Lab  |
| • PHYS 2020: College Physics II                                                                                                                                                                          | 4       | Students may also fill this requirement by taking PHYS 2220, Physics for Sci/Engineers II     |
| • PHYS 2025: College Physics II Lab                                                                                                                                                                      | 1       | Students may also fill this requirement by taking PHYS 2225, Physics for Sci/Engineers II Lab |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                |                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|--------------------------------|
| <b>TOTAL CHEMISTRY, PHYSICS AND MATH CREDITS:</b>                                                                                                                                                                                                                                                                                                                                                                                                   | <b>35</b>      |                                |
| <b>Biology Major Core Courses – complete the following core courses</b>                                                                                                                                                                                                                                                                                                                                                                             |                |                                |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Credits</b> | <b>Prerequisites and Notes</b> |
| • BIOL 1610: Principles of Biology I                                                                                                                                                                                                                                                                                                                                                                                                                | 4              |                                |
| • BIOL 1615: Principles of Biology I Lab                                                                                                                                                                                                                                                                                                                                                                                                            | 1              |                                |
| • BIOL 1620: Principles of Biology II                                                                                                                                                                                                                                                                                                                                                                                                               | 4              |                                |
| • BIOL 1625: Principles of Biology II Lab                                                                                                                                                                                                                                                                                                                                                                                                           | 1              |                                |
| • BIOL 2030: Principles of Genetics                                                                                                                                                                                                                                                                                                                                                                                                                 | 4              |                                |
| • BIOL 2220: General Ecology                                                                                                                                                                                                                                                                                                                                                                                                                        | 3              |                                |
| • BIOL 2225: General Ecology Lab                                                                                                                                                                                                                                                                                                                                                                                                                    | 1              |                                |
| • BIOL 3010: Biological Evolution                                                                                                                                                                                                                                                                                                                                                                                                                   | 3              |                                |
| • BIOL 3150: Introduction to Biometry                                                                                                                                                                                                                                                                                                                                                                                                               | 2              |                                |
| • BIOL 3155: Introduction to Biometry Lab                                                                                                                                                                                                                                                                                                                                                                                                           | 1              |                                |
| • BIOL 3020: Principles of Cell Biology and<br>BIOL 3025: Principles of Cell Biology Lab,<br>or<br>BIOL 3450: General Microbiology and<br>BIOL 3455: General Microbiology Lab                                                                                                                                                                                                                                                                       | 4              |                                |
| • BIOL 4910 or 4920: Senior Seminar                                                                                                                                                                                                                                                                                                                                                                                                                 | 1              |                                |
| <b>TOTAL BIOLOGY MAJOR CORE CREDITS</b>                                                                                                                                                                                                                                                                                                                                                                                                             | <b>29</b>      |                                |
| <b>Upper-Division Biology Elective Courses – complete a number of courses that includes the following:</b>                                                                                                                                                                                                                                                                                                                                          |                |                                |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Credits</b> | <b>Prerequisites and Notes</b> |
| One physiology course with lab chosen from the following:<br>• BIOL 4500/4505: Comparative Vertebrate Physiology with lab<br>• BIOL 4600/4605: Plant Physiology with lab                                                                                                                                                                                                                                                                            | 4              |                                |
| One organismal biology course with lab chosen from the following:<br>• BIOL 3200/3205: Invertebrate Zoology with lab,<br>• BIOL 4200/4205: Plant Taxonomy with lab,<br>• BIOL 4230/4235: General Parasitology with lab,<br>• BIOL 4260/4265: Herpetology with lab,<br>• BIOL 4270/4275: Ichthyology with lab,<br>• BIOL 4380/4385: Ornithology with lab,<br>• BIOL 4411/4415: Mammalogy with lab,<br>• BIOL 4440/4445: General Entomology with lab, | 3-4            |                                |
| Plus 14-15 credits of additional upper-division courses in biology, chosen from botany, zoology, microbiology, and/or molecular biology. Students may choose from courses listed above as well as from the following:                                                                                                                                                                                                                               |                |                                |
| • BIOL 3140/3145: Comparative Vertebrate Anatomy with lab,                                                                                                                                                                                                                                                                                                                                                                                          | 4              |                                |
| • BIOL 3340/3345: Plant Anatomy with lab,                                                                                                                                                                                                                                                                                                                                                                                                           | 3              |                                |
| • BIOL 3360/3365: Developmental Biology with lab,                                                                                                                                                                                                                                                                                                                                                                                                   | 4              |                                |
| • BIOL 3460: Biology of Infectious Disease,                                                                                                                                                                                                                                                                                                                                                                                                         | 3              |                                |
| • BIOL 3470: Introduction to Immunology,                                                                                                                                                                                                                                                                                                                                                                                                            | 3              |                                |
| • BIOL 4190/4195: Mammalian Histology with lab,                                                                                                                                                                                                                                                                                                                                                                                                     | 4              |                                |
| • BIOL 4300/4305: Molecular Biology with lab,                                                                                                                                                                                                                                                                                                                                                                                                       | 4              |                                |

|                                                                    |            |                                                                                                                                          |
|--------------------------------------------------------------------|------------|------------------------------------------------------------------------------------------------------------------------------------------|
| • BIOL 4350: Animal Behavior with lab,                             | 4          |                                                                                                                                          |
| • BIOL 4400: Pathophysiology,                                      | 3          |                                                                                                                                          |
| • BIOL 4460/4465: Plant Ecology with lab,                          | 3          |                                                                                                                                          |
| • BIOL 4810 or 4820: Independent Study in Biology                  | 1-4        | Students may only count up to 4 credits of BIOL 4810, 4820, and/or 4930 in any combination toward graduation.                            |
| • BIOL 4930: Senior Thesis                                         | 1-4        | Students may only count up to 4 credits of BIOL 4810, 4820, and/or 4930 in any combination toward graduation.                            |
| <b>TOTAL UPPER-DIVISION BIOLOGY ELECTIVE CREDITS:</b>              | <b>22</b>  |                                                                                                                                          |
| <b>Electives – complete 12 credits of college-level electives:</b> |            |                                                                                                                                          |
| <b>TOTAL ELECTIVE CREDITS:</b>                                     | <b>12</b>  | In their electives, Pre-health professional students should complete CHEM 3510: Biochemistry. Also, they should take a diversity course. |
| <b>TOTAL BACCALAUREATE CREDITS:</b>                                | <b>120</b> |                                                                                                                                          |
|                                                                    |            |                                                                                                                                          |

## **Appendix A2: Courses that Fulfill the Requirements for the Requested Secondary Education Science Endorsement in Biology**

### **A. General Biology or General Zoology and General Botany**

BIOL 1610/1615: Principles of Biology I with Lab (4 credit lecture/ 1 credit lab)  
BIOL 1620/1625: Principles of Biology II with Lab (4 credit lecture/ 1 credit lab)

### **B. Zoology (e.g. Invertebrate, Vertebrate, Entomology) [ 2 courses]**

BIOL 3140/3145: Comparative Vertebrate Anatomy /Lab (3 cr. lecture/ 1 cr. lab)  
BIOL 3200/3205: Invertebrate Zoology with Lab (3 credit lecture/ 1 credit lab)  
BIOL 4230/4235: General Parasitology with Lab (3 credit lecture/ 1 credit lab)  
BIOL 4260/4265: Herpetology with Lab (2 credit lecture/ 1 credit lab)  
BIOL 4270/4275: Ichthyology with Lab (2 credit lecture/ 1 credit lab)  
BIOL 4380/4385: Ornithology with Lab (2 credit lecture/ 1 credit lab)  
BIOL 4410/4415: Mammalogy with Lab (3 credit lecture/ 1 credit lab)  
BIOL 4440/4445: General Entomology with Lab (2 credit lecture/ 1 credit lab)  
BIOL 4500/4505: Comparative Vertebrate Physiology /Lab (3 cr. lect./ 1 cr. lab)

### **C. Botany (e.g. Plant Kingdom, Plant Taxonomy, Plant Physiology) [2 courses]**

BIOL 2400/2405: Plant Kingdom with Lab (3 credit lecture/ 1 credit lab)  
BIOL 3340/3345: Plant Anatomy with Lab (2 credit lecture/ 1 credit lab)  
BIOL 4200/4205: Plant Taxonomy with Lab (2 credit lecture/ 2 credit lab)  
BIOL 4600/4605: Plant Physiology with Lab (3 credit lecture/ 1 credit lab)

### **D. Microbiology [1 course]**

BIOL 2060/2065: Principles of Microbiology with Lab (3 cr. lecture/ 2 cr. lab)  
BIOL 3450/3455: General Microbiology with Lab (3 credit lecture/ 1 credit lab)  
BIOL 3470: Introduction to Immunology (3 credit lecture)

### **E. Human Anatomy and Physiology**

BIOL 2320/2325: Human Anatomy with Lab (3 credit lecture/ 2 credit lab)  
BIOL 2420/2425: Human Physiology with Lab (3 credit lecture/ 1 credit lab)

### **F. Heredity/Genetics**

BIOL 2030: Principles of Genetics (4 credit lecture)

### **G. Ecology (e.g. Ecology, Environmental Studies)**

BIOL 2220/2225: General Ecology with Lab (3 credit lecture/ 1 credit lab)  
BIOL 4460/4465: Plant Ecology with Lab (2 credit lecture/ 1 credit lab)

### **H. Chemistry**

CHEM 1110/1115: Elem. General/Organic Chemistry /Lab (4 cr. lecture/1 cr. lab)  
CHEM 1120/1125: Elem. Organic/Biochemistry/Lab (4 credit lecture/ 1 cr. lab)  
CHEM 1210/1215: Principles of Chemistry I/Lab (4 credit lecture/ 1 credit lab)  
CHEM 1220/1225: Principles of Chemistry II/Lab (4 credit lecture/ 1 credit lab)  
CHEM 2310/2315: Organic Chemistry I/Lab (4 credit lecture/ 1 credit lab)  
CHEM 2320/2325: Organic Chemistry II/Lab (4 credit lecture/ 1 credit lab)



CHEM 3500: Biochemistry I (3 credit lecture)

I. Teaching Methods in Science

BIOL 4130: Teaching Methods in Life Sciences (3 credit lecture)

**Additional Courses that Complete the Requirements for the Requested Secondary Education  
Science Endorsement in Integrated Science**

A. Chemistry (a second course beyond that required for the biology endorsement)

CHEM 1120/1125: Elem. Organic/Biochemistry/Lab (4 credit lecture/ 1 cr. lab)

CHEM 1220/1225: Principles of Chemistry II/Lab (4 credit lecture/ 1 credit lab)

CHEM 2310/2315: Organic Chemistry I/Lab (4 credit lecture/ 1 credit lab)

CHEM 2320/2325: Organic Chemistry II/Lab (4 credit lecture/ 1 credit lab)

CHEM 3510: Biochemistry I (3 credit lecture)

B. Physics

PHYS 2010/2015: College Physics I /Lab (4 credit lecture/ 1 credit lab)

PHYS 2020/2025: College Physics II /Lab (4 credit lecture/ 1 credit lab)

PHYS 2210/2215: Physics for Sci/Engineers I /Lab (4 cr. lecture/ 1 cr. lab)

PHYS 2220/2225: Physics for Sci/Engineers II /Lab (4 cr. lecture/ 1 cr. lab)

PHYS 2710: Introductory Modern Physics (3 credit lecture)

C. Astronomy

PHYS 1040/1045: Elementary Astronomy /Lab (3 credit lecture/ 1 cr. lab)

D. Earth Systems Science

GEO 1080: Intro to Oceanography (3 credit lecture)

E. Geology

GEO 1110/1115: Physical Geology/Lab (3 credit lecture/ 1 cr. lab)

**Note: The requirements for: 1) General Biology, 2) Ecology, 3) Heredity/Genetics, and 4) Chemistry (first course) were met with the requirements for the biology endorsement. To qualify for an Integrated Science endorsement, the individual must have a science endorsement for Biological Science, Earth Science, or Physical Science.**

**Course Descriptions for Biology Available Upon Request**

## Appendix A3: Curriculum for Secondary Education Science Endorsement

### State Requirements:

The following outlines the minimum requirements for each endorsement:

#### BIOLOGICAL SCIENCE

|                          |                          |                                                                     |
|--------------------------|--------------------------|---------------------------------------------------------------------|
|                          | <input type="checkbox"/> | General Biology <u>OR</u> General Zoology <u>AND</u> General Botany |
| <input type="checkbox"/> | <input type="checkbox"/> | Zoology (e.g., Invertebrate, Vertebrate, Entomology)                |
| <input type="checkbox"/> | <input type="checkbox"/> | Botany (e.g., Plant Kingdom, Plant Taxonomy, Plant Physiology)      |
|                          | <input type="checkbox"/> | Microbiology                                                        |
|                          | <input type="checkbox"/> | Human Anatomy and Physiology                                        |
|                          | <input type="checkbox"/> | Heredity/Genetics                                                   |
|                          | <input type="checkbox"/> | Ecology (e.g., Ecology, Environmental Studies)                      |
|                          | <input type="checkbox"/> | Chemistry                                                           |
|                          | <input type="checkbox"/> | Teaching Methods in Science                                         |

## **BIOLOGICAL SCIENCE**

|                          |                          |                                                                |
|--------------------------|--------------------------|----------------------------------------------------------------|
| UPS:149                  | <input type="checkbox"/> | PRAXIS Exam [Biology: Content Knowledge (0235)]                |
|                          | <input type="checkbox"/> | General Biology OR General Zoology AND General Botany          |
| <input type="checkbox"/> | <input type="checkbox"/> | Zoology (e.g., Invertebrate, Vertebrate, Entomology)           |
| <input type="checkbox"/> | <input type="checkbox"/> | Botany (e.g., Plant Kingdom, Plant Taxonomy, Plant Physiology) |
|                          | <input type="checkbox"/> | Microbiology                                                   |
|                          | <input type="checkbox"/> | Human Anatomy and Physiology                                   |
|                          | <input type="checkbox"/> | Heredity/Genetics                                              |
|                          | <input type="checkbox"/> | Ecology (e.g., Ecology, Environmental Studies)                 |
|                          | <input type="checkbox"/> | Chemistry                                                      |
|                          | <input type="checkbox"/> | Teaching Methods in Science                                    |

## **INTEGRATED SCIENCE**

|                          |                                                                                                                                                                           |                                                                            |
|--------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| <input type="checkbox"/> | Has a science endorsement for Biological Science, or Earth Science, or Physical Science plus the following course work that may have been part of an existing endorsement |                                                                            |
| IS: 167                  | <input type="checkbox"/>                                                                                                                                                  | PRAXIS Exam [General Science: Content Knowledge (0435)]                    |
|                          | <input type="checkbox"/>                                                                                                                                                  | General Biology <u>OR</u> General Botany <u>AND</u> General Zoology        |
|                          | <input type="checkbox"/>                                                                                                                                                  | Ecology (e.g., Ecology, Environmental Studies)                             |
|                          | <input type="checkbox"/>                                                                                                                                                  | Heredity/Genetics                                                          |
| <input type="checkbox"/> | <input type="checkbox"/>                                                                                                                                                  | Chemistry                                                                  |
|                          | <input type="checkbox"/>                                                                                                                                                  | General Physics                                                            |
|                          | <input type="checkbox"/>                                                                                                                                                  | Astronomy                                                                  |
|                          | <input type="checkbox"/>                                                                                                                                                  | Earth Systems Science (e.g., Oceanography, "Earth Systems," Climatology)   |
|                          | <input type="checkbox"/>                                                                                                                                                  | Geology (e.g., Historical, Structural, Physical Geology, Rocks & Minerals) |

Secondary Science Endorsement (3)  
2/12/2007

There are seven (7) endorsements in science issued to the Secondary Licenses. They are: (1) **Biological Science**; (2) **Earth Science**; (3) **Physical Science**; (4) **Integrated Science**; (5) **Chemistry**; (6) **Physics**; and (7) **Environmental Science**. The minimum requirement for each is a minor or its equivalent. The exceptions to this are Biology, Physical Science, and Integrated Science in which there are no approved minors, only a composite major or its equivalent. An Earth Science endorsement may be gained through a composite major or equivalent. (NOTE: The Endorsement form shows the relationship of the science core teaching assignments, endorsements, and majors/minors to qualify for each endorsement.) Endorsement requirements are found in the Endorsement form.

## **Appendix B-1: Sample Program Schedule for Biology Secondary Education (single subject teaching major)**

The following is a sample semester-by-semester sequence of the courses students pursuing a baccalaureate degree in Biology Secondary Education might take. These are the minimum requirements. This schedule assumes that the students are fully prepared for college level work and do not require any remedial courses. Students contemplating graduate school should seek an advisor's counsel. Additional and more rigorous courses are required for graduate school.

### **Year 1 - Fall Semester**

BIOL 1610: Principles of Biology I (4 credits) \*LS  
BIOL 1615: Principles of Biology I Lab (1 credit)  
CHEM 1210: Principles of Chemistry I (4 credits) \*PS  
CHEM 1215: Principles of Chemistry I Lab (1 credit)  
MATH 1065: Pre-calculus with Trigonometry (5 credits) \*MA  
LIB 1010: Information Literacy (1 credit) \*IL  
**Total semester credits = 16**

### **Year 1 - Spring Semester**

CHEM 1220: Principles of Chemistry II (4 credits)  
CHEM 1225: Principles of Chemistry II Lab (1 credit)  
BIOL 1620: Principles of Biology II (4 credits)  
BIOL 1625: Principles of Biology II Lab (1 credit)  
ENGL 1010: Beginning Writing (3 credits) \*EN  
HIST 1700 or POLS 1100 (3 credits) \*AI  
**Total semester credits = 16**

### **Year 2 - Fall Semester**

ENGL 2010: Intermediate Writing (3 credits) \*EN  
PHYS 2010: College Physics I (4 credits)  
PHYS 2015: College Physics I Lab (1 credit)  
BIOL 2400: Plant Kingdom (3 credits)  
BIOL 2405: Plant Kingdom Lab (1 credit)  
CIS 1200: Computer Literacy (3 credits) \*CP  
EDUC 1010: Introduction to Education (3 credits)  
**Total semester credits = 18**

### **Year 2 - Spring Semester**

BIOL 2030: Principles of Genetics (4 credits)  
BIOL 2220: General Ecology (3 credits)  
BIOL 2225: General Ecology Lab (1 credit)  
BIOL 2420: Human Physiology (3 credits)  
BIOL 2425: Human Physiology Lab (1 credit)  
BIOL 3450: General Microbiology (3 credits)  
BIOL 3455: General Microbiology Lab (1 credit)  
**Total semester credits = 16**

**Year 3 - Fall Semester**

BIOL 3200: Invertebrate Zoology ( 3 credits) (or other upper division zoology)

BIOL 3205: Invertebrate Zoology Lab (1 credit)

BIOL 3010: Biological Evolution (3 credits)

PSY 1100 or FCS 1500 (3 credits) \*SS

EDUC 2010: Introduction to Exceptionalities (3 credits)

EDUC 2400: Foundations of Multicultural Education & ESL (3 credits)

**Total semester credits = 16**

**Year 3 - Spring Semester**

BIOL 4200: Plant Taxonomy (2 credits)

BIOL 4205: Plant Taxonomy Lab (2 credits)

BIOL 4380: Ornithology (2 credits) (or other upper-division zoology)

BIOL 4385: Ornithology Lab (1 credit)

Upper-division BIOL course (3 credits)

SCED 3110: Educational Psychology for Adolescents & Cooperative Learning Structures  
(2 credits)

SCED 4550: Technology for Secondary Teachers (2 credits)

**Total semester credits = 14**

**Year 4 - Fall Semester**

SCED 3270: Reading and Writing in the Content Areas (3 credits)

SCED 4100: Curriculum, Instruction, and Assessment with Practicum (3 credits)

SCED 4600: Classroom Management with Practicum (3 credits)

SCED 4700: Content Methods Courses with Practicum (co-taught by content area and education  
faculty) (3 credits) (cross list with BIOL 4130: Biology Teaching Methods)

Fine Arts or Communication course (3 credits) \*FA

Literature or Humanities course (3 credits) \*HU

**Total semester credits = 18**

**Year 4 - Spring Semester**

SCED 4900: Secondary Student Teaching (10 credits)

SCED 4989: Student Teaching Seminar (2 credits)

**Total semester credits = 12**

**Grand total of semester credits for the 4-year program = 126.**

## Appendix B-2: Sample Program Schedule for Combination Biology/Integrated Science

The following is a sample semester-by-semester sequence of the courses students pursuing a baccalaureate degree in Secondary Education with the dual emphasis in biology/integrated science might take. These are the minimum requirements. This schedule assumes that the students are fully prepared for college level work and do not require any remedial courses. Students contemplating graduate school should seek an advisor's counsel. Additional and more rigorous courses are required for graduate school.

### Year 1 - Fall Semester

BIOL 1610: Principles of Biology I (4 credits) \*LS  
BIOL 1615: Principles of Biology I Lab (1 credit)  
CHEM 1210: Principles of Chemistry I (4 credits) \*PS  
CHEM 1215: Principles of Chemistry I Lab (1 credit)  
MATH 1065: Pre-calculus with Trigonometry (5 credits) \*MA  
LIB 1010: Information Literacy (1 credit) \*IL  
**Total semester credits = 16**

### Year 1 - Spring Semester

CHEM 1220: Principles of Chemistry II (4 credits)  
CHEM 1225: Principles of Chemistry II Lab (1 credit)  
BIOL 2060: Principles of Microbiology (3 credits)  
BIOL 2065: Principles of Microbiology Lab (2 credits)  
ENGL 1010: Beginning Writing (3 credits) \*EN  
HIST 1700 or POLS 1100 (3 credits) \*AI  
**Total semester credits = 16**

### Year 2 - Fall Semester

ENGL 2010: Intermediate Writing (3 credits) \*EN  
PHYS 1010: Elementary Physics (3 credits)  
BIOL 2400: Plant Kingdom (3 credits)  
BIOL 2405: Plant Kingdom Lab (1 credit)  
CIS 1200: Computer Literacy (3 credits) \*CP  
EDUC 1010: Introduction to Education (3 credits)  
**Total semester credits = 16**

### Year 2 - Spring Semester

BIOL 2030: Principles of Genetics (4 credits)  
BIOL 2220: General Ecology (3 credits)  
BIOL 2225: General Ecology Lab (1 credit)  
BIOL 2420: Human Physiology (3 credits)  
BIOL 2425: Human Physiology Lab (1 credit)  
GEO 1110: Physical Geology (3 credits)  
GEO 1115: Physical Geology Lab (1 credit)  
**Total semester credits = 16**

**Year 3 - Fall Semester**

BIOL 3200: Invertebrate Zoology ( 3 credits) (or other upper division zoology)

BIOL 3205: Invertebrate Zoology Lab (1 credit)

BIOL 4380: Ornithology (2 credits) (or other upper-division zoology)

BIOL 4385: Ornithology Lab (1 credit)

PSY 1100 or FCS 1500 (3 credits) \*SS

EDUC 2010: Introduction to Exceptionalities (3 credits)

EDUC 2400: Foundations of Multicultural Education & ESL (3 credits)

**Total semester credits = 16**

**Year 3 - Spring Semester**

BIOL 4200: Plant Taxonomy (2 credits)

BIOL 4205: Plant Taxonomy Lab (2 credits)

GEO 1080: Intro to Oceanography (3 credits)

PHYS 1040: Elementary Astronomy (3 credits)

PHYS 1045: Elementary Astronomy Lab (1 credit)

SCED 3110: Educational Psychology for Adolescents & Cooperative Learning Structures  
(2 credits)

SCED 4550: Technology for Secondary Teachers (2 credits)

**Total semester credits = 15**

**Year 4 - Fall Semester**

SCED 3720: Reading and Writing in the Content Areas (3 credits)

SCED 4100: Curriculum, Instruction, and Assessment with Practicum (3 credits)

SCED 4600: Classroom Management with Practicum (3 credits)

SCED 4700: Content Methods Courses with Practicum (co-taught by content area and  
education faculty) (3 credits) (cross list with BIOL 4130: Biology Teaching Methods)

Fine Arts or Communication course (3 credits) \*FA

Literature or Humanities course (3 credits) \*HU

**Total semester credits = 18**

**Year 4 - Spring Semester**

SCED 4900: Secondary Student Teaching (10 credits)

SCED 4989: Student Teaching Seminar (2 credits)

**Total semester credits = 12**

**Grand total of semester credits for the 4-year program = 125.**

## Appendix C1: List of Faculty in the Department of Natural Sciences Available Upon Request

### Appendix D: Projected Growth in Demand for Secondary Teachers

**TABLE: Projected percent increases in public elementary and secondary school enrollment, by state: 2001 to 2013**

|                 |                    |
|-----------------|--------------------|
| Alaska 17.0     | Virginia 4.3       |
| Hawaii 16.1     | South Dakota 2.6   |
| California 15.7 | New Jersey 2.5     |
| Idaho 15.1      | Michigan 2.4       |
| New Mexico 14.9 | Tennessee 2.4      |
| Nevada 13.8     | Nebraska 2.0       |
| Wyoming 13.1    | Rhode Island 1.9   |
| Utah 12.7       | Delaware 1.8       |
| Arizona 12.0    | Maryland 1.7       |
| Texas 11.2      | Kansas 1.4         |
| Colorado 8.8    | Illinois 1.2       |
| Georgia 6.8     | South Carolina 0.9 |
| Washington 5.7  | Missouri 0.5       |
| Oregon 5.4      | Indiana 0.4        |
| Florida 5.4     |                    |
| Montana 4.6     |                    |

**SOURCE:** U.S. Dept. of Education, National Center for Educational Statistics (NCES), downloaded from [http://nces.ed.gov/programs/projections/ch\\_5.asp](http://nces.ed.gov/programs/projections/ch_5.asp), on 9-23-2005.



## **SECTION I: The Request**

Dixie State College of Utah requests approval to add an emphasis in English Education, effective Fall semester 2008. This program was approved by the institutional Board of Trustees on November 17, 2005.

## **SECTION II: Program Description**

### **Complete Program Description**

This emphasis in English Education, which is an option in the English baccalaureate program, includes 89 percent of the DSC English baccalaureate core requirements and 87 percent of the literature emphasis course requirements.

The proposed emphasis in English Education prepares students to teach English at the secondary level. This emphasis will have four basic curricular components:

|                             |            |
|-----------------------------|------------|
| General Education Courses   | 32 credits |
| Core Courses                | 24 credits |
| English Emphasis Courses    | 24 credits |
| Secondary Education courses | 37 credits |

An additional three credits of electives will round out the 120 total credits required for this degree. The core courses provide fundamental instruction in grammar, literature, writing, and the degree's capstone experience. The English Emphasis expands the student's education in literature and writing and introduces the student to best practices in teaching writing and literature. The proposed emphasis includes all coursework required for certification at the secondary level. (See Appendix: A)

### **Purpose of Degree**

One of the central roles assigned to DSC is to meet the educational needs in Washington and Kane Counties. Given the rapid growth of this area and the infusion of public school age students combined with retirements projected in the Washington County School District, the need for public school teachers is critical and growing. The proposed program, along with the English education degree from SUU, aims to meet that need in Iron, Washington, and Kane counties, as well as throughout Utah.

### **Institutional Readiness**

In 2000, the Regents approved DSC's mission change; in 2002, DSC achieved full accreditation status as a baccalaureate granting institution. With only nine baccalaureate programs in the seven years since Regents approved the mission change, DSC has developed baccalaureate programming at a measured pace that has allowed the College time and resources to develop infrastructure to support the programs that DSC has added. During 2004-5, DSC restructured its general education requirements and in the process reduced a required literature course to a choice of options under the humanities requirement. That change significantly increased the availability of English faculty to teach upper-level courses for the English baccalaureate degree. The Board of Regents granted the English baccalaureate degree in August of 2006. DSC was ready to offer an English Education emphasis at that time, but decided to wait

and package the English Education emphasis with the request for Secondary Licensure. That request is being made now.

## Faculty

The academic preparation of faculty in the English program is currently sufficient for baccalaureate-level instruction. Currently, DSC is in the final stages of hiring two additional English faculty members (Ph.D. required), one with a specialty in English education. The following faculty were on staff as of July 2006. Thus, at the time the proposed emphasis begins, DSC's English Department expects to have fourteen full-time, ten of whom, or seventy-one percent, will have doctorates. For further details, see

## Appendix C: Faculty.

| NAME                 | POSITION      | DEGREE     | AREA              | INSTITUTION                  | YEAR  |
|----------------------|---------------|------------|-------------------|------------------------------|-------|
| • Albertini, Diane   | Assoc. Prof.  | M.A.       | English           | Colorado State Univ.         | 1981  |
| • Armstrong, Stephen | Assist. Prof. | Ph.D.      | Creative Writing  | Florida State University     | 2004  |
| • Barry, Brad        | Professor     | Ph.D.      | Rhetoric          | Bowling Green State Univ.    | 1998  |
| • Bennett, Sue       | Assoc. Prof.  | Ph.D.      | English           | Texas Tech Univ., Lubbock    | 1995  |
| • Biniaz, Darl       | Assist. Prof. | M.A.       | English           | Univ. of Calif., San Diego   | 1998  |
| • Burton, Terre*     | Assoc. Prof.  | M.A.       | Am Studies        | Univ. of Wyoming             | 1974  |
| • Bywater, Tim       | Professor     | Ph.D.      | Am Lit            | Univ. of Utah                | 1974  |
| • Comeford, Ami Jo   | Assist. Prof. | Ph.D.      | Am & Brit Lit     | University of Nevada LV      | 2006  |
| • Jantzen, George    | Assoc. Prof.  | M.A.       | Rhetoric          | Carnegie Mellon              | 1992  |
| • Jasmine, Randy     | Instructor    | M.A. (ABD) | English           | Univ. of Mississippi, Oxford | 2006* |
| • Pilkington, Ace    | Professor     | D.Phil.    | English & History | Oxford Univ., England        | 1988  |
| • Reber, Ed*         | Assoc. Prof.  | M.A.       | Eng/Am Lit        | Brigham Young Univ.          | 1980  |
| • Schuyler, Carole   | Assist. Prof. | Ph.D.      | English           | Univ. of Mass, Amherst       | 1999  |
| • Wrede, Theda       | Assist. Prof. | Ph.D.      | English           | University of South Carolina | 2006  |

\*denotes position split between departments

## Staff

The proposed emphasis will not require additional staff during its first few years. Clerical support will be provided through the current department resources. Academic advising will be handled through current institutional advisement resources, along with support from English faculty. There is a faculty /advisor position funded for this degree and a search is underway. As the program grows, additional advisement personnel will be added.

## **Library and Information Resources**

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. During the past two years, DSC has reallocated additional funds to its library.

Current English collections include a general literature collection, minimal literary criticism resources, a small number of technical writing resources, and a few online databases that support the discipline, including the Literature Resource Center (LRC), the MLA International Bibliography, JSTOR Arts & Sciences collections, and the Oxford English Dictionary.

The Browning Library electronic and print holdings have already begun to be augmented to support the curriculum for the Bachelor of Arts in English degree. Expansion in both the monographic and periodical database collections has begun. Library holdings are adequate to begin the English emphasis.

## **Admission Requirements**

Students will be admitted to the English Education emphasis if they are in good standing with the College. While the prerequisite structure of the curriculum limits students from taking advanced courses before they take foundational courses, students will be admitted as majors at any point after they have matriculated. Native and transfer students will be admitted if they have a 2.5 GPA. Acceptance into the English Education emphasis will also require the student to gain acceptance into the secondary education program to be able to complete the degree.

## **Student Advisement**

Until the emphasis becomes large enough to require a more formal advising structure, advising will be done by existing advising staff and by program faculty. Advisors in the secondary education department will assist students. As mentioned above, there is a faculty /advisor position funded for this degree. As the program grows, the College will expand existing advisement staff.

## **External Review and Accreditation**

External consultants were involved in reviewing the initial degree proposal for English and because their remarks also apply to elements of this emphasis, their comments are included here. Those consultants included the following:

Dr. Susan Nelson Wood:

Current Coordinator of English Education, Florida State University  
Current Director of the Florida State University Writing Project

After offering useful and practical guidance on curricular structure and program logistics, Dr. Wood concluded with the following opinion: "In sum, I am very impressed with the blueprint for the proposed baccalaureate degree offerings in English/ English Education. The curriculum plan is well grounded with

many positive elements; it should move forward expeditiously to culminate in an effective degree” (Consultant’s Report – Susan Wood).

Dr. Evelyn Funda:

Associate Professor of American Literature/American Studies at Utah State University  
Chair of USU’s Literary Studies Curriculum

After comparing details in DSC’s proposal to all other Utah institutions’ English department curricular structures and academic procedures, Dr. Funda complimented the proposed curricular design and warned DSC about the challenges of recruiting English majors, as follows:

No matter the quality of Dixie State College’s program design, I do think that Dixie faces one issue not adequately addressed here—and that is a question of demand. While the letter of intent asserts that numerous students are expressing a desire for the program at Dixie, I am not sure that the College can maintain consistent enrollment numbers. Sad to say, this has more to do with the recent proliferation of English BA degrees in Utah than it has to do with the quality of this particular proposal (Consultant’s Report – Dr. Evelyn Funda).

Both consultants gave useful advice in design of curriculum and logistical matters, suggesting adjustments aimed at some future program accreditation process. Looking forward to a secondary teacher licensure program, DSC seeks to set in place curricular structures that will facilitate this accreditation process. Currently, many USHE institutions’ secondary licensure programs are accredited by NCATE; however, because of problems associated with “Specialized Program Accreditations” (SPAs), Utah’s Deans of Education are considering either a reconfiguration of the state’s NCATE agreement or a change to TEAC accreditation that might involve some form of inter-institutional peer review of specialized programs. DSC is watching these developments closely and seeks to be prepared for either of these eventualities (Full consultants’ reports are available upon request).

## Projected Enrollment

DSC anticipates that this will be a popular emphasis. Keeping in mind that the English Department includes the composition program and the general education literature program, both huge instructional enterprises, one must separate the baccalaureate program’s instructional activities from other department instruction. Following were projected student FTEs and faculty FTEs for the proposed English baccalaureate program when it was proposed in 2005-6:

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

During its first year of existence (2006/7), the anticipated 20 student FTE turned out to be 37 who declared themselves as English majors. By the close of Spring semester, DSC had 90 declared majors. Unknown, however, is the number of students who would opt for an English Education major.

### SECTION III: Need

#### Program Need

The English Education emphasis is a “foundational” program that is nearly universally offered at baccalaureate institutions granting secondary licensure. Secondary institutions throughout the county, state and nation are constantly seeking secondary English faculty. In a study by Monster Worldwide, researchers found that 83 percent of prospective college students used the availability “of their intended major as the most important factor in choosing their future university, . . .”<sup>2</sup> These statistics support the importance of DSC serving students in Washington County who might want this program.

#### Labor Market Demand

While in general, training in English offers students many opportunities<sup>3</sup> in a wide range of positions, most positions for English graduates are not in English-specific careers.<sup>4</sup> However, the English Education emphasis does prepare students to work in an English specific career. Nationwide, the third top hiring occupation with only a bachelor's degree in English is English Education. (See Appendix D, Top 10 Occupations that Employ Persons with Only a Bachelor's Degree in English.) There is demand for English teachers. Twenty-seven percent of graduates in English are employed in education<sup>5</sup>. (See Appendix F, Percentage Distribution of Employed Persons with Only a Bachelor's Degree in English, by Major Sector of Economic Activity.) In fact, the regional demand for secondary teachers is such that the Washington County School District included English as one of three specially requested degrees. Employment data in the Washington County School District (WCSD) over the past eight years show that English hires make up the second largest category of hires in secondary education.<sup>6</sup> While current numbers indicate that WCSD student projections are down from the numbers anticipated, the district is still projecting large demands for English educators in the years ahead.

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<sup>2</sup> Monster Worldwide - Bringing People Together to Advance Their Lives, [http://phx.corporate-ir.net/phoenix.zhtml?c=131001&p=irol-newsArticle\\_print&ID=1004683&highlight=](http://phx.corporate-ir.net/phoenix.zhtml?c=131001&p=irol-newsArticle_print&ID=1004683&highlight=) (2 of 3)5/22/2007 7:57:12 AM

<sup>3</sup> One source notes that “An English Degree isn't 'job training', but an education in the English language and what's been created from it. Your education will develop important research and critical thinking skills. You determine where more information is needed and learn to discern what is important and then synthesize the information for the use of others. While you are learning to read with a critical eye, you're also polishing your own writing skills. If you think those book reports you wrote in school were a waste of time, you'll change your mind when your manager asks you to quickly summarize the lengthy report he didn't have a chance to read. When you're asked your opinion of radically differing approaches to a business problem, thank the many “compare and contrast” essays you wrote. And you'll appreciate the obsession for spelling, grammar, and syntax when it comes time to do an edit for a critical marketing piece before it's sent to the printers” (Guide to College Majors in English,” available at <http://www.worldwidelearn.com/online-education-guide/arts-humanities/english-major.htm>).

<sup>4</sup> “An English Degree Can Translate into Opportunity,” Washington Post, Jun 19, 2005, available at <http://www.washingtonpost.com/wp-dyn/content/article/2005/06/18/AR2005061801428.html>.

<sup>5</sup> Fogg, N. P.; Harrington, P.E., and Harrington, T. F. *College Majors Handbook with Real Career Paths and Payoffs: The Actual Jobs, Earnings, and Trends for Graduates of 60 College Majors*. JIST Works: New York, 2004, p. 404.

<sup>6</sup> Study dated June 6, 2007, sent to DSC from WCSD via e-mail on June 6, 2007.

## Student Demand

Nationally, the area of education ranked third while “English and Languages” ranked as the fifth most popular baccalaureate degree offerings in colleges and universities, facts which underscore student interest in these two areas. (See Appendix F, Core or Foundational Baccalaureate Degrees Consistent with Four-Year Colleges). In a Chronicle of Higher Education publication of January 26, 2007, a study projects that 9.5 percent of next year’s freshman class will major in education, and 2.4 percent of those freshmen will choose secondary education. The study further projects that two percent of next year’s freshmen will major in English.<sup>7</sup>

Data from a joint survey conducted by DSC and the WCSD during Spring of 2006 indicated that some adults in the county might be interested in pursuing a degree in education. Many in this population already possess a baccalaureate degree and desire secondary licensure. Because of current market demand for English educators, it is anticipated that many of DSC’s current students will move towards the English Education emphasis. In an effort to determine what numbers might be initially anticipated, the DSC registrar identified students who have since Fall 2006 declared themselves as English or biology majors. The study identified 225 students who have made this declaration. These 225 students were surveyed via telephone with 172 responding to the call. Of those, 46 (27%) indicated that they are interested in the secondary education emphasis if it were offered. DSC is speculating how many would actually enroll in an English Education emphasis.<sup>8</sup>

## Similar Programs

Among Utah’s baccalaureate-granting institutions, all offer the English major. Secondary education English degrees are nearly universal at American colleges and universities. All of Utah’s baccalaureate-granting institutions have secondary education English programs with the exception of Dixie State.

## Collaboration with and Impact on Other USHE Institution

Careful comparison and review of similar English Education programs at USHE institutions have been completed as a means of preparing this proposal and assuring the rigor of the proposed program. DSC has worked closely with SUU in a partnership to provide an effective program. Recognizing the critical teacher shortage facing USOE in secondary education in the years ahead,<sup>9</sup> it is imperative that DSC contribute to the efforts of all USHE institutions to meet the shortage. Providing an English Education emphasis at DSC is unlikely to adversely affect any USHE institution but will provide important assistance in meeting educational needs within the state.

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<sup>7</sup> The Chronicle: 1/26/2007: This Year's Freshmen at 4-Year Colleges: a Statistical Profile.  
<http://chronicle.com/premium/stats/freshmen/2007/data.htm> 2/1/2007

<sup>8</sup> E-mail from DSC Registrar to Dean Donald Hinton, May 21, 2007.

<sup>9</sup> See inferential base of “An Education Initiative for the State of Utah: A Report submitted for Utah’s K-16 Alliance from its Special Task Force on Teacher Shortages.” March 2007 <http://www.utahsbr.edu/pdfs/Interest/EducationInitiativeMar2007.pdf>

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

Baccalaureate completion rates in Utah are declining, and one probable contributor is access. While associate degree attainment in Washington County is strong (38% achievement compared to 17.7% for the state), 10 baccalaureate attainment for 25- to 34- year-olds is almost reversed (17.4% attainment in Washington County compared to 25.4% for the state).<sup>11</sup> One contributing factor to this odd reversal may be that DSC has provided associate degrees for most of its history and still offers only a very few baccalaureate degrees. Providing the proposed program should contribute to a reversal of that trend. More importantly, it will, as noted in the section above, assist in the burden placed on USHE to provide the teachers needed in the state.

## **Consistency with Institutional Mission**

The proposed emphasis is in keeping with DSC's mission to offer baccalaureate degrees in core or foundational areas. Additionally, secondary education is DSC's number one priority.

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

### **Program Assessment and Expected Standards of Performance**

Central to this degree proposal is a desire to benefit students graduating from college in the English content area. Therefore, built into the design of this emphasis is a commitment to assessment and the production of qualified graduates. Graduates must pass the English PRAXIS exam. The proposed course offerings have been structured to cover the essential content knowledge for these exams. Additionally, each course in the curriculum of this emphasis will have identified the appropriate learning outcomes that a student must achieve upon completion of the course. A pre-and post- test will be given as a part of each course's offering with exam questions linked to each of the learning objectives. The results will be compared to each learning objective and the test questions growing out of it.

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

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

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<sup>10</sup> DSC Environmental Background, page 2.

<sup>11</sup> DSC Environmental Background, Executive Summary, page 1.

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

Finally, in keeping with Regents' policy R411, each department at DSC undergoes a program review process. Each department is reviewed on a five-year rotation, and the English Department is due for review in 2009-10. At that time, the baccalaureate program will come under examination as per the program review policy.

## SECTION V: Finance

**Budget:** –The proposed expenditures and revenues for the baccalaureates in English / English education degrees are as follows:

### Proposed English Expenditures

|                               | 2007-08          | 2009-10          | 2010-11          | 2011-12          | 2012-2013        |
|-------------------------------|------------------|------------------|------------------|------------------|------------------|
| New English Faculty           | \$85,000         | \$87,125         | \$89,303         | \$91,536         | \$93,824         |
| New English Faculty           | \$0              | \$85,000         | \$87,125         | \$89,303         | \$91,536         |
| English Library Resources     | \$15,000         | \$5,000          | \$3,000          | \$3,000          | 3000             |
| Advising and Academic Support | \$41,000         | \$42,025         | \$43,076         | \$44,153         | \$45,256         |
| Operations and Travel         | \$15,000         | \$15,000         | \$15,000         | \$15,000         | \$15,000         |
| <b>Total:</b>                 | <b>\$156,000</b> | <b>\$234,150</b> | <b>\$237,504</b> | <b>\$242,991</b> | <b>\$248,616</b> |

Revenue to pay for the proposed program will come from new institutional funds allocated during the 2006-07 appropriations cycle.

### Proposed English / Secondary English Revenues

|                          | 2007-08          | 2009-10          | 2010-11          | 2011-12          |
|--------------------------|------------------|------------------|------------------|------------------|
| New Appropriations (75%) | \$201,938        | \$247,673        | \$251,990        | \$257,953        |
| Tuition (25%)            | \$67,313         | \$82,558         | \$83,997         | \$85,984         |
| <b>Total</b>             | <b>\$269,250</b> | <b>\$330,231</b> | <b>\$335,987</b> | <b>\$343,937</b> |

**Funding Sources:** Dixie State's budgets are economically and conservatively allocated with very little financial flexibility to reallocate existing funds. Therefore, the proposed emphasis is dependent on new funding. Much of the new funding was provided during the 2007 legislative session. One new faculty for English Education is currently in the selection process and will be added to an already large English faculty. Since many of the courses offered for this emphasis are also offered for the present English degree, this emphasis will blend in with much less financial impact than might otherwise occur. Additional funding for the emphasis will come from new tuition revenue and restructuring of workloads.



**Reallocation:** No current reallocation of program funds is planned.

**Impact on Existing Budgets:** No other programs will be affected by this program.

## Appendix A: Program Curriculum

English Education: The baccalaureate in English Education permits students to meet the state's requirements for teacher certification in secondary education while earning a degree in the English Department. Students must apply for admission to the Teacher Education Program. The proposed English Education emphasis will have four basic curricular components:

### BACCALAUREATE in ENGLISH EDUCATION (BA / BS)

|                             | BS           | BA           |
|-----------------------------|--------------|--------------|
| General Education courses   | (32 credits) | (40 credits) |
| Core courses                | (24 credits) | (24 credits) |
| English Emphasis courses    | (24 credits) | (24 credits) |
| Secondary Education courses | (37 credits) | (37 credits) |
| Electives                   | (3 credits)  | (0 credits)  |
| Language Requirement        | (0 credits)  | (8 credits)  |

**TOTAL 120 credits      133 credits**

| General Education Requirement                                                                                                                  | Credits   | Prerequisites / Notes                                                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Complete the college General Education requirements                                                                                            |           | Secondary education students should fulfill the social science requirement with either PSY 1100 (Human Development Across the Lifespan) or FCS 1500 (Human Development) |
| <b>Total</b>                                                                                                                                   | <b>32</b> |                                                                                                                                                                         |
| Core Requirement                                                                                                                               | Credits   | Prerequisites / Notes                                                                                                                                                   |
| • ENGL 1410, Elements of Grammar                                                                                                               | 3         |                                                                                                                                                                         |
| • ENGL 2600, Critical Introduction to Literature                                                                                               | 3         |                                                                                                                                                                         |
| • ENGL 2400, American Literature I (Colonial Period to the Am Renaissance)<br>or<br>• ENGL 2410, American Literature II (Civil War to Present) | 3         |                                                                                                                                                                         |
| • ENGL 2500, British Literature I (Anglo-Saxon Period to 18th Century) or<br>• ENGL 2510, British Literature II (Romantic Period to Present)   | 3         |                                                                                                                                                                         |
| • ENGL 3030, Advanced Writing                                                                                                                  | 3         | ENGL 2010 (C or better)                                                                                                                                                 |
| • ENGL 3220, Multi-Ethnic American Literature                                                                                                  | 3         | ENGL 2010 (C or better)                                                                                                                                                 |
| • ENGL 3810, History and Structure of the English Language                                                                                     | 3         | ENGL 2010 (C or better)                                                                                                                                                 |
| • ENGL 4900, Senior Capstone                                                                                                                   | 3         | Taken during the senior year                                                                                                                                            |
| <b>Total</b>                                                                                                                                   | <b>24</b> |                                                                                                                                                                         |

| English Teaching Emphasis                                                                                                                                                                                                       | Credits                  | Prerequisites / Notes                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-------------------------------------------------------------------------------------|
| • ENGL 2100, Creative Writing                                                                                                                                                                                                   | 3                        |                                                                                     |
| • ENGL 3210, Period/Topic Studies in Literature<br><i>or</i><br>• ENGL 3260, Major Authors                                                                                                                                      | 3                        | ENGL 2010 (C or better)                                                             |
| • ENGL 3200, Genre Studies                                                                                                                                                                                                      | 3                        | ENGL 2010 (C or better)                                                             |
| • ENGL 3400, World Literature                                                                                                                                                                                                   | 3                        | ENGL 2010 (C or better)                                                             |
| • ENGL 3510, Shakespeare                                                                                                                                                                                                        | 3                        | ENGL 2010 (C or better)                                                             |
| • ENGL 3520, Young Adult Literature                                                                                                                                                                                             | 3                        | ENGL 2010 (C or better)                                                             |
| • ENGL 4500, Methods in Teaching Writing                                                                                                                                                                                        | 3                        | ENGL 2010 (C or better)                                                             |
| • ENGL 4510, Methods in Teaching Literature                                                                                                                                                                                     | 3                        | ENGL 2010 (C or better)                                                             |
| <b>Total</b>                                                                                                                                                                                                                    | <b>24</b>                |                                                                                     |
| Secondary Education Requirement                                                                                                                                                                                                 | Credits                  | Prerequisites / Notes                                                               |
| • PSY 3210, Adolescent Development                                                                                                                                                                                              | 2                        | PSY 1100 or FCS 1500                                                                |
| • SCED 3050, Foundations of American Education                                                                                                                                                                                  | 2                        |                                                                                     |
| • SCED 3100, Intro to Teaching and Best Practices                                                                                                                                                                               | 2                        |                                                                                     |
| • SCED 3300, The Inclusive Classroom                                                                                                                                                                                            | 3                        |                                                                                     |
| • SCED 3500, Cooperative Learning Structures                                                                                                                                                                                    | 3                        |                                                                                     |
| • SCED 3800, Reading and Writing in the Content Areas                                                                                                                                                                           | 3                        |                                                                                     |
| • SCED 4100, Standards-Based Curriculum and Instruction                                                                                                                                                                         | 3                        | Taken semester before student teaching                                              |
| • SCED 4150, Standards-Based Assessment                                                                                                                                                                                         | 3                        | Taken semester before student teaching                                              |
| • SCED 4450, Multicultural / ESL                                                                                                                                                                                                | 2                        |                                                                                     |
| • SCED 4600, Classroom Management                                                                                                                                                                                               | 2                        | Taken semester before student teaching                                              |
| • SCED 4605, Classroom Management Lab                                                                                                                                                                                           | 1                        | Taken semester before student teaching                                              |
| • SCED 4800, Secondary Teaching Practicum                                                                                                                                                                                       | 3                        | Taken semester before student teaching                                              |
| • SCED 4900, Secondary Student Teaching                                                                                                                                                                                         | 8                        | All major and secondary education courses must be completed before student teaching |
| <b>Total</b>                                                                                                                                                                                                                    | <b>37</b>                |                                                                                     |
| Foreign Language Requirement ( <i>BA Degree only</i> )                                                                                                                                                                          | Credits                  | Prerequisites / Notes                                                               |
| Complete four courses (first- and second-year, or more advanced) in any one foreign language with a written language (excluding ASL), or receive at least 16 credits by examination for advanced fluency in a foreign language. |                          | This requirement applies only to students pursuing the Bachelor of Arts degree.     |
| <b>Total</b>                                                                                                                                                                                                                    | <b>16</b>                |                                                                                     |
| Electives                                                                                                                                                                                                                       | Credits                  | Prerequisites / Notes                                                               |
|                                                                                                                                                                                                                                 | 3                        |                                                                                     |
| <b>TOTAL CREDITS</b>                                                                                                                                                                                                            | <b>120 BS<br/>133 BA</b> | <b>TOTAL CREDITS</b>                                                                |

**New Courses to Be Added:**

|           |                                |
|-----------|--------------------------------|
| ENGL 3520 | Young Adult Literature         |
| ENGL 4500 | Methods in Teaching Writing    |
| ENGL 4510 | Methods in Teaching Literature |

**All Course Descriptions Available Upon Request**

## Appendix B: Program Schedule

### BA/BS in ENGLISH 4-YEAR COURSE OFFERINGS

#### **FALL SEMESTER – First year** (Fall 2007)

ENGL 2100 – Technical Writing (p/t)  
ENGL 1410 – Elements of Grammar (c)  
ENGL 2400 – Introduction to American Literature I (c)  
ENGL 2410 – Introduction to American Literature II (c)  
ENGL 2500 – Introduction to British Literature (c)  
ENGL 2510 – Introduction to British Literature II (c)  
ENGL 2600 – Critical Introduction to Literature (c)  
ENGL 3030 – Advanced Writing (c)  
ENGL 320X – Genre Studies Course (lit)  
                    (ENGL 3201: Genre Studies: Folklore,  
                    ENGL 3202: Genre Studies: Poetry)  
ENGL 3230 – Literature and Culture (lit)  
ENGL 3260 – Major American Authors (lit)  
ENGL 3360 – Writing for Magazines and Trade Journals (p/t)  
ENGL 3600 – Literary Theory (lit)  
ENGL 3720 – Editing (p/t)  
ENGL 3810 – History and Structure of the English Language (c)

#### **FALL SEMESTER – 2008, 2009, 2010**

ENGL 2100 – Technical Writing (p/t)  
ENGL 1410 – Elements of Grammar (c)  
ENGL 2400 – Introduction to American Literature I (c)  
ENGL 2410 – Introduction to American Literature II (c)  
ENGL 2500 – Introduction to British Literature (c)  
ENGL 2510 – Introduction to British Literature II (c)  
ENGL 2600 – Critical Introduction to Literature (c)  
ENGL 3030 – Advanced Writing (c)  
ENGL 3130 – Grant and Proposal Writing (p/t)  
                    (NOTE: ENGL 3130 will be taught Fall 2008 and Spring 2010.)  
ENGL 320X – Genre Studies Course (lit)  
                    (ENGL 3201: Genre Studies: Folklore,  
                    ENGL 3202: Genre Studies: Poetry)  
ENGL 3230 – Literature and Culture (lit)  
ENGL 3260 – Major American Authors (lit)  
ENGL 3520 – Young Adult Literature  
ENGL 3600 – Literary Theory (lit)  
ENGL 3720 – Editing (p/t)  
ENGL 3810 – History and Structure of the English Language (c)

(c) = Fulfills core requirement

(lit) = fulfills Literary Studies emphasis requirement

(p/t) = fulfills Professional/Technical Writing emphasis requirement

### **SPRING SEMESTER – First Year** (Spring 2008)

ENGL 1410 – Elements of Grammar (c)  
ENGL 2400 – Introduction to American Literature I (c)  
ENGL 2410 – Introduction to American Literature II (c)  
ENGL 2500 – Introduction to British Literature (c)  
ENGL 2510 – Introduction to British Literature II (c)  
ENGL 2600 – Critical Introduction to Literature (c)  
ENGL 3030 – Advanced Writing (c)  
ENGL 3120 – Document Design (p/t)  
ENGL 321X – Period/Topic Studies Course(lit)  
    *(ENGL 3211: Period Studies: Victorian Literature,*  
    *ENGL 3212: Period Studies: Crime Fiction and Film Noir)*  
ENGL 3220 – Multi-Ethnic American Literature (c)  
ENGL 3340 – Rhetoric of Science (p/t)  
ENGL 3350 – Writing in Professional Contexts (p/t)  
ENGL 3400 – World Literature (lit)  
ENGL 3510 – Shakespeare (lit)  
ENGL 4900 – Senior Capstone (c)

### **SPRING SEMESTER – 2009, 2010, 2011**

ENGL 1410 – Elements of Grammar (c)  
ENGL 2400 – Introduction to American Literature I (c)  
ENGL 2410 – Introduction to American Literature II (c)  
ENGL 2500 – Introduction to British Literature (c)  
ENGL 2510 – Introduction to British Literature II (c)  
ENGL 2600 – Critical Introduction to Literature (c)  
ENGL 3120 – Document Design (p/t)  
ENGL 3130 – Grant and Proposal Writing (p/t)  
    *(NOTE: ENGL 3130 will be taught Fall 2008 and Spring 2010.)*  
ENGL 3180 – Writing for Interactive Media (p/t)  
ENGL 321X – Period/Topic Studies Course(lit)  
    *(ENGL 3211: Period Studies: Victorian Literature,*  
    *ENGL 3212: Period Studies: Crime Fiction and Film Noir)*  
ENGL 3220 – Multi-Ethnic American Literature (c)  
ENGL 3340 – Rhetoric of Science (p/t)  
ENGL 3350 – Writing in Professional Contexts (p/t)  
ENGL 3400 – World Literature (lit)  
ENGL 3510 – Shakespeare (lit)  
ENGL 4500 – Methods in Teaching Writing  
ENGL 4510 – Methods in Teaching Literature  
ENGL 4900 – Senior Capstone (c)

(c) = Fulfills core requirement

(lit) = fulfills Literary Studies emphasis requirement

(p/t) = fulfills Professional/Technical Writing emphasis requirement

### Appendix C: Faculty Credentials, English

| Faculty            | Degree | Area              | Institution Awarding Highest Degree | Years Teaching Higher Ed | Relevant Work Experience                                                                            | Research / Publication Areas                                                                                                          |
|--------------------|--------|-------------------|-------------------------------------|--------------------------|-----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| Armstrong, Stephen | Ph.D.  | Creative Writing  | Florida State U                     | 9                        | Journalism, writer, editor                                                                          | Film, Detective Fiction, Creative Writing.                                                                                            |
| Brad Barry         | PhD    | Comp / Rhetoric   | Bowling Green State U               | 12                       | K-12 teaching                                                                                       | Web-based writing instruction; Rhetoric;                                                                                              |
| Sue Bennett        | PhD    | English           | Texas Tech U                        | 22                       | K-12 teaching                                                                                       | English romantics; 18C English literature; Online and computer-based instruction; Writing center administration                       |
| Tim Bywater        | PhD    | Film Studies      | U Utah                              | 33                       | Grant writing                                                                                       | Film criticism                                                                                                                        |
| Comeford, Ami Jo   | Ph.D.  | Am & Brit Lit     | University of Nevada Las Vegas      | 4                        | K-12 Teaching Writing Center                                                                        | American Lit<br>Pop Culture<br>British Lit                                                                                            |
| Ace Pilkington     | D Phil | English           | Oxford U                            | 29                       | Creative Writing, Poetry                                                                            | Shakespeare;<br>Science fiction;<br>Mythology;<br>History; film;<br>British Drama                                                     |
| Carole Schuyler    | PhD    | English           | U Mass, Amherst                     | 10                       | Technical writing / editing; K-12 teaching;                                                         | Victorian literature; Shakespeare; Psychoanalytic theory                                                                              |
|                    | MEd    | English Education | U VA, Charlottesville               |                          |                                                                                                     |                                                                                                                                       |
|                    | MS     | TechWriting       | Rensselaer Polytech                 |                          |                                                                                                     |                                                                                                                                       |
| George Jantzen     | ABD    | Comp / Rhetoric   | Carnegie Mellon U                   | 16                       | Technical writing / editing                                                                         | Rhetoric, Composition, Technology Transfer                                                                                            |
| Randy Jasmine      | ABD    | English           | U Mississippi, Oxford               | 7                        | Technical writing/editing; Assistant Director of Writing; Composition course curriculum development | Faulkner; African-American literature; Associate Editor: <i>Liberty's Captives</i> (U Georgia P 2006); 1 non-refereed journal article |
| Diane Albertini    | MA     | Comp / Rhetoric   | Colorado State U                    | 26                       | K-12 teaching; ESL teaching; English tutor                                                          | Integrating technology and the teaching of                                                                                            |

| Faculty       | Degree | Area             | Institution Awarding Highest Degree | Years Teaching Higher Ed | Relevant Work Experience                                        | Research / Publication Areas                        |
|---------------|--------|------------------|-------------------------------------|--------------------------|-----------------------------------------------------------------|-----------------------------------------------------|
|               |        |                  |                                     |                          | supervisor;<br>Writing Center Coordinator;<br>English/ESL tutor | writing; Rhetoric & composition.                    |
| Darl Biniaz   | MA     | English          | San Diego State U                   | 13                       | Copy editing                                                    | Anthropology and literature; Modern American poetry |
| Terre Burton* | MA     | American Studies | U Wyoming                           | 32                       |                                                                 | Classical literature and art; Women's literature    |
| Ed Reber*     | MA     | English          | Brigham Young U                     | 33                       | Copy editing;<br>Grant writing                                  | Folklore; English romantics;<br>American literature |

\* Part-time assignment. Position shared with Humanities and Social Science Department.

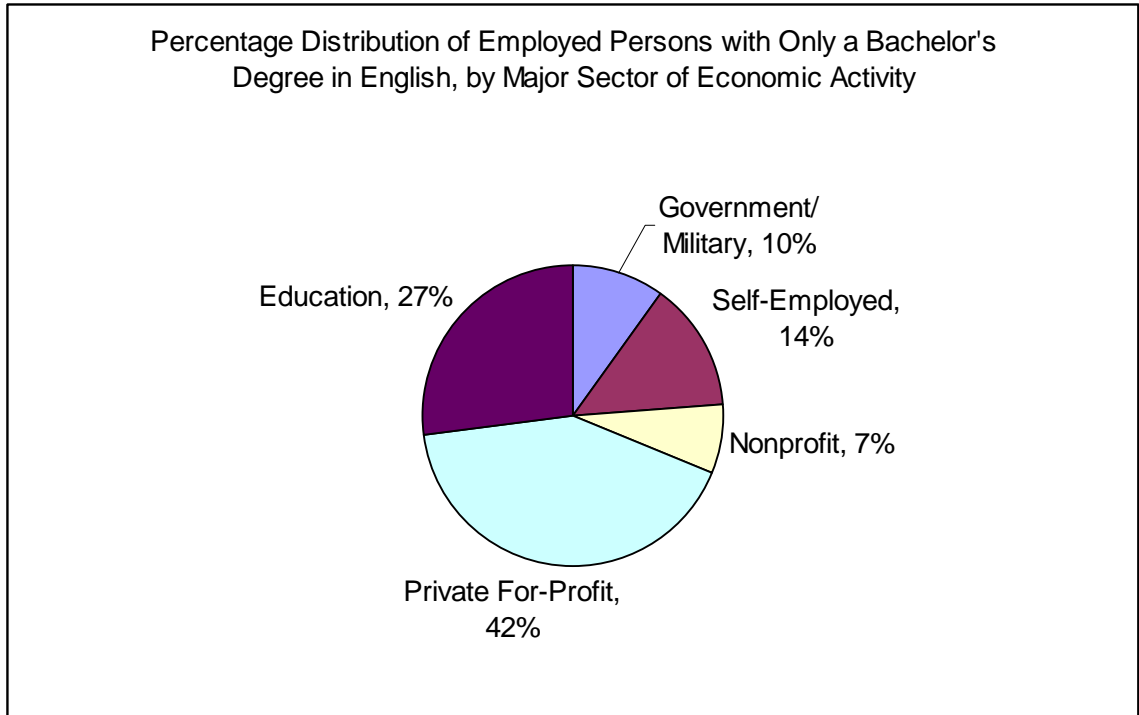


## Appendix D: Top 10, Occupations that Employ Persons with Only a Bachelor's Degree in English

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

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

Appendix E: Percentage Distribution of Employed Persons with Only a Bachelor's Degree in English, by Major Sector of Economic Activity<sup>12</sup>

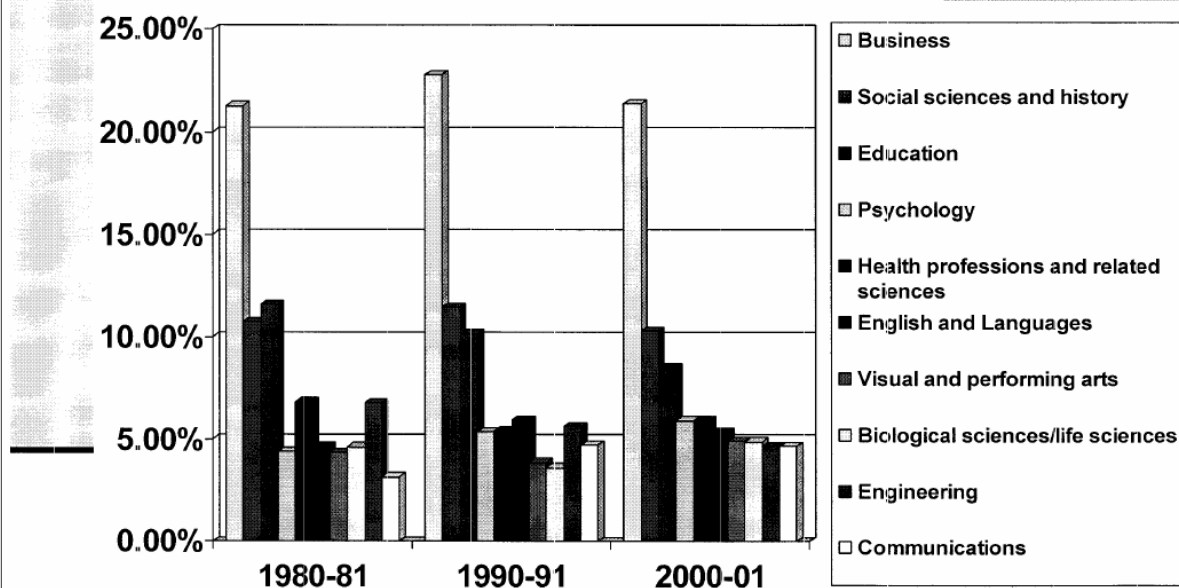


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<sup>12</sup> In Fogg, N. P.; Harrington, P.E., and Harrington, T. F. College Majors Handbook with Real Career Paths and Payoffs: The Actual Jobs, Earnings, and Trends for Graduates of 60 College Majors. JIST Works: New York, 2004, pp. 401-410.

## Appendix F: Core or Foundational Baccalaureate Degrees Consistent with Four-Year Colleges<sup>13</sup>

The Ten Most Popular Bachelors Degrees Have Changed Little over the Last 20 Years and Still Account for More than 80% of Degrees Awarded.



Source: NCES - Historical summary of faculty, students, degrees, and finances in degree-granting institutions: Selected years, 1869-70 to 2001-02

Note: Computer Science, Liberal Arts and Physical Science are 11, 12 and 13 on the list respectively.

<sup>13</sup> Tabulated from *Historical Summary of Faculty, Students, Degrees, And Finances in Degree-Granting Institutions: Selected Years, 1869-70 to 2001-02*, available at <http://search.nces.ed.gov/cs.html?charset=iso-8859-1&url=http%3A%2F%2Fsearch.nces.ed.gov%2Fcs.html>



December 5, 2007

**MEMORANDUM**

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Utah Valley State College – Mission Statement – effective July 1, 2008

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, included a provision for each institution to update its mission and role statement.

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 future. In order to comply with the policy, each institution reviews its current mission and role statement and updates or revises it as appropriate. Mission and Role Statements are approved by the institution's Board of Trustees and submitted to the Board of Regents for approval.

Utah Valley State College has submitted its Mission Statement for Board of Regents' approval. The statement has been approved by Utah Valley State College's Board of Trustees.

Commissioner's Recommendation

The Commissioner recommends that the Board review Utah Valley State College's mission statement, and, if satisfied that it accurately reflects the institution in concept as described in Policy R312, approve its inclusion in Policy R312, Configuration of the Utah System of Higher Education and Institutional Missions and Roles, effective July 1, 2008. As a point of clarification, the reference to graduate education means education/programs at the Master's degree level.

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Richard E. Kendell, Commissioner

RED/LS/JMC  
Attachment

## Mission

Utah Valley University is a teaching institution which provides opportunity, promotes student success, and meets regional educational needs. UVU builds on a foundation of substantive scholarly and creative work to foster engaged learning. The university prepares professionally competent people of integrity who, as lifelong learners and leaders, serve as stewards of a globally interdependent community.

## Roles

As a regional state university, Utah Valley University:

**Provides quality academic learning opportunities** for students through a comprehensive set of programs at the certificate, associate, baccalaureate, and graduate levels. To encourage responsible citizenship, emphasis is placed on engaged teaching and learning as well as scholarly work, research, creative achievements, career and technical education, and community and professional engagement.

**Provides access to higher education** and offers a broad range of opportunities from developmental education through honors programs. The institution provides services designed to meet the educational and personal needs of students, to foster student success, to prepare students for meaningful lifework, and to provide access through a variety of modalities, including satellite campuses and the use of technology.

**Promotes economic and cultural development** to contribute to the quality of life of the region and state. The institution fosters economic development and provides a talent-force to meet the needs of a dynamic economy by offering credit and non-credit programs and services for individuals and organizations. UVU provides cultural experiences that enrich the community and offer significant and varied opportunities for continuous learning.

## Core Values

As a regional state university composed of qualified professionals, we are committed to these core values:

**LEARNING AND SCHOLARSHIP:** UVU values preparing intellectually resilient graduates for a future of continuous and cross-disciplinary learning. We encourage students, faculty, and staff to engage in a broad array of academic, professional, and experiential learning opportunities and scholarly endeavors that foster professional and personal growth, that build real-world capabilities, and result in honest, challenging, and significant intellectual work.

**CRITICAL AND CREATIVE THINKING:** UVU values the broad acquisition of knowledge and recognizes the value of critical and creative thinking and practical skills. We prepare students to contribute to society, adapt creatively to new challenges, and thrive in an ever-changing world community.

**ACADEMIC FREEDOM:** UVU values the free exchange of ideas and builds an academic climate conducive to such expression. We encourage thoughtful debate and civil discourse. We respect the right and responsibility of faculty and students to explore topics relevant to the educational experience.

**ETHICS AND INTEGRITY:** UVU values ethics education and ethical behavior. We engage members of the campus and community in experiences that encourage a broader understanding of ethics across disciplines, professions, and communities. Honor and integrity, respect and civility, commitment and diligence are essential in our learning community and in interpersonal relationships.

**ACCOUNTABILITY AND OPENNESS:** UVU values the opportunity to be accountable for our academic, professional, and fiscal stewardships. We welcome the responsibility to assess and examine the effectiveness and implications of our programs and initiatives. UVU embraces open dialogue and transparent decision-making.

**ENGAGED LEARNING:** UVU values student engagement, scholarly excellence, and creative work. We support active learning and professional development for students, faculty, and staff. We cultivate community leadership and strong relationships that extend the university into the workplace and region.

**DIVERSITY:** UVU values a welcoming and diverse learning environment that embraces all people and transcends differences. Diversity enriches the intellectual and social engagement of the learning community. We support a student and workforce community that reflects the entire population.

**GLOBAL ENGAGEMENT:** UVU is a multicultural community that values cultural literacy and actively supports learning that crosses cultural and political boundaries. We engage locally, regionally, nationally, and globally in order to fulfill our mission.

## MEMORANDUM

December 5, 2007

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: R401, Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports – Action Item

### Issue

The Commissioner's Academic Affairs staff worked with the Program Review committee (PRC) and the USHE Chief Academic Officers (CAOs) to streamline the program proposal procedure. A version of R401 was included in the October 2007 Regents' agenda. Refinements have been ongoing and a final version will be hand-carried to the meeting.

### Background

In October, 2004, after the moratorium on new programs was lifted, the Regents approved a revision of policy R401. That revision made significant changes to the procedures institutions followed when developing new programs, making program changes, discontinuing programs, and preparing program reports. The proposed current revision has been designed to create an even better procedure—shortening the time from initial proposal submission to approval.

### Policy Changes

The revised R401 policy includes the following changes:

- The R401 policy has been changed to more clearly define the procedures and the items requiring Regents' consideration. The revised templates are designed to provide more assistance to institutions as they prepare proposals than was reflected in the former policy.
- Rather than providing a Letter of Intent (LOI), institutions are now required to submit a full proposal with a short executive summary which expedites the time from submission to consideration. (3.1)
- The CIP code requirement for programs is more clearly identified. (3.1.3. and 3.1.4.)
- The financial data provided in a program proposal will be reviewed by the Commissioner's Finance staff. (3.2) The template for program proposals now includes a Financial Analysis document.



- The Utah College of Applied Technology may partner with credit-bearing USHE institutions that grant associate's degrees in order to provide Associate of Applied Science (AAS) degrees within the region instead of Associate of Applied Technology (AAT) degrees. (6.1.3.)
- All of the program proposal, program follow-up report, and program tracking information templates have been updated. (R401-8.)

#### Commissioner's Recommendation

The Commissioner recommends that the Regents review revisions to the R401 policy, raise issues, request additional information, and, if satisfied, approve policy R401 as the definition program approval policy for the Utah System of Higher Education.

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Richard E. Kendell, Commissioner

REK/LS/AMW  
Attachment

December 5, 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 Academic, Career and Technical Education, and Student Success Committee.

***A. University of Utah***

**Proposal to Create an Asia Center at the University of Utah**

**Request:** The Asian Studies Program at the University of Utah proposes to create a new Asia Center that will make this university the Intermountain Region's premier institution for the advanced study of Asia and a critical resource for the region's business, political, educational and community leaders as they develop and expand their ties with Asian countries. The Asia Center will engage in activities targeted at multiple constituencies: faculty, students, business and political leaders, and those in education and the arts.

The new Asia Center will incorporate existing regional clusters in China, Japan, South Asia, Korea, and Southeast Asia, and a flexible number of topically-defined interdisciplinary initiatives in areas of faculty expertise like Asian legal studies, Asian media studies, comparative gender and development, technology, Asian politics, health, and business studies. These topical initiatives will forge scholarly interactions among faculty from Humanities, Social Sciences, Art, and Architecture, the schools that participate in the Asian Studies Program on the one hand, and faculty from Business, Law, Health Sciences, Engineering, and other areas whose work does not fit into regional categories on the other hand. These sub-groups will provide focal points galvanizing faculty to take initiative to become involved with the Center by proposing collaborative research, publication, and conference projects that relate to their own interests. These groupings will also facilitate future fundraising by articulating specific interest areas with which potential donors might identify.

**Need:** The arrival of Michael Young as President of the University of Utah has heralded the beginning of a new era for Asian Studies on this campus. As a scholar of East Asian law, President Young has made the expansion of Asian Studies on this campus one of his priorities. In his inaugural address he announced his desire for the establishment of an Asia Center which will be a major focus of the upcoming capital campaign. Governor Jon Huntsman, Jr. has also emphasized the critical importance of both India and China for Utah's economic development and encouraged the expansion of ties with these countries. Asia is

increasingly important to the economic and cultural life of the state of Utah and the Intermountain West more broadly. Utah's Asian population increased by over 56% between 1990 and 2000 and is currently over 45,000.<sup>i</sup> This is an ethnically and economically diverse group including significant populations of Chinese, Japanese, Vietnamese, Koreans, and South Asians, many of whom play major roles in our community as business owners or as entrepreneurs, engineers and scientists in the state's dynamic high-tech sector. Utah's exports to Asia total some \$1,443,000,000, making up nearly one third or 31% of Utah's total foreign exports.<sup>ii</sup> Over 134 Utah companies, including some of the state's largest employers, do export business in Japan, 86 in Taiwan, 85 in Hong Kong, 82 in China, 77 in Singapore, 75 in South Korea, and 68 in India.<sup>iii</sup>

President Young's and Governor Huntsman's assertions of the importance of Asia for the University of Utah and for the larger Utah community come at a moment when the Asian Studies Program is itself undergoing major change and expansion. With the acquisition of a new position in Korean History in 2005 and a new position in Hindi-Urdu Language and Literature slated for 2006-7, the Asian Studies Program has rounded out its long-standing strengths in China and Japan with new emphases on Korea, India, and Pakistan. Having developed such programmatic breadth, the university is now prepared to offer an interdisciplinary Master's degree in Asian Studies, and are submitting a proposal for the new degree along with this one. They are at the same time submitting a proposal to revise the requirements for the Asian Studies major and minor to meet the changing needs of their students and expand the relevance of the program. With the maturation of the Asian Studies Program and President Young's ambitions for Asian Studies on this campus, it is time to establish an Asia Center to coordinate Asia-related research and teaching, facilitate the further development of the program, and serve as a resource for the wider political, business, educational, and arts communities of Utah.

**Institutional Impact:** The Asia Center will house the undergraduate and graduate programs in Asian Studies and support student initiatives focused on Asia. It will raise development monies to create a series of student scholarships targeted at heritage students, Asian Studies majors, participants in study abroad programs, internships, and students in the M.A. Program in Asian Studies. As funds become available, it will also support student research opportunities and student conferences. These activities will inevitably raise the profile of the program among students and provide incentives for them to take courses on Asia and pursue majors, minors, or an M.A. degree in Asian Studies. It is expected that within three years, the institution will see substantial growth in enrollments in Asia-related courses and degree programs.

The current director of the Asian Studies Program will initially serve as Director of the Asia Center, overseeing the Asian Studies degree programs and coordinating the Center's activities. The first task of the new Center will be to coordinate recruitment of a new Executive Director with career experience in business or diplomacy and professional ties in Asia who will oversee development and fundraising and interactions with the community, including the programming of seminars and conferences for the general public and for the business, educational, and arts communities. The Center will also have an Advisory Board comprised of members of the faculty representing the diverse sectors of the university involved in Asia-related study, students, and members of the community representing the sectors that have various kinds of interests in or ties to Asia.

**Finances:** With the completion of the new Humanities Building, the Asian Studies Program will for the first time have its own office space for a director and administrative assistant, so no new space allocation will be required. The Director of the Asian Studies Program will serve as the Director of the new Asia Center during the first three years. The College of Humanities will provide a tenth month of salary and administrative assistance for the director so it is anticipated that there will be no need for new monies for

Center administration in the first couple of years. Center activities will initially be supported by drawing on existing Asian Studies development funds in combination with external grants and co-sponsorship with other campus and community entities. However, fundraising and grant applications will be the two top priorities of the Asia Center. The university has already begun the process of developing donor support for an Executive Director for the Center and for the academic activities of the Asian Studies Program and have raised some \$40,000 in new program funding in 2005-6 alone. The university is preparing to apply for a Department of Education Title VI grant as a National Resource Center for Asian Studies in the next cycle in Fall 2008. With its revised and newly flexible B.A. degree, the new M.A. program, and continued success in development to support new faculty lines, scholarships, and community outreach activities, the Asian Studies Program will be in an excellent position to compete for this grant, which would bring substantial funds and prestige to the new Center.

***B. Utah State University***

**Discontinue Business Information Technology and Education and Marketing Education Programs**

**Request:** The College of Business and the Department of Management Information Systems at Utah State University seek authorization for discontinuance of bachelor and master degree programs in Business Information Technology and Education (BITE) and Marketing Education (ME), effective Spring Semester 2008. Specific programs slated for discontinuance are:

- Bachelor of Science/Bachelor of Arts in Business Information Technology and Education
- Bachelor of Science/Bachelor of Arts in Marketing Education
- Specialization in Business Education within the Master of Education degree
- Specialization in Business Education within the Master of Business Information Systems degree
- Specialization in Marketing Education within the Master of Business Information Systems Degree

**Need:** While Utah State University has a rich history in training teachers in Business Information Technology and Education and Marketing Education, in recent years student demand for these programs has declined. This has occurred at a time when business schools have felt significant pressure to expand and enhance the technical content in Management Information Systems degree programs, respond to challenges of globalization in the business curriculum, and facilitate economic development through provision of expanded programs related to ecommerce and entrepreneurship.

In a memo to the Utah State University Educational Policies Committee, December 9, 2005, former Dean of the College of Business, Caryn Beck-Dudley and former Department Head of the Department of Business Information Systems, Dr. Karen Forcht, notified the university community of their intent to suspend enrollment in the Business Information Technology and Education and the Marketing Education majors and minors, effective Spring Semester 2006. In Accordance with the Board of Regents Policy R401, the Commissioner's Office was also notified at that time of the University's intent to discontinue the program. Key rationale for program suspension included declining enrollment, availability of comparable programs at other institutions throughout the state, and a strategic decision to reallocate investment in faculty and other resources toward enhancing core management information systems degree programs offered in the department.

As of December 2005, enrollments in BITE and ME majors had declined to a combined total of 20 students. Enrollment declines may likely be attributed to a number of factors. A key factor may be economic opportunity. As potential students compared compensation levels for business education positions as opposed to alternative positions in marketing and management information systems, fewer students were attracted to the major. At the same time an increasing array of schools within the state were authorized to deliver programs similar to the BIT&E and ME programs. While for many years Utah State University was the only school within the Utah System of Higher Education to offer these or similar degrees, competing programs are now available in the southern (Southern Utah University), central (Utah Valley State College) and northern (Weber State University) regions of the state.

While enrollments in BITE and ME declined, the demand for courses and graduates in management information systems grew. Responding to these market dynamics, the College of Business and Department of Management Information Systems, working in an environment of limited resources, began a strategic process of transitioning these resources toward MIS programs. This has occurred over the years through the natural process of faculty turnover, retirements and new hires, as the department has reduced the number of faculty assigned to teach business education classes and expanded the number of faculty qualified to teach emerging management information systems courses.

In the fall of 2005, with only a minimally sufficient number of faculty remaining to offer the degrees, and the pending retirement of one of these faculty members, departmental and college leadership realized they had reached the point where a decision must be made, either to reinvest faculty resources in these programs or to recommend their discontinuance. After careful consideration, the decision was reached to move towards discontinuance of the BITE and ME programs.

**Suspension and Discontinuation Procedures:** Guidelines and procedures for program suspension and discontinuance are specified in Section 406.3 of the Utah State University Faculty Code and the Utah State Board of Regents R401 policy. Suspension of enrollment is defined in the USU Faculty Code, Section 406.3.1 as “an action short of discontinuance, which if not reversed will lead to discontinuance, and which refers to the suspension of enrollment in a major subject, a minor subject...or program...” Under the USU Faculty Code, a department intending to implement a suspension of enrollment is required to notify the USU Educational Policies Committee as soon as the department decision has been made and approved by the dean (Utah State University Faculty Code, Section 406.3.2).

Once notification has been received, the Educational Policies Committee is charged to “review the proposed suspension of enrollment for its effects on other academic programs of the University” (Section 406.3.2). The committee is further charged to “hold hearings at which all constituencies affected, including students, faculty, and representatives from other departments affected by the proposed action, have the opportunity to testify” (Section 406.3.2). The Faculty Code goes on to specify that “(a)t conclusion of its deliberations, the Educational Policies Committee will recommend approval or disapproval of suspension of enrollment to the Faculty Senate” (Section 406.3.2). The Faculty Senate, following deliberation, then makes a recommendation to the university president, who may authorize the suspension. The Faculty Code further notes that “suspension of enrollment may be reversed by the department, upon approval of the Educational Policies Committee, the dean, and the President, at any time up to three years after suspension has been granted” (Section 406.3.2). If the suspension of enrollment has not been reversed within three years, the code states that program discontinuance must be initiated.

In accordance with the above specified code requirements, notification of the intent to suspend enrollment for the BITE and ME programs was submitted by the department head and dean to the USU Educational Policies Committee on December 9, 2005. A hearing was held, under the direction of the Education Policies Committee on February 9, 2006 and affected students, faculty, and representatives from other departments were invited to testify. Upon receipt of the report from the February 9, 2006 hearing, the Educational Policies Committee voted to approve a temporary suspension of the BITE and ME programs through October 1, 2006 pending a report on efforts to explore the feasibility of reconfiguring the programs for delivery under the leadership of the College of Education and Human Services. These conversations were held between March and October of 2006. In the end it was decided that reconfiguration of the program was not in the strategic interests of the College of Education and Human Services, hence the Educational Policies Committee on October 10, 2006 voted to extend the suspension of enrollment for the program until the Utah State Board of Regents had formally authorized discontinuance of the programs.

This finding was then presented by the Chair of the Educational Policies Committee to the Utah State University Council on Teacher Education, which endorsed the decision in its February 2007 meeting. On March 1, 2007, the Educational Policy Committee upon receiving the report of the Council on Teacher Education voted to endorse the program discontinuance. This recommendation was presented to and passed by the Utah State University Faculty Senate on April 2, 2007. President Stan L. Albrecht has authorized the discontinuance pending approval from the Utah State University Board of Trustees and the State Board of Regents. Discontinuance was approved by the Utah State University Board of Trustees on October 19, 2007.

**Institutional and Financial Impact:** Upon reaching the decision to suspend enrollments for the BITE and ME programs, the department immediately initiated a teach-out plan that would ensure that students presently enrolled in these programs would not be hampered in their ability to complete their degree. An individual advising meeting was held with each of the 20 student in the degree programs and a plan for completion for each student was prepared. A teach-out course schedule was then implemented to ensure students could complete the courses remaining in their program of study. The teach-out process has been underway since Spring Semester 2006. Of the final students remaining in the programs, six are expected to complete their coursework Fall Semester 2007, and the remaining five during Spring Semester 2008. New students expressing interest in Business Education are presently being referred to Weber State University, Utah Valley State College or Southern Utah University.

While the formal decision to recommend discontinuance of the BITE and ME programs is relatively recent, the forces leading up to this decision have been at play for several years. Responding to these forces, the department has gradually reallocated resources, including faculty lines, from business education to support growing demand for degrees in management information systems. Looking back over the years, one can mark this transition in a series of name changes that have occurred. Over twenty plus years, the name of the department has evolved from Business Education, to Business Information Systems and Education, to Business Information Systems, to its present name, Management Information Systems, which was approved by the Board of Regents in April of 2007. Because of the incremental nature of this transition, the department has been able to reallocate faculty lines in a manner such that no faculty or staff members have or will be displaced as a result the discontinuance of these programs.

**Recommendation for Program Discontinuance:** As evidenced by the series of hearings and discussions held on the campus of Utah State University, decisions for discontinuance of academic programs are seldom easy, particularly for programs with a long and rich institutional history. Nevertheless, it is the willingness to let some programs go to make room for programs supporting emerging demands in the market place that reflects the vitality and responsiveness of educational institutions. It is in this spirit that Utah State University seeks authorization for discontinuance of its BITE and ME programs, effective Spring Semester 2008.

### *C. College of Eastern Utah*

#### **Fast Track Approval of Certificate of Completion in Medical Assistant Program**

The College of Eastern Utah requests Fast Track approval to offer a certificate of completion in Medical Assistant Program. The program has nine specific courses and thirty-one semester hours that will typically require two semesters to complete.

**Program Description:** In addition to the suggested sample schedule of coursework outlined below, ENGL 1010 (3 cr hr) must be completed to award the Certificate of Medical Assistant as an institutional credential.

#### *Sample Schedule of Courses*

##### Semester 1

| Course                                                  | Cr Hr    |
|---------------------------------------------------------|----------|
| NURS 1000 Nursing Assistant                             | 4        |
| NURS 1008 Medical Terminology                           | 2        |
| MATH 1030 Quantitative Reasoning                        | 3        |
| <b>HEAL 1030 Medical Assisting: Admin. Competencies</b> | <b>4</b> |
| BIOL 1500 Anatomy and Physiology                        | 3        |
| Total                                                   | <hr/> 16 |

##### Semester 2

|                                                           |          |
|-----------------------------------------------------------|----------|
| <b>HEAL 1600 Medical Assisting: Clinical Competencies</b> | <b>6</b> |
| <b>HEAL 1700 Medical Assisting: Externship</b>            | <b>4</b> |
| HEAL 2020 Emergency Response                              | 3        |
| <b>HEAL 1860 Phlebotomy and Clinical Laboratory</b>       | <b>2</b> |
| Total                                                     | <hr/> 15 |

New courses developed and approved by the College Curriculum and Instruction Committee are indicated in bold type.

**Need:** The Medical Assistant (MA) program is a complimentary addition to the Certified Nursing Assistant (CNA), Licensed Practical Nurse (LPN), and Registered Nurse (RN) programs currently offered by the College of Eastern Utah. The program has nine specific courses and thirty one semester hours that will typically require 2 semesters to complete. Five of the courses are already routinely taught and are well

established in the institution's regular course offerings. Four new courses have been developed with careful review of several MA programs at various accredited colleges across the nation including programs on the Utah Wasatch Front. The course descriptions for the new courses are in the Appendix to this Letter of Intent. To satisfy institutional certificate requirements, one additional course, English 1010 must be completed. This is similar to the requirement established in the LPN program.

**Mission Fit:** The medical assistant program fits well with the mission of the college to "...prepare students through certification, degrees, and transfer programs and seeks to provide a complete campus experience for both traditional and non-traditional students....The College is committed to respond to the educational needs of the communities it serves..." In addition, as previously mentioned, the MA program is complimentary to the healthcare programming already established with the institution. With practical limitations placed on cohort sizes for traditional nursing programs, the non-cohort design of the MA program creates opportunities for those individuals wanting to pursue careers in healthcare but may otherwise be unsuccessful due to cohort size limitations in nursing programs.

**Current Faculty Preparedness:** Current faculty and new positions approved and funded will facilitate all instructional needs. The program only requires the addition of four new courses together with courses already delivered by the institution.

|                              |                                                                                                                                 |
|------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| Nursing Faculty:             | JoAnn Crittendon, Adina Free, New Hire                                                                                          |
| Math Faculty:                | Shane Brewer                                                                                                                    |
| Biology Faculty:             | Lawrence Guymon, Carla Endres, Virgil Caldwell                                                                                  |
| Health Faculty:              | Barbara Robinett                                                                                                                |
| Clinical Laboratory Faculty: | New Hire (B.S. minimum, clinical laboratory experience, clinical laboratory credential, adjunct assignment) and Virgil Caldwell |

**Market Demand:** The primary reason for requesting this program is to address the workforce shortages currently being experienced by the healthcare industry in the College service region, as well as the obvious healthcare workforce shortages in Utah and the nation. Local healthcare providers, the local public school district, the Utah Departments of Workforce Services and Vocational Rehabilitation, and the County Commission of San Juan County have provided formal support letters for this program as part of the federal Community-Based Job Training Grant recently awarded to the College (letters in Appendix).

According to the U.S. Department of Labor, Bureau of Labor Statistics (2005), the employment outlook for healthcare support occupations is excellent. Medical assistants held about 365,000 jobs in 2002. Future employment of medical assistants is expected to grow much faster than the average for all occupations through the year 2012 as the health services industry expands because of technological advances in medicine, and a growing and aging population. In the same federal report, employment opportunities for medical assistants are projected to be the fastest growing occupation over the 2002 – 2012 period. Job placement is in offices of physicians, hospitals, outpatient facilities, and offices of other health practitioners, such as chiropractors and podiatrists.



**Student Demand:** Each year, the College can accept only about 20-25% of the applicants desiring to enter the nursing programs. This is due to the required nature of the cohort design necessary to meet accreditation standards for nursing programs. Clinical experience components of the nursing program limits numbers of students who can be accepted due to regulations as to the ratio of clinical instructors to students as well as the type of facility required for nursing program clinical experience.

The medical assistant profession has a very high overlap of job duties in comparison, particularly to the licensed practical nurse profession as demonstrated in section 10.1 of this document. The program capacity is not dictated by cohort design constraints. Student participants in the program can enjoy flexibility in their enrollment as individuals and the required externship component is easily satisfied through placement in clinics and hospitals throughout the region. As noted previously in this document, local healthcare providers enthusiastically support the establishment of this new program.

It is reasonable to project a qualified demand for the program. There is a high job market demand and a majority of student applicants unable to join nursing program cohorts. This combined with significant parity in job responsibilities and salary with nursing, as well as support from local employers make the medical assistant program an attractive career pathway.

**Institutional Priority:** The Medical Assistant program is a complementary addition to the existing certificate programming in healthcare. This includes the Certified Nursing Assistant (CNA), Licensed Practical Nurse (LPN), and Registered Nurse (RN). In fact, the CNA credential, NURS 1000, is part of the MA program. Since the MA program is not cohort based and has less critical guidelines on the clinical experience component, it is an excellent healthcare career choice for those candidates who do not enter a nursing program. The overlap of administrative and patient care duties is extensive.

**Budget:** A significant portion of the initial costs in the launch phase of the program will be covered by funding from the Community-based Job Training Grant which this program is part of. A major expense, the clinical laboratory equipment, will be capital equipment purchases funded by the grant and can be considered nonrecurring for at least 10 years. With shifting demographics and the retiring wave of baby-boomer healthcare workers, demand is evident locally and nationally.

- |    |                                        |                                                                  |
|----|----------------------------------------|------------------------------------------------------------------|
| a. | Personnel full-time faculty (overload) | (yr 1 – institutional/grant funded, 1:1, grant funded yrs 2-3)   |
| b. | Additional adjunct faculty             | (yr 1 – institutional/grant funded, 1:1, grant funded years 2-3) |
| c. | FICA                                   | (yr 1 – institutional/grant funded, 1:1, grant funded years 2-3) |
| d. | Instructional supplies                 | (grant funded, years 1 – 3)                                      |
| e. | Other current expenses                 | (grant funded, years 1 – 3)                                      |
| f. | Equipment                              | (grant funded, years 1 – 3)                                      |
| g. | Library materials                      | (institution expense)                                            |

|    | Year 1  | Year 2  | Year 3  | Year 4  | Year 5  |
|----|---------|---------|---------|---------|---------|
| a. | \$2,700 | \$2,781 | \$2,864 | \$2,950 | \$3,038 |
| b. | \$4,200 | \$4,326 | \$4,455 | \$4,589 | \$4,726 |
| c. | \$540   | \$556   | \$572   | \$590   | \$607   |
| d. | \$1,860 | \$1,860 | \$1,860 | \$1,860 | \$1,860 |

|                   |          |          |          |          |          |
|-------------------|----------|----------|----------|----------|----------|
| e.                | \$560    | \$560    | \$560    | \$560    | \$560    |
| f.                | \$1001   | \$65,500 | \$26,000 | \$0      | \$0      |
| g.                | \$1,200  | \$600    | \$180    | \$180    | \$180    |
| Annual Totals     | \$12,061 | \$76,183 | \$36,491 | \$10,729 | \$10,971 |
| % Grant<br>Funded | 59%      | 94%      | 89%      | 0%       | 0%       |

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

##### **Fast Track Approval of Certificate in Water and Wastewater Operations**

Utah Valley State College requests Fast Track approval to offer a one-year certificate in Water and Wastewater Operations. This 31-hour certificate was approved by the UVSC Board of Trustees October 19, 2006, and approved by the Career and Technical Education Region 6 Planning Committee in January, 2007. The proposed certificate is a good fit with the applied technology part of Utah Valley State College's mission. The existing emphasis in Environmental Management that is part of the Earth Science BS degree will be unaffected. This proposal is basically a reorganization of the existing programs.

**Program Description:** The following are the proposed classes for the one-year certificate - 31 Hours:

| <b>CERT (1yr) in Water and Wastewater Operations</b> |                                                                | <b>(Submitted)</b> | <b>31 Credits</b> |
|------------------------------------------------------|----------------------------------------------------------------|--------------------|-------------------|
| <b>Discipline Core Requirements:</b>                 |                                                                |                    | <b>22 Credits</b> |
| ▪                                                    | ENVT 1200 Environmental Worker Safety                          |                    | 3.0               |
| ▪                                                    | ENVT 1210 Introduction to Water Reclamation (3.0)              |                    |                   |
| Or                                                   | ENVT 1360 Introduction to Water Treatment                      |                    | 3.0               |
| ▪                                                    | ENVT 1300 Environmental Lab and Sampling                       |                    | 3.0               |
| ▪                                                    | ENVT 3280 Environmental Law                                    |                    | 3.0               |
| ▪                                                    | ENGL 1010 Introduction to Writing                              |                    | 3.0               |
| ▪                                                    | DGM 2010 Business Computer Proficiency                         |                    | 3.0               |
| Or                                                   | Business Computer Proficiency Exam                             |                    |                   |
| ▪                                                    | MAT 1010 Intermediate Algebra                                  |                    | 4.0               |
| <b>Elective Requirements:</b>                        |                                                                |                    | <b>9 Credits</b>  |
| Must take three of the following courses             |                                                                |                    | 9.0               |
| ▪                                                    | ENVT 3320 Hydraulics of Water (3.0)                            |                    |                   |
| ▪                                                    | ENVT 1510 Hazardous Materials Emergency Response (3.0)         |                    |                   |
| ▪                                                    | ENVT 3630 Introduction to Geographic Information Systems (4.0) |                    |                   |
| ▪                                                    | ENVT 3790 Hydrology (3.0)                                      |                    |                   |
| ▪                                                    | ENVT 1270 Environmental Microbiology (3.0)                     |                    |                   |
| ▪                                                    | ENVT 3330 Water Resources Management (3.0)                     |                    |                   |

**Need:** Utah Valley State College has offered courses in drinking water and wastewater operations since the early 1980s. The Environmental Technology building on campus was completed in 1982 with a \$500,000 grant given to Utah Valley State College by the EPA. Since that time, Utah Valley State College

has trained numerous water and wastewater operators that are working in many communities throughout Utah.

Since the beginning of the program, faculty and administrators have amended the curriculum several times in order to keep the program relevant to the needs of drinking water and wastewater professionals. At one time, Utah Valley State College had a total of seven one-year certificates and associate degrees. It became clear that the curriculum was too fragmented to properly serve the water and wastewater utilities. In the Fall of 2000, Utah Valley State College began to offer a single AAS degree in Environmental Technology Management as a replacement of the previous certificates and associate degrees.

In the Fall of 2004, Utah Valley State College began to offer an emphasis in Environmental Management as a part of the Earth Science Bachelor of Science degree. That emphasis has been successful in preparing students for careers in Environmental Management that require a four-year degree. However, the current AAS degree does not seem to be fully meeting the needs of water and wastewater operators. In essence, the AAS degree is too much for the operators and not enough for the managers.

In the Fall of 2005, Florence Reynolds and Linda Jennings of Salt Lake City Water met with Dr. Jim Callison of Utah Valley State College and inquired about the feasibility of a one-year certificate for their drinking water operators. That visit was the catalyst for this proposal.

**Mission Fit:** Utah Valley State College has a long history of education in the area of water and wastewater operations. The proposed certificate is a good fit with the applied technology part of Utah Valley State College's mission.

**Current Faculty Preparedness:** The lead faculty in the area of water and wastewater education is Dr. Jim Callison. Dr. Callison has been teaching water and wastewater curriculum since 1985. He is certified as a Grade 4 Drinking Water Operator in Utah, is a member of the Utah Wastewater Operator Certification Council, and is the current chair of the Utah Drinking Water Certification Commission. He is a member of the American Water Works Association and the Water Environment Federation.

Eddy Cadet and Joel Bradford teach support courses dealing with worker safety and OSHA Hazardous Waste Operations. They both have considerable experience with the subject matter and have various certifications relating to their subjects. The proposed program will use a small number of select adjunct faculty members who have expertise in specialized subjects like Environmental Law.

**Market Demand:** Over the last twenty-five years, the demand for water and wastewater operators has been small, but steady. At any given time Utah Valley State College has had between fifty to seventy students in its water-related environmental programs.

Statewide there are approximately 2,200 certified water operators and 1,100 certified wastewater operators.

Drinking water and wastewater treatment are less affected by short term variations in the economy than many careers since cities and service districts have a strong commitment to providing clean drinking water

and proper treatment of wastewater. Therefore, our projection is that the current demand will exist for a long time to come.

Although Drinking Water and Wastewater Operations is a small program compared to much larger majors, it plays a key role in the health and welfare of Utah. The education provided in this area by Utah Valley State College in the past has undoubtedly saved many lives through the prevention of water borne disease, and benefited the economy of the entire state by keeping medical expenses down.

**Student Demand:** The student demand in the past has tracked closely with the market demand. In other words, the student demand has been small but steady. However, we believe that the request from Salt Lake City Public Utilities is evidence that the demand for water and wastewater operator training is increasing. Students in the current AAS program will be given the opportunity to complete that degree or select the Certificate or BS degree programs. A request to discontinue the AAS degree will be forthcoming.

**Institutional Impact:** This proposed program reflects a revision of existing curriculum and a renewal of former curriculum. The Environmental Management program has sufficient capacity within its existing salaried faculty workload to address these curriculum changes. Some sections of classes may become more fully enrolled as the proposed program is implemented.

**Finances:** No additional resources are anticipated for this change in the program as proposed.

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

##### **Fast Track Approval of Certificate of Completion in Barbering at Bridgerland (BATC), Mountainland (MATC), and Ogden-Weber (OWATC) Applied Technology Campuses.**

Utah College of Applied Technology requests Fast Track approval to offer a 1000-hour Certificate of Completion in Barbering, effective January 2, 2008, at the following UCAT campuses: Bridgerland Applied Technology College (BATC), Mountainland Applied Technology College (MATC), and Ogden-Weber Applied Technology College (OWATC). This program has been reviewed by the respective Career and Technical Education (CTE) Regional Planning Group for each of the three offering campus regions, which has provided supportive recommendations. It has been approved by each of the three campus boards of directors, and was approved by the UCAT Board of Trustees on November 7, 2007.

**Program Description:** During the 2007 General Session, the Utah State Legislature passed HB0419 which provides for stand-alone barber licensing separate from cosmetology/barbering licensing. The Barbering Certificate of Completion meets the criteria for instruction outlined in HB0419, and will provide students who are seeking only the barbering license with an opportunity to obtain the license in half the time it currently takes to obtain a combined cosmetology/barbering license.

The barbering program is designed to provide competency-based knowledge, scientific/artistic principles and hands on fundamentals associated with the barbering industry. Students learn shaving, mustache/beard design as well as cutting hair, using razors, shears and clippers. Special attention is given to hygiene, skin and scalp disorders, anatomy, sterilization, sanitation and salon operation. This program emphasizes safe and efficient work practices, basic occupational and employability skills.

The 1000 clock hour program provides students with a solid foundation, along with skills, techniques, ethics and the values needed to be a successful barber. Upon completion of the program graduates are able to pass the state licensing examinations.

The proposed certificate and course descriptions are attached in Appendix A.

**Mission Fit:** The mission of UCAT (as defined in Regents Policy R312-8) is:

To transmit knowledge and skills to both high school and adult students, and to meet the needs of employers primarily through education and training programs, whether long term, short term, or custom designed for specific employer needs. These programs provide students with opportunities to enter, re-enter, upgrade, or advance in the workplace. To meet this mission the institution also assists students to enhance the necessary basic skills to succeed in technical training programs and provides life-long learning opportunities designed to meet the individual needs of Utah's citizens. Programs are offered in an open-entry, open-exit competency-based environment using a flexible approach to meet individual student and employer needs. The institution contributes to the quality of life and economic development at the local and state levels.

The proposed certificate fits directly and distinctly into the mission statement and the unique mission created by the Legislature for the Utah College of Applied Technology. It will provide both high school and adult students who are entering or re-entering the workplace with skills needed for employers hiring barbers, and will be offered in an open-entry, open-exit competency-based approach.

**Current Faculty Preparedness:** The Utah College of Applied Technology currently offers a Cosmetology/Barbering Certificate of Completion. Since barbering has been and will continue to be part of the cosmetology license, the current cosmetology/barbering instructors have the credentials and qualifications to teach the curriculum for the barbering certificate. The instructors who teach the courses required for completion of the certificate are highly qualified.

**Market Demand:** Job opportunities for barbers and other personal appearance workers is projected to grow about as fast as the average for all occupations through 2014, because of an increasing population, rising incomes and a growing demand for personal appearance services. In addition to those arising from job growth, numerous job openings will come about from the need to replace workers who transfer to other occupations, retire, or leave the labor force for other reasons. This certificate of completion will create a highly trained workforce, which is essential to the continued and improved economic viability of Utah.

A number of factors, including the size and location of the salon, clients' tipping habits, and competition from other barber shops, determine the total income of barbers. They may receive commissions based on the price or the service, or a salary based on the number of hours worked. A barber's initiative and ability to attract and hold regular clients are key factors in determining his/her earnings.

Median annual earnings in May 2004 for salaried barbers were \$21,200. The middle 50% earned between \$15,380 and \$30,390 with the highest 10% earning more than \$43,170. Those individuals desiring to pursue the entrepreneurial side of the business have unlimited earning potential.

**Student Demand:** Students interested in becoming a barber will be attracted to the Barbering Certificate of Completion. It will allow them to accomplish their goal in half the amount of time it would currently take them to complete the 2000-hour Cosmetology/Barbering Certificate of Completion. Some of the current students who have started the 2000-hour Cosmetology/Barbering program have expressed interest in switching to the 1000-hour Barbering program when it becomes available. The program will also make the training and the occupation accessible to others who otherwise would have been deterred by the previous 2000-hour investment of time and financial resources.

Projected headcount enrollment for the first five years of the Certificate program follows.

|                                              | FY 08 | FY 09 | FY 10 | FY 11 | FY 12 |
|----------------------------------------------|-------|-------|-------|-------|-------|
| UCAT Total Projected Certificate Enrollments | 40    | 60    | 77    | 89    | 100   |

**Budget:** Cosmetology/Barbering programs are already established at the three UCAT campuses which will be offering the Certificate, and those programs have adequate funds to continue operating. The approval of a Barbering Certificate of Completion does not require any additional resources beyond those already allocated to the Cosmetology/Barbering programs. Existing cosmetology faculty and staff will provide the necessary curriculum and training within the programs and labs already in place. The primary funding sources for the existing certificate program are tuition and legislative appropriations.

Although the budget for the Barbering certificate is by nature embedded within the overall Cosmetology program budget, the following table provides an estimate of the portion of the Cosmetology budget that could be considered attributable to the students enrolling in the Barbering Certificate and is based on projections of Barbering enrollment as a percentage of total Cosmetology enrollment. Budget estimates include support for high school and adult students pursuing the Barbering Certificates of Completion. Again, no additional funds beyond normal annual personnel cost increases and enrollment growth for Cosmetology are required. Additionally, the funds identified under capital equipment represent an estimate of the Barbering portion of what is deemed necessary to keep the Cosmetology/Barbering program current with future updates in technology and teaching methods.

|                 | FY08    | FY09    | FY10    | FY11    | FY12    |
|-----------------|---------|---------|---------|---------|---------|
| Salaries        | 194,000 | 213,650 | 247,600 | 261,800 | 283,300 |
| Benefits        | 44,000  | 49,500  | 79,000  | 81,800  | 110,400 |
| Current Expense | 7,500   | 6,000   | 8,000   | 8,500   | 9,000   |
| Capital         | 20,000  | 10,500  | 7,000   | 7,000   | 7,500   |
| <i>Total</i>    | 265,500 | 279,650 | 341,600 | 359,100 | 410,200 |

### 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

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<sup>i</sup> U.S. Census Bureau, Population Division.

<sup>ii</sup> 2005 Economic Report to the Governor, Table 42, p. 86.

<sup>iii</sup> Governor's Office of Economic Development, Trade Directory, <http://international.utah.gov/directory.html>

December 5, 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 reports have been submitted for consideration by the Regents on the Information Calendar of the Programs Committee.

**Weber State University  
2005 – 2006 Program Reviews**

At Weber State University (WSU), the program review process extends across two academic years. The following program reviews were started during the 2005-06 academic year and concluded during the 2006-07 academic year. The results of the 2005-2006 reviews were discussed with the WSU Program Review Standing Committee on 9 October 2006. The committee recommendations are embedded within the Institutional Responses and can be found at the conclusion of each program's review.

***Program: College of Social & Behavioral Sciences – Criminal Justice, Bachelor's and Master's***

In March 2006, the following individuals conducted an evaluation of the Criminal Justice program.

- Faith E. Lutze, Ph.D., Associate Professor, Washington State University
- Terry Gingerich, Ph.D., Assistant Professor, Western Oregon University
- Tony Spanos, Ph.D., Professor, Weber State University

The Criminal Justice program offers courses in four areas of emphasis: Corrections, Criminalistics, Criminal Law, and Law Enforcement. Students may minor in Criminal Justice or earn an associate's, a bachelor's or a master's degree. The Master of Science in Criminal Justice is designed for criminal justice professionals and traditional students who have not yet begun a career in criminal justice. The program emphasizes theory, research, and administration in the criminal justice system. The course work also provides a foundation for doctoral studies.

| <b>Criminal Justice: Student and Faculty Statistical Summary (Bachelor's)</b> |         |         |         |         |         |
|-------------------------------------------------------------------------------|---------|---------|---------|---------|---------|
|                                                                               | 2001-02 | 2002-03 | 2003-04 | 2004-05 | 2005-06 |
| Student Credit Hours                                                          | 11,270  | 11,917  | 12,900  | 12,626  | 11,510  |
| Student FTE                                                                   | 250.44  | 264.82  | 286.67  | 280.58  | 255.78  |
| Student Majors                                                                | 551     | 609     | 737     | 731     | 689     |
| Program Graduates                                                             |         |         |         |         |         |
| Associate's                                                                   | 8       | 9       | 7       | 10      | 4       |
| Bachelor's                                                                    | 96      | 119     | 138     | 149     | 123     |
| Student Demographic Profile                                                   |         |         |         |         |         |
| Female                                                                        | 247     | 268     | 364     | 340     | 327     |
| Male                                                                          | 304     | 341     | 373     | 391     | 362     |
| Faculty: Total FTE                                                            | 13.53   | 15.76   | 18.6    | 18.85   | 18.93   |
| Adjunct FTE                                                                   | 5.92    | 7.15    | 10.69   | 10.39   | 8.84    |
| Contract FTE                                                                  | 7.61    | 8.61    | 7.91    | 8.46    | 10.09   |
| Student/Faculty Ratio                                                         | 18.51   | 16.80   | 15.41   | 14.88   | 13.51   |

| <b>Criminal Justice: Student and Faculty Statistical Summary (Master's)</b> |         |         |         |         |         |
|-----------------------------------------------------------------------------|---------|---------|---------|---------|---------|
|                                                                             | 2001-02 | 2002-03 | 2003-04 | 2004-05 | 2005-06 |
| Student Credit Hours                                                        | 363     | 771     | 916     | 1,066   | 752     |
| Student FTE                                                                 | 12.1    | 25.7    | 30.5    | 35.5    | 25.1    |
| Student Majors                                                              | 28      | 59      | 57      | 42      | 42      |
| Program Graduates: Master's                                                 | 0       | 11      | 20      | 32      | 20      |
| Student Demographic Profile                                                 |         |         |         |         |         |
| Female                                                                      | 13      | 27      | 18      | 20      | 20      |
| Male                                                                        | 15      | 32      | 39      | 22      | 22      |

| <b>Criminal Justice: Program Costs</b> |         |         |         |         |         |
|----------------------------------------|---------|---------|---------|---------|---------|
| Instructional                          | 583,044 | 636,999 | 659,141 | 728,057 | 808,256 |
| Support                                | 119,610 | 93,820  | 96,947  | 137,890 | 161,507 |

### Program Strengths

1. The Criminal Justice program provides a thorough and extensive curriculum that directly serves the mission of the undergraduate and graduate programs in preparing students for both practice and/or graduate study.
2. The faculty are successful in providing a curriculum that is extremely relevant to contemporary criminal justice education, and to the professional development of students interested in law enforcement, corrections, law and justice, and forensic science.
3. The faculty and their expertise are highly regarded by both undergraduate and graduate students.

### Program Challenges

1. A major challenge for the program is to maintain an excellent and extensive undergraduate program across three campuses with a limited number of full-time faculty.
2. It is unclear how the department uses these outcome measures to guide curriculum development.



### **Program Recommendations**

1. The program should consider offering fewer sections of lower-division courses (particularly the introductory course, CJ 1010) so that full-time and part-time faculty can concentrate on teaching within their areas of expertise and areas of their research interest.
2. The Department Chair and the College Dean need to clearly plan for the dispersion of Criminal Justice over the expanding WSU system and how the department's long-term position will be supported, advanced, and rewarded for participating in this expansion.
3. The staff need ongoing training in the University's computing systems and budgeting systems so that they may better support faculty and students.
4. The program should develop a long-term plan for generating funds, in addition to grant money, in order to provide for supplies and equipment.
5. The program review team suggests the program explore ways to increase the amount of research being done by the faculty teaching in the graduate program.
6. The forensic science portion of the program in both undergraduate and graduate curricula will need to continue to have substantial support.
7. The graduate program has not established a firm foundation. The varied aspects of the program need continual analysis in order to make improvements in curriculum, faculty, scheduling, and recruitment.

### **Institutional Response to the Review Team Report**

The Criminal Justice program should develop an ongoing assessment process and encourage and support faculty research. Developing a strategic plan for both the undergraduate and graduate programs should be a priority. A particular focus should be balancing program resources with student demand.

### ***Program: College of Social & Behavioral Sciences – History***

In March 2006, the following individuals conducted an evaluation of the History program.

- Dr. Craig Oberg, Chair, Weber State University
- Dr. Ray Gunn, University of Utah
- Dr. Norm Jones, Utah State University

The History department offers courses in North American History, European History, Global, Comparative, General and Public History. Students may minor in History or earn a bachelor's degree. The History department also participates in a Social Science Composite Teaching major. Courses in History are designed to prepare teachers, to prepare students who plan to do graduate work, and to contribute to the general education of all students.

| History: Student & Faculty Statistical Summary; Program Costs |         |         |         |         |         |
|---------------------------------------------------------------|---------|---------|---------|---------|---------|
|                                                               | 2001-02 | 2002-03 | 2003-04 | 2004-05 | 2005-06 |
| Student Credit Hours                                          | 14,091  | 15,354  | 15,444  | 14,497  | 14,497  |
| Student FTE                                                   | 313.13  | 341.2   | 343.2   | 322.16  | 322.16  |
| Student Majors                                                | 155     | 188     | 209     | 190     | 213     |
| Program Graduates: Bachelor's                                 | 18      | 36      | 34      | 53      | 39      |
| Student Demographic Profile                                   |         |         |         |         |         |
| Female                                                        | 66      | 82      | 93      | 102     | 98      |
| Male                                                          | 89      | 106     | 116     | 88      | 115     |
| Faculty: Total FTE                                            | 15.41   | 20.61   | 22.68   | 20.87   | 22.10   |
| Adjunct FTE                                                   | 3.80    | 9.12    | 11.01   | 10.26   | 10.49   |
| Contract FTE                                                  | 11.61   | 11.49   | 10.67   | 10.61   | 11.61   |
| Student/Faculty Ratio                                         | 20.32   | 16.56   | 15.13   | 15.44   | 14.58   |
| Program Costs                                                 |         |         |         |         |         |
| Instructional                                                 | 802,179 | 789,812 | 778,871 | 767,526 | 853,283 |
| Support                                                       | 93,488  | 97,726  | 51,617  | 58,328  | 57,190  |

### Program Strengths

1. Faculty, students, and administrators agree that a high level of quality teaching is occurring in the History department. Many of the faculty have served as mentors for the students, cultivating relationships that have increased student involvement in the History Department with its varied programs and emphases.
2. The History Department has a strong involvement with local school districts, providing in-service programs, training, and teaching enhancements for public education teachers. Field trips, lectures, and in-service courses create a sense of community and cultivate strong ties between the History faculty and public education teachers, benefiting both parties.
3. Noteworthy research publications, presentations, and faculty-mentored student research projects have elevated the visibility of the department regionally and nationally.

### Program Challenges

1. Although travel support is available in modest levels, a productive faculty requires additional funds to present their work and stay current in their specialties. Additional travel would foster the creation of collegial contacts benefiting collaborative efforts and providing expanded opportunities for graduates.
2. The capstone course received positive feedback from the students interviewed; they all felt it gave important training and a valuable product for their vita and graduate school applications. There was some frustration among students that it was difficult to produce a quality product in only one semester. Students felt the methodology course, though not required, was valuable to their training particularly as it related to producing their capstone project. This course, or at least its content, should be included among required courses to supply students with the necessary tools to be successful historians.
3. The assessment process has been started but needs refinement to accurately indicate the types of changes that could improve the department's curriculum. An exit survey should be developed and utilized along with the current exit interview to acquire numerical data on measurable parameters for program decisions, particularly relating to curriculum. In addition, a coordinated assessment process could lead to development of a strategy for skills integration across upper-division courses.

### **Program Recommendations**

1. As more resources become available, the addition of a Modern European historian and a Middle Eastern historian are advisable and will enhance and strengthen the curriculum and program overall.
2. Create a strategic departmental plan to help shape the department to meet growing areas while retaining the department's traditional strengths.
3. The curriculum of the program was revised in 2004 and needs to be analyzed on a regular basis. Examine the suggestion of having the program's capstone course blend into two semesters rather than one, particularly in light of the need for students to produce a senior level capstone paper.
4. The program should explore creative ways to support faculty research and scholarship. More flexible teaching assignments and innovative approaches to course scheduling that would allow faculty members larger blocks of time to work on their research, is suggested.
5. Information should be available to potential majors outlining the types of job opportunities available with a history degree. Many students interviewed felt more information concerning potential careers and the accompanying paths to accomplish their selected career objectives would be helpful.
6. With more majors, an advising plan should be developed to more evenly distribute the workload, particularly focusing on advisement earlier in a student's tenure.

### **Institutional Response to the Review Team Report**

The History program is a strong academic program. To guide program improvement, the History program is encouraged to develop an ongoing assessment process and to encourage and support faculty research. Developing a strategic plan should be a priority. A particular focus of the plan should be balancing program resources with student demand.

### ***Program: College of Social & Behavioral Sciences – Geography***

In April 2006, the following individuals conducted an evaluation of the Geography program.

- Tom Kontuly, Department of Geography, University of Utah
- Al Forsyth, Department of Teacher Education, Weber State University
- George Hepner, Department of Geography, University of Utah
- Cliff Craig, Department of Environment & Society, Utah State University

The Geography department offers courses in seven areas of emphasis: Geography (regular emphasis), Environmental, Planning, Latin American Studies, European Studies, Asian Studies, Ethnic Studies, and Geography Teaching. Students may minor in Geography or earn a bachelor's degree. The Geography department also participates in a Social Science Composite Teaching major. Courses in Geography will help prepare students for a variety of careers including geotechnology, predicted by the US Department of Labor to be one of the three fastest-growing job markets in the near future.

| <b>Geography: Student &amp; Faculty Statistical Summary; Program Costs</b> |                |                |                |                |                |
|----------------------------------------------------------------------------|----------------|----------------|----------------|----------------|----------------|
|                                                                            | <b>2001-02</b> | <b>2002-03</b> | <b>2003-04</b> | <b>2004-05</b> | <b>2005-06</b> |
| Student Credit Hours                                                       | 6,452          | 6,701          | 6,842          | 6,839          | 5,636          |
| Student FTE                                                                | 143.38         | 148.91         | 152.04         | 151.98         | 125.24         |
| Student Majors                                                             | 45             | 44             | 61             | 67             | 52             |
| Program Graduates: Bachelor's                                              | 11             | 23             | 18             | 21             | 10             |
| Student Demographic Profile                                                |                |                |                |                |                |
| Female                                                                     | 19             | 17             | 19             | 22             | 15             |
| Male                                                                       | 26             | 27             | 42             | 45             | 37             |
| Faculty: Total FTE                                                         | 6.89           | 7.12           | 7.93           | 10.17          | 8.54           |
| Adjunct FTE                                                                | 2.89           | 2.12           | 3.91           | 4.67           | 2.54           |
| Contract FTE                                                               | 4.00           | 5.00           | 4.02           | 5.50           | 6.00           |
| Student/Faculty Ratio                                                      | 20.81          | 20.91          | 19.17          | 14.94          | 14.67          |
| Program Costs                                                              |                |                |                |                |                |
| Instructional                                                              | 248,400        | 305,956        | 293,527        | 332,349        | 395,788        |
| Support                                                                    | 19,362         | 19,611         | 12,335         | 12,845         | 15,392         |

### **Program Strengths**

1. Students commented on the friendly, accessible faculty.
2. The extreme flexibility of the Geography program is a strong point and an attraction to the department.

### **Program Challenges**

1. Inadequate and outdated computer hardware is a major department deficiency.
2. Inadequate and cramped laboratory space is another major department deficiency. The physical layout of the lab is not conducive to instruction. Students mentioned to external reviewers that they were embarrassed by the poor state of the lab facilities in the department.

### **Recommendations**

1. The program should regularly upgrade the computer hardware, perhaps every three years. There is a need to update the GIS computers; the program and the college have been and will continue to be involved in this effort. Both updated computer hardware and a dedicated laboratory space are needed.
2. The program should invest energy and resources in the Geography Teaching Major. The Geography teaching major should regularly/annually include a "Teaching Methods in Geography" course.
3. There is a need to focus on a selected sub-set of specializations within the discipline of geography. The department should concentrate its teaching effort in areas in which it has a comparative advantage and not continue to spread itself thinner and thinner by offering a large set of course offerings.

### **Institutional Response to the Review Team Report**

There are already plans to demolish the building presently housing the Geography Department and to move the Geography Department into a newer facility. This will provide an opportunity to address the laboratory and equipment needs of the program.

Developing a strategic plan should be a priority. As a very small department, a particular focus of the plan should be balancing program resources with student demand.

***Program: College of Social & Behavioral Sciences – Philosophy***

Weber State offers both Philosophy and Political Science in the same department. Therefore, the Student & Faculty Statistical Summary and Program Costs table applies to both programs.

In March 2006, the following individuals conducted an evaluation of the Philosophy program.

- Dr. Rita Manning, Philosophy, San Jose University
- Dr. Richard Sherlock, Philosophy, Utah State University
- Dr. Daniel Schroeder, Physics, Weber State University

The Philosophy program offers courses in three categories: 1) liberal education teaches the ideas of influential past and contemporary thinkers; 2) methodology emphasizes methods of sound practical reasoning, deductive logic, and language analysis; and 3) application courses critically analyze non-philosophical disciplines such as philosophy of democracy and medical ethics. Students may minor in Philosophy or earn a bachelor's degree. Courses in Philosophy develop exceptional analytic and verbal skills. Philosophy majors are consistently among the top performers on the LSAT (Law School Admissions Test), the GMAT (Graduate Management Admissions Test), and the GRE (Graduate Record Examination).

| <b>Philosophy and Political Science: Student &amp; Faculty Statistical Summary; Program Costs</b> |                |                |                |                |                |
|---------------------------------------------------------------------------------------------------|----------------|----------------|----------------|----------------|----------------|
|                                                                                                   | <b>2001-02</b> | <b>2002-03</b> | <b>2003-04</b> | <b>2004-05</b> | <b>2005-06</b> |
| Student Credit Hours: Total                                                                       | 7,485          | 8,308          | 9,420          | 9,471          | 8,587          |
| Philosophy                                                                                        | 2,941          | 2,779          | 3,771          | 3,863          | 3,685          |
| Political Science                                                                                 | 4,571          | 5,529          | 5,649          | 5,508          | 4,902          |
| Student FTE                                                                                       | 101.6          | 122.9          | 125.5          | 122.4          | 108.93         |
| Student Majors                                                                                    | 135            | 146            | 146            | 128            | 113            |
| Program Graduates: Bachelor's                                                                     | 17             | 24             | 24             | 21             | 14             |
| Student Demographic Profile                                                                       |                |                |                |                |                |
| Female                                                                                            | 51             | 56             | 47             | 47             | 51             |
| Male                                                                                              | 84             | 90             | 99             | 81             | 62             |
| Faculty: Total FTE                                                                                | 10.05          | 12.76          | 16.01          | 16.59          | 16.04          |
| Adjunct FTE                                                                                       | 3.46           | 5.15           | 9.36           | 7.98           | 8.43           |
| Contract FTE                                                                                      | 6.61           | 7.61           | 6.65           | 8.61           | 7.61           |
| Student/Faculty Ratio                                                                             | 16.55          | 14.47          | 13.07          | 12.69          | 11.89          |
| Program Costs                                                                                     |                |                |                |                |                |
| Instructional                                                                                     | 490,942        | 542,884        | 548,754        | 537,517        | 602,700        |
| Support                                                                                           | 76,111         | 76,517         | 70,647         | 66,069         | 55,663         |

All the majors and graduates are Political Science students. At the time of this review, the Philosophy program did not offer a major. The Philosophy program only offered support courses.

### **Program Strengths**

1. The review team was impressed with the quality of teaching within the program. Their conversations with students indicated the faculty were challenging, encouraging and very effective teachers.
2. Students seem to be satisfied with the education they are getting in the Philosophy program. Many students are combining Philosophy with other majors and programs in creative and interesting ways.

### **Program Challenges**

The department functioned for many years as a service department offering only a minor. The program has recently added a Bachelor's degree in Philosophy. The addition of the bachelor's degree is so recent that it did not influence program enrollments during the time of this program review. Nonetheless, during the time of the program review, the faculty were occupied with the normal tasks associated with starting a new degree program. The new degree has created some uncertainty regarding how program enrollments will grow over the next three to five years.

### **Program Recommendations**

1. If the program grows significantly, the program should add another tenure track position. This would allow the department to broaden its offerings and buttress the good work it is doing with students.
2. The program should work with the dean to explore flexible solutions with respect to student credit hour expectations for faculty in terms of lower-division hours versus upper-division hours.
3. The program should offer some upper-division courses more frequently to allow students a more efficient track to on-time graduation. Second, add additional courses. The new courses could be in three general areas: courses for the major and minor, service courses for other departments, and general education. Conversations with the Goddard School of Business regarding the Philosophy faculty teaching some of the Business Ethics and Environmental Responsibility courses are a model for conversations the Philosophy program might have with other majors and programs.

### **Institutional Response to the Review Team Report**

A primary concern for this department is a new bachelor's degree, which was started near the end of the program review process. The next program review will allow for an assessment of the success of the recently initiated bachelor's degree program.

### ***Program: College of Social & Behavioral Sciences – Political Science***

In March 2006, the following individuals conducted an evaluation of the Political Science program.

- Dr. Gary L. Malecha, Professor of Political Science, University of Portland
- Dr. Richard H. Foster, Professor of Political Science, Idaho State University
- Professor Erika Danes, Associate Professor of German, Weber State University

The Political Science program offers courses in American Government and Public Administration, Public and Constitutional Law, Comparative Politics, International Politics, and Political Theory.

Students may minor in Political Science or earn a bachelor's degree. The Political Science program also participates in a Social Science Composite Teaching major. Political Science courses contribute to a liberal arts education, furnish an excellent background for graduate study in political science, law, administration, business, and international relations, and provide a solid background for careers in higher education, law, government, urban planning, federal bureaucracy, journalism, the military, law enforcement, teaching, and civil service.

As mentioned in the Philosophy review, both Philosophy and Political Science are housed in the same department. Please refer to the table in the Philosophy review for the Student & Faculty Statistical Summary and Program Costs table.

### **Program Strengths**

1. Faculty members and their commitment to their students distinguish the Political Science program. The program faculty remains actively involved in the discipline through research and publication. The faculty has an established record of excellence in teaching.
2. The program has developed an especially strong record in enriching students' educational experience outside of the conventional classroom setting.
3. The curriculum accommodates the program's responsibilities for general education and ensures that majors receive exposure to the traditional subfields of the discipline.

### **Program Challenges**

1. Many political science students wish to prepare themselves for law school. Hence, pre-law advising is often done by political science faculty. Some faculty are prepared for this role; others are not.
2. Students expressed a desire to have more access to international experiences.

### **Program Recommendations**

1. The department appears to have a large reservoir of very satisfied and loyal alumni. It is suggested that the department develop an advisory council for our alumni to better work with the department.
2. The department should continue to make improvements in the hiring and evaluating of adjuncts.
3. The department and its students could benefit by a careful investigation in the way of broadening opportunities for students to spend time abroad.

### **Institutional Response to the Review Team Report**

The department notes that it can address some of the recommendations of the review team with very little cost to the institution. This being the case, the Office of Academic Affairs is confident that following these recommendations will enhance the quality of the Political Science Department.

### ***Program: College of Social & Behavioral Sciences – Psychology***

In March 2006, the following individuals conducted an evaluation of the Psychology program.

- Richard Miller, Ph.D., Professor and Chair, Department of Psychology, University of Nebraska

- Leslie N. Jones, Ed.D., Professor and Chair, Department of Psychology, Southern Utah University
- James A. Bird, Ph.D., Professor, Department of Child & Family Studies, Weber State University
- Michelle E. Heward, JD, Associate Professor, Department of Criminal Justice, Weber State University

The Psychology department offers general and support courses, plus courses in Biological Psychology, Affective Cognitive and Behavioral Psychology, Abnormal and Therapeutic Psychology, and Social and Developmental Psychology. Students may minor in Psychology or earn a bachelor's degree. Courses in Psychology allow students to understand human and animal behavior and help students prepare for a career working with or doing research on people. The program teaches the content of Psychology, the major methods of psychological inquiry, and skills and techniques in applying psychological concepts.

| <b>Psychology: Student &amp; Faculty Statistical Summary; Program Costs</b> |                |                |                |                |                |
|-----------------------------------------------------------------------------|----------------|----------------|----------------|----------------|----------------|
|                                                                             | <b>2001-02</b> | <b>2002-03</b> | <b>2003-04</b> | <b>2004-05</b> | <b>2005-06</b> |
| Student Credit Hours                                                        | 14,341         | 15,070         | 15,418         | 14,087         | 13,322         |
| Student FTE                                                                 | 318.69         | 334.89         | 342.62         | 313.04         | 296.04         |
| Student Majors                                                              | 419            | 479            | 507            | 424            | 381            |
| Program Graduates: Bachelor's                                               | 62             | 103            | 87             | 109            | 78             |
| Student Demographic Profile                                                 |                |                |                |                |                |
| Female                                                                      | 287            | 323            | 356            | 276            | 239            |
| Male                                                                        | 132            | 156            | 151            | 148            | 142            |
| Faculty: Total FTE                                                          | 15.99          | 18.96          | 19.93          | 19.43          | 18.85          |
| Adjunct FTE                                                                 | 3.45           | 6.42           | 7.83           | 7.94           | 8.04           |
| Contract FTE                                                                | 12.54          | 12.61          | 12.10          | 12.49          | 10.81          |
| Student/Faculty Ratio                                                       | 19.93          | 17.66          | 17.19          | 15.32          | 15.71          |
| Program Costs                                                               |                |                |                |                |                |
| Instructional                                                               | 856,275        | 814,747        | 857,230        | 875,716        | 838,992        |
| Support                                                                     | 106,305        | 96,949         | 49,139         | 67,952         | 84,404         |

### Program Strengths

1. The faculty is highly productive in terms of both teaching and scholarship. The overall high quality of teaching was reflected in discussions with students and alumni and is evident in the large number of students who chose to major in psychology.
2. The program is commended for its commitment to the undergraduate research experience. The number of collaborative publications and presentations at professional conferences is impressive.
3. The program is commended for the integration of classroom and experiential learning opportunities. The success of these experiences was demonstrated by both the students' verbal statements and the community representatives who provide service opportunities for students.
4. The undergraduate curriculum is a solid, traditional one, typical of undergraduate offerings of the better psychology departments across the country.



### **Program Challenges**

1. The current physical facilities are not adequate to support instruction in the breadth and depth of the science of psychology.
2. Advising is uneven, and not as available as some wish. Students who have not been advised lack the understanding of what an advisor could help them accomplish. Students should be provided with advisement and education early on in their academic career, shortly after declaring their major.

### **Program Recommendations**

1. Look at ways to bolster financial and other types of support for the program.
2. The program should examine ways to strengthen the process of academic advising including having the faculty become more proactive in the advisement process.
3. The program should develop a formal method to provide a capstone experience to all of its majors. In light of limited resources, the intense research and/or practicum experience will likely not be available to all students. Incorporation of a class or other learning experience that could provide this integrated capstone should be explored.

### **Institutional Response to the Review Team Report**

The Psychology program is a long-standing academic program on the WSU campus. To guide program improvement, the Psychology program is encouraged to develop an ongoing assessment process and to encourage and support faculty research. Developing a strategic plan should be a priority. A particular focus of the plan should be balancing program resources with student demand.

#### ***Program: College of Social & Behavioral Sciences – Social Work and Gerontology***

In March 2006, the following individuals conducted an evaluation of the Social Work program.

- Craig Campbell, Weber State University
- Sue Middleton, Utah Valley State College
- Judy Norman, Brigham Young University

In May 2006, the following individuals conducted an evaluation of the Gerontology program.

- Dale A. Lund, Ph.D., Gerontology Program, University of Utah
- Marilyn Luptak, Ph.D., School of Social Work, University of Utah
- Monica Mize, Ph.D., Health Promotion & Human Performance, Weber State University
- Maria D. Parrilla de Kokal, M.S., Department of Psychology, Weber State University

The Social Work program offers courses in Social Welfare, Human Behavior, Special Topics, Social Work Practice, and Social Work Field Experience. Social Work students may earn a bachelor's degree. Courses in Social Work prepare students for generalist entry-level social work practice, prepare students for the Social Service Worker licensing examination, prepare students for graduate education, help students understand and adjust to living in a democratic society, and provide continuing education.

The Gerontology program offers courses in General Gerontology, Issues in Aging, Research in Aging, and Gerontology Field Work. Students may minor in Gerontology or earn a bachelor's degree. Courses in Gerontology prepare students for employment, provide continuing education, and encourage students to go into Gerontology careers and/or to seek graduate degrees in Gerontology or related fields.

| <b>Social Work and Gerontology: Student &amp; Faculty Statistical Summary; Program Costs</b> |                |                |                |                |                |
|----------------------------------------------------------------------------------------------|----------------|----------------|----------------|----------------|----------------|
|                                                                                              | <b>2001-02</b> | <b>2002-03</b> | <b>2003-04</b> | <b>2004-05</b> | <b>2005-06</b> |
| Student Credit Hours: Total                                                                  | 4,207          | 4,439          | 4,501          | 4,256          | 4,216          |
| Gerontology                                                                                  | 998            | 1,015          | 1,090          | 1,098          | 924            |
| Social Work                                                                                  | 3,209          | 3,424          | 3,411          | 3,158          | 3,289          |
| Student FTE                                                                                  | 93.49          | 98.64          | 100.02         | 94.58          | 93.62          |
| Student Majors                                                                               |                |                |                |                |                |
| Gerontology                                                                                  | 24             | 22             | 14             | 17             | 9              |
| Social Work                                                                                  | 159            | 185            | 183            | 184            | 180            |
| Program Graduates: Bachelor's                                                                |                |                |                |                |                |
| Gerontology                                                                                  | 8              | 9              | 7              | 9              | 0              |
| Social Work                                                                                  | 38             | 39             | 45             | 47             | 43             |
| Student Demographic Profile                                                                  |                |                |                |                |                |
| Female                                                                                       | 133            | 158            | 156            | 161            | 155            |
| Male                                                                                         | 50             | 49             | 41             | 40             | 34             |
| Faculty: Total FTE                                                                           | 9.69           | 11.37          | 11.06          | 10.44          | 8.47           |
| Adjunct FTE                                                                                  | 2.07           | 3.75           | 3.40           | 3.82           | 2.16           |
| Contract FTE                                                                                 | 7.62           | 7.62           | 7.66           | 6.62           | 6.31           |
| Student/Faculty Ratio                                                                        | 9.48           | 8.68           | 9.04           | 9.06           | 11.41          |
| Program Costs                                                                                |                |                |                |                |                |
| Instructional                                                                                | 534,946        | 548,728        | 535,962        | 527,497        | 434,569        |
| Support                                                                                      | 67,316         | 65,328         | 59,512         | 72,680         | 82,230         |

### **Program Strengths**

1. Both students and faculty were enthusiastic about Social Work classes and professional practice. In particular, the faculty was seen as optimistic about its ability to shape the direction of the department.
2. The Social Work program has maintained CSWE accreditation.
3. The program has good community connections.
4. Social Work students are well prepared for field placement and graduate study. There is diversity among Social Work students in personal and professional experience and background. Students are enthusiastic about the chance to apply their knowledge of Social Work practice in their field internships. The placement of Social Work students into graduate programs is strong.

### **Program Challenges**

1. In Social Work there is a lack of tenured faculty and full professors.
2. There appears to be an infrequency of faculty meetings and a weak feedback and accountability loop.
3. There is an absence of a strategic plan to provide direction to the department.
4. There is an absence of a formal mentoring process for junior faculty.

5. The most significant and critical challenges for the Gerontology program are meeting the needs for teaching (19 courses), student recruitment, advising, field supervision, community and university service and scholarship with only one faculty member.
6. The gerontology component within the department lacks leadership and coordination to insure that its credential programs (major, minor and certificates) receive more visibility and that more attention is devoted to meeting the University's standards.
7. While the partnership with Social Work is a strength for Gerontology, it also presents challenges to insure that Gerontology remains interdisciplinary and is not overly identified with a single discipline.

### **Program Recommendations**

1. It is recommended that the Social Work program create a community advisory board to facilitate interaction between WSU Social Work program faculty and field supervisors.
2. The Social Work program should conduct a regular orientation with students to clarify the distinction between CSWE and Department requirements, to educate students about the academic advisement process, and to prepare students for entry-level social work practice and/or graduate studies.

### **Institutional Response to the Review Team Report**

The Office of Academic Affairs notes that the Social Work program supports the recommendations which were made during this program review. This being the case, the Office of Academic Affairs is confident that responding to the recommendations will enhance the quality of the Social Work program.

As the program review notes, there are serious problems in the Gerontology program. Presently, there are only 9 students in the program. The Office of Academic Affairs will work with the dean to determine whether a significant program restructuring or program elimination is justified.

### ***Program: College of Social & Behavioral Sciences – Sociology and Anthropology***

In February 2006, the following individuals conducted an evaluation of the Sociology program.

- Dr. Sally Bishop Shigley, English Department, Weber State University
- Dr. T.R. Reddy, Political Science Department, Weber State University
- Dr. Kenny Landra, Department of History and Sociology, Southern Utah University

In March 2006, the following individuals conducted an evaluation of the Anthropology program.

- Dr. Marie L. Kotter, Chair & Professor of Health Sciences, Weber State University
- Dr. John M. McCullough, Professor of Anthropology, University of Utah
- Dr. Mark Sutton, Professor of Anthropology, California State University

The Sociology program offers courses in 1) Deviance and Criminology; 2) Urban Sociology; 3) Organizational Studies; 4) Family, Gender, and Work; and 5) Global Sociology. Students may minor in Sociology or earn a bachelor's degree. Courses in Sociology prepare students for careers

in law, business, education, architecture, politics, public administration, urban planning and development, human services, and other professions. Sociology also provides a foundation for graduate degrees in related fields.

The Anthropology program offers courses in Archaeology, Linguistics, Biological Anthropology, and Ethnology. Students may minor in Anthropology or earn an associate of applied science (Archaeology) or bachelor's degree. Courses in Anthropology prepare students for a broad range of public and private sector careers in fields related to archaeology and anthropology or to enter professional or graduate schools.

| <b>Sociology and Anthropology: Student &amp; Faculty Statistical Summary; Program Costs</b> |                |                |                |                |                |
|---------------------------------------------------------------------------------------------|----------------|----------------|----------------|----------------|----------------|
|                                                                                             | <b>2001-02</b> | <b>2002-03</b> | <b>2003-04</b> | <b>2004-05</b> | <b>2005-06</b> |
| Student Credit Hours: Total                                                                 | 10,474         | 7,485          | 8,308          | 9,420          | 9,371          |
| Anthropology                                                                                | 3,587          | 3,686          | 3,750          | 3,444          | 3,590          |
| Sociology                                                                                   | 6,887          | 7,775          | 8,021          | 7,622          | 7,100          |
| Student FTE: Total                                                                          | 232.76         | 166.33         | 184.62         | 209.33         | 208.24         |
| Anthropology                                                                                | 79.71          | 81.91          | 83.33          | 76.53          | 79.78          |
| Sociology                                                                                   | 153.04         | 172.78         | 178.24         | 169.38         | 157.78         |
| Student Majors                                                                              | 118            | 127            | 120            | 113            | 116            |
| Program Graduates: Bachelor's                                                               | 23             | 30             | 33             | 33             | 27             |
| Student Demographic Profile                                                                 |                |                |                |                |                |
| Female                                                                                      | 74             | 81             | 69             | 71             | 58             |
| Male                                                                                        | 44             | 46             | 51             | 42             | 58             |
| Faculty: Total FTE                                                                          | 11.77          | 15.31          | 13.06          | 16.08          | 16.39          |
| Adjunct FTE                                                                                 | 2.20           | 5.81           | 4.40           | 6.19           | 6.00           |
| Contract FTE                                                                                | 9.57           | 9.50           | 8.66           | 9.89           | 10.39          |
| Student/Faculty Ratio                                                                       | 19.78          | 10.86          | 14.14          | 13.02          | 12.71          |
| Program Costs                                                                               |                |                |                |                |                |
| Instructional                                                                               | 637,249        | 637,089        | 610,377        | 712,235        | 784,215        |
| Support                                                                                     | 82,090         | 92,700         | 69,440         | 71,902         | 72,439         |

### Program Strengths

1. Students cite that they are well-prepared for jobs in research, have a strong theoretical background, and are using statistical skills in their current jobs.
2. Alumni and current students understand and apply fundamental concepts of sociology, specifically sociological theory and research methods.
3. Students report that they were well-advised and found faculty available when they had questions. Advisement about graduate school, including application help and information, was readily available.
4. Faculty provide numerous opportunities for students to go into the community to do research and to participate in internships to augment their classroom experience.
5. The department has strong ties to community partners through service learning and internships. Community agencies were effusive in their praise of both department faculty and student volunteers.

### Program Challenges

1. Community partners complained that there was no central institutional office to coordinate or assess service learning and internships.

2. Students are concerned that faculty are, at times, more interested in preparing them for graduate school than for career opportunities.
3. Students and faculty suggested that making a long-term course rotation available would enhance their abilities to plan their schedules.
4. Faculty acknowledge a need to implement an assessment strategy in addition to exit interviews and pre/post tests in the theory classes.

### **Program Recommendations**

1. The department and dean should explore strategies to increase the number of faculty in the program. The possibility of sharing a faculty member with Criminal Justice needs to be explored.
2. The program should consider dropping or revising infrequently taught classes.
3. The students' request for a career fair should be considered, or the department should find another suitable method of articulating career options for majors and potential majors.
4. The faculty should decide on an appropriate departmental assessment strategy, whether that be a standardized major field test or a custom-built assessment tool created by the department.

### **Institutional Response to the Review Team Report**

To guide program improvement, both the Sociology and Anthropology programs are encouraged to develop an ongoing assessment process and to encourage and support faculty research.

Developing a departmental strategic plan is recommended. A particular focus of the plan should be balancing program resources with student demand.

### ***Program: College of Social & Behavioral Sciences – Women's Studies Program***

In February 2006, the following individuals conducted an evaluation of the Women's Studies program.

- Sharon Harris, Your Community Connection, Ogden, UT
- Susan Green Barger, Assistant Director, Women's Studies Program, Idaho State University
- Eric Amsel, Chair, Department of Psychology, Weber State University
- Brad Carroll, Chair, Department of Physics, Weber State University

The Women's Studies program offers an introductory course, plus courses in Feminist Theories and Research Methodologies. Due to the interdisciplinary nature of the program, extensive use is made of courses from other departments. Students may earn a minor in Women's studies; no higher degrees are offered. The Women's Studies program introduces students to current scholarship in the study of women, past and present, from a variety of cultural, class, sexual preference, ethnic, and religious orientations.

| <b>Women's Studies: Student &amp; Faculty Statistical Summary; Program Costs</b> |                |                |                |                |                |
|----------------------------------------------------------------------------------|----------------|----------------|----------------|----------------|----------------|
|                                                                                  | <b>2001-02</b> | <b>2002-03</b> | <b>2003-04</b> | <b>2004-05</b> | <b>2005-06</b> |
| Student Credit Hours                                                             | 179            | 168            | 165            | 252            | 258            |
| Student FTE                                                                      | 3.98           | 3.73           | 3.67           | 5.60           | 5.73           |
| Student Majors                                                                   | NA             | NA             | NA             | NA             | NA             |
| Program Graduates                                                                | NA             | NA             | NA             | NA             | NA             |
| Student Demographic Profile                                                      |                |                |                |                |                |
| Female                                                                           |                |                |                |                |                |
| Male                                                                             | NA             | NA             | NA             | NA             | NA             |
| Faculty: Contract FTE                                                            | .00            | .39            | .42            | .47            | .54            |
| Student/Faculty Ratio                                                            | NA             | 3.73           | 3.67           | 5.60           | 5.73           |
| Program Costs                                                                    |                |                |                |                |                |
| Instructional                                                                    | 12,319         | 6,633          | 9,660          | 10,841         | 13,455         |
| Support                                                                          | 11,721         | 12,773         | 13,197         | 9,473          | 16,261         |

### **Program Strengths**

The Women's Studies program serves a vital intellectual, pedagogical, and social niche in the university.

### **Program Challenges**

1. The Women's Studies minor is not well understood by pre-major and major advisors in the college and the university. More information about the minor needs to be made available to advisors.
2. There are concerns about the consistency and adequacy of the coverage of basic concepts in Women's Studies core courses.

### **Program Recommendations**

1. The program should pursue options to strengthen this program without an infusion of additional resources. Recruitment of students and communicating the strengths and benefits of the program should be priorities. The program should pursue further outreach and contact with local media outlets. The academic mission of the program and service mission of the Women's Resource Center (Services for Women Students) at WSU can be clarified and strengthened in order to raise program visibility.
2. The development of service courses that other programs in the university may see as useful in their programs would bring new students and new interest to Women's Studies.
3. The program should retain the high standards of intellectual rigor found in the classroom and the passion about the pedagogical issues faced by the program.

### **Institutional Response to the Review Team Report**

The Women's Studies program is a small program which does not offer a major. As the program review notes, the Women's Studies program serves an important niche.

### ***Program: Dumke College of Health Professions – Radiological Sciences***

In March 2006, the following individuals conducted an evaluation of the Radiological Sciences program.

- Jeffrey R. Grunow, MSN, NREMT-P, Emergency Care & Rescuer Chair, Weber State University
- Dr. Gordon James, Professor, HPHP, Weber State University
- Donna Thaler Long, MSM, RT, (R) (M) (QM), Radiology Program Director, Ball State University
- Paul Weight, BS, RT (T), Oncology Services, Intermountain Healthcare

The Radiologic Sciences department offers courses in Radiography, Cardiovascular-Interventional Technology, Magnetic Resonance Imaging/Computed Tomography, Mammography, Radiology Practitioner Assistant, Diagnostic Medical Sonography, Nuclear Medicine, and Radiation Therapy. Students may minor in Radiologic Sciences or earn an associate of applied science (Radiologic Technology) or bachelor's degree. Courses in Radiologic Sciences prepare students for careers that use ionizing radiation, sound, and magnetic fields to diagnose or treat disease. Employment opportunities exist in a wide variety of medical, research, and industrial fields.

| <b>Radiological Sciences: Student &amp; Faculty Statistical Summary; Program Costs</b> |                |                |                |                |                |
|----------------------------------------------------------------------------------------|----------------|----------------|----------------|----------------|----------------|
|                                                                                        | <b>2001-02</b> | <b>2002-03</b> | <b>2003-04</b> | <b>2004-05</b> | <b>2005-06</b> |
| Student Credit Hours                                                                   | 10,326         | 12,878         | 16,213         | 20,628         | 20,310         |
| Student FTE                                                                            | 223.0          | 286.2          | 360.3          | 458.4          | 510.7          |
| Student Majors                                                                         | 438            | 519            | 649            | 766            | 832            |
| Program Graduates                                                                      |                |                |                |                |                |
| Associate's                                                                            | 17             | 17             | 37             | 30             | 16             |
| Bachelor's                                                                             | 50             | 77             | 59             | 67             | 78             |
| Student Demographic Profile                                                            |                |                |                |                |                |
| Male                                                                                   | 319            | 377            | 438            | 473            | 523            |
| Female                                                                                 | 111            | 142            | 211            | 293            | 309            |
| Faculty: Total FTE                                                                     | 10.71          | 7.15           | 6.78           | 7.46           | 8.15           |
| Adjunct FTE                                                                            | 4.50           | .54            | 0              | .70            | 1.50           |
| Contract FTE                                                                           | 6.21           | 6.61           | 6.78           | 6.76           | 6.65           |
| Student/Faculty Ratio                                                                  | 20.8           | 40.02          | 53.1           | 61.4           | 62.7           |
| Program Costs                                                                          |                |                |                |                |                |
| Instructional                                                                          | 490,884        | 513,694        | 531,621        | 541,182        | 478,014        |
| Support                                                                                | 146,375        | 132,746        | 100,232        | 99,267         | 66,471         |

### Program Strengths

1. The program has an ability to provide a quality education at many locations. The department works hard to incorporate instructional technology appropriate for the discipline. They use innovative scheduling of intense blocks of time for in-person lectures, so that students in remote sites are able to schedule themselves to be away from work and other commitments.
2. The program has progressive approaches to curriculum changes and health care delivery.
3. The program has excellent assessment of learning outcomes.

### Program Challenges

1. Faculty appeared to show signs of stress due to a considerable amount of overload teaching (for compensation). Also, the experienced faculty may not have time to mentor new faculty.
2. All students may not be getting comparable clinical opportunities, patient mix and availability to complete competencies. This is particularly an issue for students in small clinics and hospitals.
3. Some students expressed concerns that program-produced materials, which may not be up to date in terminology, and some assignments did not appear to have relevancy.

4. An area of continuing stress and distraction appears to be program financing through the continuing education funding model.

### **Program Recommendations**

1. The program should consider delivering didactic lecture content through Web CT instead of having faculty travel to remote sites in person.
2. Consider whether some self-support courses should be brought under an E&G funding model, which could provide hard money funding for faculty and staff lines to support the program.
3. Permanent funding for a clinical lab manager should be found. This would help reduce the strain on the current teaching faculty.
4. The program should review current materials and update as appropriate. Available campus technology is currently under-utilized in decreasing teaching workload and stress. Blended (hybrid) and stand alone web courses should be developed. Student technology consultants for increased web based projects should be utilized

### **Institutional Response to the Review Team Report**

In a time of limited state support, the Radiological Sciences program supported program growth by expanding offerings supported by WSU Division of Continuing Education. While this approach has allowed the program to respond to student demand, it has created problems which are noted in the program review. Efforts are underway to carefully review the funding model used by the Radiological Sciences program.

### ***Program: Moyes College of Education – Teacher Education***

In instances where the timing of an institutional program review coincides with a professional accreditation visit, the program review policy allows the accreditation self-study report and the accreditation process to replace the normal program review process. During the 2005-06 year, the Department of Teacher Education underwent an accreditation review by the National Council for the Accreditation of Teacher Education. The following individuals conducted the evaluation.

- Jeri A. Carroll, Chair, NCATE Board of Examiners Team
- Doreen Jankovich, NCATE Board of Examiners Team
- Li Jun Jin, NCATE Board of Examiners Team
- Beth Klein, NCATE Board of Examiners Team
- Michael Morehead, NCATE Board of Examiners Team
- Caroline Rice, NCATE Board of Examiners Team
- Gail Johnston, Utah State Office of Education, State Consultant
- Sean Mabey, NEA or AFT Representative

The Teacher Education department offers courses in Early Childhood Education, Elementary Education, Secondary Education, Special Education, English as a Second Language Education, Bilingual Education, and Education of the Gifted. Students may complete coursework required for endorsements and licensures awarded by the Utah State Office of Education and may minor in Teacher Education or earn a bachelor's degree. Courses in Teacher Education prepare students to teach in pre-school, elementary, and secondary schools. Preparation is also provided for teachers



of students with mild to moderate disabilities in public schools under the special education mild/moderate endorsement.

| <b>Teacher Education: Student &amp; Faculty Statistical Summary; Program Costs</b> |                |                |                |                |                |
|------------------------------------------------------------------------------------|----------------|----------------|----------------|----------------|----------------|
|                                                                                    | <b>2001-02</b> | <b>2002-03</b> | <b>2003-04</b> | <b>2004-05</b> | <b>2005-06</b> |
| Student Credit Hours                                                               | 12,827         | 16,294         | 12,525         | 12,283         | 11,889         |
| Student FTE                                                                        | 285.04         | 362.09         | 278.33         | 272.96         | 264.2          |
| Student Majors                                                                     | 694            | 602            | 496            | 447            | 457            |
| Program Graduates: Bachelor's                                                      | 247            | 228            | 249            | 203            | 93             |
| Student Demographic Profile                                                        |                |                |                |                |                |
| Male                                                                               | 81             | 78             | 79             | 78             | 87             |
| Female                                                                             | 629            | 617            | 589            | 687            | 563            |
| Faculty: Total FTE                                                                 | 28.76          | 25.61          | 24.87          | 24.39          | 24.96          |
| Adjunct FTE                                                                        | 6.73           | 4.26           | 3.23           | 3.23           | 2.46           |
| Contract FTE                                                                       | 22.03          | 21.35          | 21.64          | 21.16          | 22.50          |
| Student/Faculty Ratio                                                              | 9.9            | 14.1           | 11.2           | 11.2           | 10.6           |
| Program Costs                                                                      |                |                |                |                |                |
| Instructional                                                                      | 1,516,253      | 1,529,288      | 1,480,019      | 1,578,823      | 1,722,766      |
| Support                                                                            | 438,788        | 454,882        | 426,395        | 411,833        | 422,914        |

### **Program Strengths**

The NCATE review, dated October 30, 2006, noted: "I am pleased to inform you of the Unit Accreditations Board's decision to continue the accreditation of the Moyes College of Education at Weber State University at the advanced preparation level.... This accreditation decision indicates that the unit and its programs meet the rigorous standards set forth by the professional education community."

### **Program Recommendations**

1. The unit should utilize follow-up data from employers for improvement of programs.
2. The unit should use candidate data to evaluate the efficacy of courses, programs, and field experiences.
3. A plan to provide systematic feedback to candidates regarding the mastery of proficiencies related to diversity should be implemented.

### **Institutional Response to the Review Team Report**

The Teacher Education program is commended for its pursuit of the rigorous NCATE accreditation. The program has worked diligently to meet NCATE standards, and the program is stronger for having done so.

*The Office of Academic Affairs notes the recommendations of the reviewers and the faculty responses, and concludes that the Criminal Justice program, the History program, the Geography program, the Philosophy program, the Political Science program, the Psychology program, the Social Work program, the Sociology and Anthropology program, the Women's Studies program, the Radiological Sciences program, and the Teacher Education program are acceptable and should be reviewed again in 2010-11.*

## ***B. Southern Utah University***

### ***Strategic Plan and Partnerships***

#### **Southern Utah University Mission Statement**

##### **Introduction:**

In a rapidly-changing global community, higher education institutions must educate students to be critical thinkers, effective communicators, life-long learners and individuals who demonstrate integrity and empathy as they pursue their lives' ambitions. Capitalizing on our unique environment, Southern Utah University will prepare its graduates to excel in these areas by emphasizing the following core values: Academic Excellence, Community and Social Responsibility, and Involvement and Personal Growth.

##### **Our Heritage:**

Through its more than 100 year history, Southern Utah University has evolved from a teacher training institution to its current role as a comprehensive, regional university offering graduate, baccalaureate, associate, and technical programs. From the time of its founding, SUU has placed students first by featuring personalized and participative classes, combined with competent, qualified and supportive faculty, staff, and administration. People of the region look to the University for skill-development opportunities, major academic specialties, outreach services, cultural and athletic activities, economic and business development, and regional archives.

##### **Our Vision:**

Southern Utah University will be nationally recognized as a premier regional university where exemplary faculty and staff, personalized learning and academic integrity enable students and graduates to honor thought in all its finest forms and to excel in life.

##### **Our Mission:**

Southern Utah University is a comprehensive, regional institution committed to providing an excellent education through a diverse, dynamic, and personalized learning environment.

##### **Our Core Values:**

###### ***Academic Excellence:***

With superior teaching as its centerpiece, academic excellence is the hallmark of Southern Utah University. Highly qualified faculty members promote and encourage critical and creative thinking, participative educational experiences, applied research, and a supportive learning community. SUU is committed to an academic environment that encourages students to develop as scholars and citizens. Assessment of quality and continual improvement are hallmarks of the education experience at SUU.

###### ***Community and Social Responsibility:***

Essential to the educational process is a sense of "community," wherein collaboration, diversity, respect for all people, civility and shared governance are cultivated. The University encourages

the discussion and exploration of differing views while recognizing the cherished individual freedom to reach one's own conclusions. Developing the student into productive, responsible citizens involves training and instilling ethics and values and the responsibilities one has toward others.

*Involvement and Personal Growth:*

Southern Utah University encourages student growth and development by providing opportunities to broaden service, social, and cultural perspectives through campus and community involvement. The University affirms that active participation in extra curricular activities provides a holistic educational experience and helps prepare students to become responsible, caring members of society.

## Southern Utah University Strategic Plan

*SUU seeks to be nationally recognized as a premier regional university where exemplary faculty and staff, personalized learning, and academic integrity, enable students and graduates to honor thought in all its finest forms and to excel in life.  
(SUU Vision Statement)*

### I. Introduction

As Utah's only public university south of Salt Lake City, Southern Utah University plays a critical role as a comprehensive regional university serving the dynamic needs of southern and rural Utah. Over the course of its 110 year history, it has become an important center for learning, cultural enrichment, economic development and public service.

Delivering high quality undergraduate and graduate education on a residential campus lies at the heart of all that SUU stands for. Southern Utah University has a rich legacy of delivering both top quality and great value to its students in a campus setting that is unmatched for the beauty of its natural surroundings and for its student-centered programs and services. In many ways, the students who come here receive a "private education" experience with small classes, easy interaction with full-time faculty, a strong curriculum and student services more commonly found at leading private institutions.

Southern Utah University is an acknowledged partner to southern and rural Utah communities and embraces its chartered mission as a regional institution. For nearly two decades, SUU has been a leader in serving the policy, planning, and economic development needs of rural communities throughout the state. SUU is also nationally acclaimed as a center for the performing arts. Its cultural and arts education outreach programs cover Utah and extend to several states in the intermountain west.

Southern Utah University's vision for the future is to build upon its rich heritage and inherent strengths as encompassed within its core mission, thus perpetuating its legacy of educational quality, value, and community service for generations to come.

## II. Southern Utah University's Major Mission/Roles

Southern Utah University has three significant and distinguishing roles within its Utah System of Higher Education mission and charter:

### 1. *Comprehensive, high quality Bachelors and Masters granting university*

Southern Utah University, as a Type II Masters College and University, has a Regents defined mission to "offer a wide range of associate and baccalaureate programs, and. . . graduate education through the masters degree." (R312-5.1)

### 2. *Residential Learning Campus*

Southern Utah University is distinguished by the fact that close to 80% of its students are living away from home. One of SUU's core values is to broaden service, involvement and perspectives through campus and community involvement.

### 3. *Regional University meeting Economic Development and Rural needs*

Southern Utah University serves as a comprehensive regional university. . . to enhance economic, technological and cultural development of the communities served.

## III. Summary of the SUU Context in 2007

### A Private School Caliber Learning Environment

Southern Utah University is defined by its commitment to delivering a superior quality educational experience to its students in a uniquely beautiful residential campus setting. This emphasis on quality is manifested by a distinctive student-centered learning environment and by the high standards of excellence demanded of both faculty and programs at SUU.

Students at SUU discover a learning environment featuring small classes and close interaction with highly-qualified faculty, that emphasizes SUU's three core values: (1) academic excellence (2) community and social responsibility, and (3) involvement and personal growth.

Several important factors contribute to SUU's educational excellence. Smaller class-sizes allow for personalized attention – the annualized student-to-faculty ratio for 2006 was 19:1. Eighty-five percent of the classes at SUU are taught by full-time faculty – the highest ratio in the Utah System of Higher Education. Seventy-six percent of the faculty possess terminal degrees and over three percent of SUU's faculty have been named as Fulbright Scholars.

The quality of education at SUU is amply validated by its successful completion of ten specialized accreditations in the past three years alone, and by Consumers' Digest recognition as one of the Top Ten nationally among public universities/colleges based on academic quality and economic value. SUU was named a Best in the West College by Princeton Review the last two years and

was most recently named to the America's Best Value Colleges for 2007, a distinction only 5% of the more than 3,000 colleges in the nation received.

Southern Utah University students in 2005 had an 80 percent acceptance rate to medical schools (the national average is 38 percent), an 85 percent acceptance rate to dental schools, and 100 percent acceptance rates to accredited veterinary, law, physician's assistant, optometry, physical therapy, and occupational therapy programs. Additionally, 75 percent of chemistry students went on to graduate school (compared to 17-22 percent nationally), and SUU business students scored in the top 10<sup>th</sup> percentile on the National Business Field Exam. (See Appendix I)

In terms of student/faculty interaction, student involvement opportunities, and academic excellence, the Southern Utah University experience compares favorably with many of the nation's leading private institutions. Students have demonstrated their recognition of the value of SUU quality by supporting a 70 percent increase in tuition over the past six years, and by the fact that SUU has been a USHE leader in enrollment growth in recent years.

Maintaining this remarkable level of quality is one of the biggest challenges SUU faces. The compelling goal of attracting and retaining high quality faculty/staff is currently strained with soaring housing and real estate costs that have doubled in the past two years, and with salaries that are only 83 percent of peer competition. A proactive plan to address these vital needs is essential to sustaining educational excellence at SUU.

## **A Residential Campus Focus**

Southern Utah University is noted for its high percentage of resident students and the residential campus experience it provides, giving students not only career preparation but also life preparation. In an era where many of Utah's higher education students are commuters to school from their homes, close to eighty percent of SUU students live away from home. Campus composition reflects a healthy mix of urban and rural backgrounds. Over 35 percent of the student body comes from the Wasatch Front in northern Utah while 50 percent or more comes from the smaller communities in rural Utah. Between 12 and 15 percent come from out of state – with the largest contributing non-Utah area being Clark County, Nevada.

Students choose to leave home for Southern Utah University because of the impressive quality of campus life and student support they find here. One of SUU's core values is to encourage student growth and development by providing opportunities to broaden service, social, and cultural perspectives through campus and community involvement. SUU believes that participation in extra-curricular activities provides a holistic educational experience that prepares students to become better members of society.

The hallmark of the campus experience is found at the Eccles Living and Learning Center. This state-of-the-art, apartment style facility provides not only the latest in on-campus living accommodations, but also an active learning environment that includes faculty for academic support, in-house course offerings, conference and tutoring centers, and live-in resident assistants. Additional housing facilities are moving from the planning stages to reality.

Students find a variety of critical support resources and programs to make their campus experience enjoyable, safe, and productive. These include the Student Success Center, Career Services, the Wellness Center, the Service Learning Center, and the Outdoor Recreation Center.

Involvement and personal growth abound at SUU with over 130 student clubs on campus. For the past two years, SUU has led the Utah System of Higher Education in the percentage of students who have registered to vote in state and national elections as well as in the percentage who vote in campus elections.

## **A Regional University**

For over 15 years, SUU has advanced its chartered mission as a regional institution by addressing the policy, planning, and economic development needs of the state's rural communities through the Utah Center for Rural Life. Southern Utah University is recognized statewide for the flagship role it plays in rural community and economic development.

Over this span of time, the Utah Center for Rural Life has provided both a vision and a voice for rural Utah and has been a driving force for implementing rural initiatives for two gubernatorial administrations. These initiatives include the *21<sup>st</sup> Century Communities Program*, which engaged over 130 communities in strategically planning for their futures, and the *Utah Smart Site Initiative*, which led to the creation of over 1400 technology based jobs in the rural regions of the state. In delivering these programs, the Center has been a pioneer in developing partnerships for rural progress with such entities as state and local government and other institutions of higher education.

The Utah Center for Rural Life at Southern Utah University continues to be a focal point for rural advancement and advocacy by sponsoring the annual *Utah Rural Summit*, the annual *State of Rural Utah* presentation to the legislature, Senator Bennett's *Rural Business Conference*, and through the *Rural Utah Matters* publication. The Center is also a leader in its role as staff to the *Governor's Rural Partnership Board* and to the *Southern Utah Planning Authorities Council* (SUPAC).

## **A Nationally Acclaimed Center for Performing Arts**

As the home of the Tony Award-winning Utah Shakespearean Festival, SUU is a nationally acclaimed center for professional quality performing arts programs. In addition to wooing audiences from its Elizabethan era stage, the Shakespearean Festival reaches out to educate and capture the imagination of young audiences throughout Utah, Nevada, Arizona, California and Idaho through a number of educational programs such as Shakespeare in the Schools, Elementary Shakespeare Showcase, Shakespeareance, and its high school Shakespeare Competition.

Complementing the Utah Shakespearean Festival offerings are four vibrant programs in theatre, dance, music, and art/design. An interdisciplinary MFA in Arts Administration produces skilled leaders for arts organizations nationwide.

### **A Sports and Outdoor Recreation Center**

Southern Utah University is well established as southern Utah's sports destination due to its outstanding athletic facilities, its hosting of such major events as the *Utah Summer Games* and high school state championships, and its exciting NCAA Division 1 Athletic Programs. Additionally, SUU is a significant factor in the Utah sports scene state-wide because of the large number of head coaches that have come through its programs, earning it the moniker of "Utah's Coaching Factory."

Southern Utah University's location in Cedar City places it on the doorstep of some of the nation's most spectacular natural wonders. In addition to being a gateway to Zion National Park, Bryce Canyon National Park, and Cedar Breaks National Monument, Cedar City is less than a half day's drive to five other national parks and over a dozen national monuments.

Southern Utah University is capitalizing on its uniquely wonderful circumstance of place by developing outdoor education programs and outdoor recreation programs that will benefit students, residents and visitors to the area. The SUU Outdoor Recreation Center is operational and seeing enthusiastic success. In fall 2006, SUU began offering its Outdoor Recreation Bachelor of Science degree program – a perfect match for its magnificent setting.

### **Located in one of the Nation's Fastest Growing Regions**

Population growth in southwestern Utah is soaring – ranking it as one of the fastest growing regions in the nation. The population of Iron and Washington Counties is currently at 170,000 and growth estimates indicate that these numbers will at least double in the next decade.

Accommodating the educational and community support needs of this burgeoning population will be one of the greatest challenges Southern Utah University will face in coming years. This growth will inevitably demand more programs, faculty and facilities. It will also require a heightened degree of responsiveness on the part of SUU to serve both the demands of the economy/workforce and the growing pains of the regional community.

Meeting these demands will require forward-looking strategies and investments, community partnerships, and enhanced cooperation with sister institutions within the Utah System of Higher Education, particularly between Southern Utah University and Dixie State College.

## The SUU Vision Moving Forward

Southern Utah University is planning now to meet the needs of a growing population and to fulfill its vital mission and role within the region, the state, and the Utah System of Higher Education.

SUU's vision of being nationally recognized as a premier regional university is clearly stated in its mission statement. To make this vision a reality, Southern Utah University is moving forward to continuously improve upon its quality and strengths in academics, as a residential campus, and as a regional university.

### IV. Comprehensive Offerings Focused in Six Areas of Strength

With superior teaching as its centerpiece, academic excellence is the hallmark of Southern Utah University. Responding to the myriad demands of a rapidly changing economy and growing population, while still maintaining the core values and mission that make SUU unique, is Southern Utah University's objective as it moves forward.

Meeting this objective will require an unwavering commitment to faculty and program excellence, and responsiveness to student needs in a changing marketplace. Moving forward, SUU will continue to build upon its six core areas of strength:

1. *Business:* Southern Utah University has recently completed the nation's highest business accreditation (AACSB) and features Master degrees in accounting (MAcc) and business (MBA). Performance of senior business students on a nationally normed Princeton exam shows consistent records of 95 to 98 percent over the last seven years.
2. *Education:* SUU has graduated 300 to 350 new teachers per year for several years and obtained NCATE accreditation in 2003 – the highest in the field. SUU's largest Masters program is the M.Ed. The newly named Beverly T. Sorenson College of Education and Human Development also includes an endowed chair.
3. *Humanities and Social Sciences (Liberal Arts):* All but one of the Fulbright Scholars on the faculty are from the college of Humanities and Social Sciences. It houses the Michael O. Leavitt Center for Politics and Public Service, and the Leavitt Collection. With over 90% of its faculty holding terminal degrees, the college offers a master in professional communication and is in the final stages of receiving approval to offer a master in public administration commencing in fall 2007.
4. *Performing and Visual Arts:* The Utah Shakespearean Festival is a cultural treasure for Utah and Southern Utah University where it is housed. Bachelor programs are offered in music, theater, visual arts, and Utah's only accredited dance program, as well as an interdisciplinary MFA in Arts Administration – which has had 100 percent student placement.



5. *Science:* Enrollment growth in science has soared 34 percent in the past four years. SUU is now in the top 100 U.S. schools in dental school placements, and student placements in medicine, pharmacy and veterinary medicine is superb – usually 90 percent or higher.
6. *Technology and Engineering:* SUU is very supportive of Iron County's strong manufacturing base. SUU's BS program in integrated engineering prepares generalist engineers for small-sized manufacturing companies. This program was successfully accredited by ABET in its first attempt. Bachelor degrees are also offered in both computer science and information systems.

Southern Utah University's plans for the next decade incorporate comprehensive offerings in these six areas of existing strength and focus. Central to these plans is an emphasis on adding graduate programs as a natural qualitative progression to SUU's broad undergraduate offerings.

### Southern Utah University Academic Degree Programs – 5 Year Plan

| Southern Utah University Programs Under Exploration and Development |                                                        |                    |                       |                                 |
|---------------------------------------------------------------------|--------------------------------------------------------|--------------------|-----------------------|---------------------------------|
| <i>College</i>                                                      | <i>Program Name</i>                                    | <i>Degree Type</i> | <i>Current Status</i> | <i>Projected for SBR Agenda</i> |
| Business                                                            | International Management                               | BA/BS              | Institution           | 2008-2010                       |
| Science                                                             | Geographic Information Systems                         | BS                 | Institution           | 2008-2010                       |
|                                                                     | Rural Health Nursing                                   | MS                 | Institution           | 2008-2010                       |
|                                                                     | Environmental Resources Management (Interdisciplinary) | MS                 | Institution           | 2008-2010                       |
|                                                                     | Forensic Nursing (Emphasis)                            | Approved MSFS      | Institution           | 2008-2010                       |
|                                                                     | Equine Science                                         | AS                 | LOI                   | 2006-2007                       |
|                                                                     | Environmental Science (Interdisciplinary)              | BS                 | Institution           | 2007-2008                       |
| HSS                                                                 | Film Studies (Interdisciplinary)                       | BA                 | Institution           | 2008-2010                       |
|                                                                     | Sports Broadcasting                                    | BA/BS              | Institution           | 2008-2010                       |
|                                                                     | Psychology                                             | MS                 | Institution           | 2007-2008                       |
|                                                                     | Anthropology                                           | Minor              | Institution           | 2008-2010                       |
|                                                                     | Gender & Women Studies (Interdisciplinary)             | Minor              | Institution           | 2008-2010                       |
|                                                                     | Hispanic Studies (Interdisciplinary)                   | BA                 | Institution           | 2007-2008                       |
|                                                                     | American Sign Language                                 | BA                 | Institution           | 2008-2010                       |
|                                                                     | International Relations (Interdisciplinary)            | BA                 | Institution           | 2007-2008                       |
|                                                                     | Masters in Public Administration                       | MPA                | R401                  | 2006-2007                       |
| CIET                                                                | Manufacturing and Product Design                       | BS                 | Institution           | 2008-2010                       |
|                                                                     | Computer Gaming and Simulation                         | BS                 | Institution           | 2008-2010                       |
|                                                                     | Land Development                                       | MS                 | LOI                   | 2007-2008                       |
| PVA                                                                 | Theatre                                                | BFA                | Institution           | 2007-2008                       |

|           |                                           |       |             |           |
|-----------|-------------------------------------------|-------|-------------|-----------|
|           | (Musical Theatre, Acting, & Design/Tech.) |       |             |           |
|           | Art History                               | BA    | Institution | 2006-2007 |
|           | Interior Design                           | BFA   | Institution | 2008-2010 |
| Education | School Counseling                         | M.Ed. | Institution | 2008-2010 |
|           | Education Specialist                      | Ed.S. | Institution | 2008-2010 |
|           | Sports Performance & Conditioning         | MS    | LOI         | 2006-2007 |

The strength of Southern Utah University goes much deeper than the number of degrees it offers. Its true strength is found in the academic quality of those offerings. The foundation for quality programs is a high quality faculty and a level of institutional support infrastructure that is capable of sustaining academic quality.

One of SUU's highest priorities in the coming years is to retain key and program critical faculty/staff members, and also to provide greater opportunities for faculty/staff development, which are currently very limited due to budget constraints.

## V. Southern Utah University's Mission as a Residential Learning Campus

Southern Utah University's distinction as a residential campus is central to its mission and to its appeal. Over two-thirds of SUU's student body are living away from home. Meeting the health, counseling, and social support needs of these "away-from-home" students unavoidably demands a higher level of institutional resources than are necessary for students living in their own homes and commuting to school. SUU feels a keen obligation to meet these student needs, and to provide a residential campus experience that integrates both career preparation and life preparation.

One of Southern Utah University's foremost objectives – and needs – is to enhance programs and support for its residential students. To build on Southern Utah University's core value of enhancing student involvement and personal growth, the university seeks to strengthen its residential campus role by:

- Expanding access to the library and physical education building by lengthening hours
- Providing more support to improve student retention through increased academic, tutoring, employment/minority counseling and advisory services
- Replacing aging housing units (400 beds) with new, high-quality living/learning facilities – and possible additional beds to meet campus growth needs
- Strengthening leadership development and service learning opportunities to enable students to prepare themselves with leadership and service skills and insights
- Increasing the opportunities for student participation with a wide menu of student activities, including additional intramural activities

## VI. Southern Utah University's Mission as a Regional University

Southern Utah University has a clear vision for the unique and critical role it must play as a regional university serving a broad and diverse region. SUU is the region's only source for graduate level skills delivery. In addition to training a market-ready workforce, SUU's role is to be a key driver and catalyst for regional economic growth, a partner and resource to businesses, communities and governments, a source of artistic and cultural enrichment for the region's residents, and to build regional pride and identity through outstanding sports and recreation programs.

To fulfill its chartered mission as a regional institution, Southern Utah University is pursuing the following objectives with focus and energy:

### 1. Economic Development and Entrepreneurship Support

#### *a. Establish a Regional Economic Development Center/Applied Research Center*

This initiative is in its beginning stages, and has a mission to: Foster innovation and job growth in southern Utah by connecting businesses and entrepreneurs to the resources, knowledge, talent and technology they need to succeed.

A core focus of this Center will be to meet the training, technology and innovation needs of the region's vibrant manufacturing sector.

The Center is also working to develop a physical business incubator and to provide a full menu of entrepreneur training and support services.

#### *b. Develop a USTAR Technology Outreach Center*

Development of a Technology Innovation/Outreach Center in partnership with Utah's research universities is a natural outgrowth and compliment to SUU's economic development thrust, and capitalizes upon its strengths in science, engineering, and technology application – all linked to the two-way brokering of new ideas, technologies, and products with the region's manufacturing and technology businesses.

### 2. Expand Regional Continuing Education Offerings

SUU plans to expand the programs it offers through continuing education and to also increase accessibility to its continuing education courses through a variety of means, including the establishment of Continuing Education Centers in partnership with key communities in the region.

### **3. Be a Proactive Regional Partner and Resource**

Southern Utah University will continue to support the needs of businesses and communities in southern and rural Utah through the Utah Center for Rural Life. SUU's goal is to be an even better community partner and resource in the future by engaging with businesses and communities through intergovernmental and business roundtables and by facilitating the creation of business networks in the southwestern region. These roundtables are designed to generate two-way exchanges and linkages between SUU and the region's communities and businesses in order to be more responsive to their needs and to make university resources more readily available.

### **4. Expand SUU's Regional Cultural and Performing Arts Involvement**

As the home of the Tony Award Winning Utah Shakespearean Festival, SUU is a nationally acclaimed center for professional quality performing arts programs. In addition to wooing audiences from its Elizabethan era stage, the Shakespearean Festival reaches out to educate and capture the imagination of young audiences throughout Utah, Nevada, Arizona, California and Idaho through a number of educational programs such as Shakespeare in the Schools, Elementary Shakespeare Showcase, Shakespeareance, and its high school Shakespeare Competition.

In addition to delivering outstanding educational and cultural opportunities throughout the region, the Utah Shakespearean Festival will be involved in enhancing the rich cultural fabric of the region by making its expertise available to area communities and theater groups by assisting them in the development of their local theater and arts programs and attractions.

### **5. Build upon the unique Outdoor Recreation/Education strengths and reputation of SUU**

Cedar City is the gateway to southern Utah's world-class scenic and outdoor recreation wonders. SUU intends to fully capitalize on its unparalleled natural setting by developing outdoor education and recreation programs and experiences that will eventually become as nationally renowned as the Utah Shakespearean Festival.

In addition to building upon SUU's existing Outdoor Recreation Center and Outdoor Recreation Degree program, this cross-disciplinary effort will draw upon the sciences, the hotel management and hospitality programs, and will become an integral part of campus student activity opportunities. Even more importantly, it involves working partnerships with regional tourism initiatives, federal land management agencies, the Utah Stewardship Center, and local and national outdoor recreation industry interests.

## 6. Build regional identity through Sports and Athletic Programs

Southern Utah University is well established as southern Utah's sports destination due to its outstanding athletic facilities, its hosting of such major events as the *Utah Summer Games* and high school state championships, and its exciting NCAA Division 1 Athletic Programs. SUU is also a significant factor in the Utah sports scene state-wide because of the large number of head coaches that have come through its programs, earning it the moniker of "Utah's Coaching Factory."

Southern Utah University will build upon its reputation as southern Utah's sports destination by continued hosting of the Utah Summer Games, state championship tournaments, and a wide variety of other athletic competitions.

Southern Utah University will foster regional pride and identity through its competitive NCAA Division I athletic programs as it positions itself to become a member of the Big Sky Conference. SUU athletics will strengthen region-wide identification with these programs through a broad outreach effort that will involve high schools, community events, media events, and financial aid for regional athletes.

## VII. Necessary Resources to Fulfill SUU's Mission

The scope of SUU's Strategic Plan calls for a ten-year framework. To fulfill the major mission of the University will require solid and consistent support over the coming decade. The quality of programs and services needed by deserving and talented students must be predictable in order for a sound plan to move into place. The future of the state, citizens' opportunities, and the health of the state's economy are all closely tied to strong, vibrant higher education institutions for Utah's students. Repeatedly, relocating companies from other states first ask about the quality of higher education and public education in the state -- long before asking other questions regarding tax rates, physical climate, and so forth.

In order for Southern Utah University to implement its strategic plan, it is essential that additional funding be provided to cover:

- New and existing academic programs (estimate 4 to 5 new faculty additions per year for ten years)
- Funding support for key instructional needs, academic support services, residential campus needs/services, regional economic initiatives and general institutional needs

Estimated annual funding support required beyond basic salary, O & M, and other existing budget category increases is \$1 million per year over the coming decade.

Front end loading of this funding support in amounts greater than \$1 million per year would jumpstart the implementation of the plan and would also send the message to existing and prospective key faculty and professional staff that Utah is serious about maintaining higher

education as a vital priority. This would be a great message to augur the recruitment and retention of some of the very best people that future generations of Utahans deserve.

### **VIII. Areas of Collaboration with Dixie State College**

Because of their reasonably close proximity, Southern Utah University and Dixie State College in many ways serve overlapping constituencies and therefore have a significant opportunity and responsibility to collaborate and partner together in meeting the educational needs of these constituencies. There is recognition on the part of both institutions that collaboration and partnering not only leverages scarce resources, but also provides a better level of service to the region's residents.

Southern Utah University strongly believes that collaboration strengthens both institutions, and that through mutual understanding and coordination ways can be found to allow each institution to expand its programs without harming the other, and without departing from their different roles and missions within the Utah System of Higher Education.

In fact, Southern Utah University and Dixie State College have a long history of collaboration and are currently exploring future areas of collaboration. Recent and on-going collaborative efforts include:

1. SUU delivers Master of Business Administration, Master of Accountancy, and Master of Education program offerings at Dixie State, serving graduate program needs in Washington County.
2. Collaboration occurs in holding shared workshops with students involved in the TRIO program at both schools.

Program partnerships are currently being explored with:

1. A bridge arrangement with Southern Utah University to build a Secondary Licensure Program for Dixie State College
2. A potential long term arrangement for Criminal Justice program offering between the institutions
3. Continued collaboration in meeting the health sciences workforce needs of the region
4. Strong collaboration in economic development issues
5. Partnership in working with USTAR and its Southern Utah Regional Center

**Appendix I**  
**Southern Utah University**  
**Indicators of Academic Quality**

**Accreditation**

1. Accredited by Northwest Commission on Colleges and Universities (NWCCU)
2. Specialty Program Accreditations
3. Accreditation Board of Engineering Technologies (ABET)
4. American Association of Colleges and Schools of Business International (AACSB)
5. American Association of School Librarians (AASL)
6. American Library Association (ALA)
7. Association of Collegiate Business Schools and Programs (ACBSP)
8. Association for Childhood Educational International (ACEI)
9. Commission of Collegiate Nursing Education (CCNE)
10. Council for Exceptional Children (CEC)
11. Council on Technology Teacher Education (CTTE)
12. Educational Leadership Constituent Council (ELCC)
13. International Technology Education Association (ITEA)
14. National Association of State Directors of Teacher Education and Certification (NASDTEC)
15. National Association for Sport and Physical Education (NASPE)
16. National Association of Schools of Music (NASM)
17. National Association of Schools of Dance (NASD)
18. National Association for the Education of Young Children (NAEYC)
19. National Athletic Training Association (NATA)
20. National Automotive Technicians Education Foundation (NATEF)
21. National Council for the Accreditation of Teacher Education (NCATE)
22. National Council of Teachers of English (NCTE)
23. National Council of Teachers of Mathematics (NCTM)

**Pending Accreditations**

1. American Chemical Association (ACS)
2. National Association of Schools of Art (NASA)
3. Commission on Accreditation of Allied Health Education Programs (CAAHEP)

**Faculty Qualifications and Accomplishments**

1. 82% of SUU faculty possess terminal degrees (up from 69.5% in 2002)
2. Seven members of SUU's faculty have been named Fulbright Scholars
3. Only 15 percent of SUU's faculty are adjuncts
4. SUU faculty produced a total of 59 active grant projects for revenues of more than \$5,230,800 in 2005-06
5. More than 80% of SUU's faculty engage in scholarly work including publications, presentations, and artistic performances
6. At least 10 percent of SUU faculty are authors of textbooks and/ or literary works
7. Four faculty members have been invited to present papers at the Oxford Round Table
8. SUU faculty serve on more than 20 state and national boards and committees including National Parks and National Institutes of Health advisory boards

9. About 40 faculty on campus incorporate some form of service learning into their teaching, More than 1500 students are involved in service learning campus wide
10. Faculty from Switzerland and France have taught on the SUU campus and SUU faculty have taught in France, Austria, and Switzerland.

#### **Placement**

1. 97% of job-seeking students find employment
2. 73% of job-seeking students find employment in their field; 27% in related fields

#### **Retention**

1. Retention at the university tier is 67%
2. Overall retention rate is 64%

#### **Degree Completion**

1. 947 bachelor's degrees awarded in 2006
2. 178 Master's degrees awarded in 2006

#### **Graduate School Placement**

1. 80% of all students seeking entry into medical school are accepted; the national acceptance rate is 38%
2. 85% of students who apply to dentistry schools are accepted
3. 100% acceptance rate to veterinarian schools
4. 100% acceptance rate to accredited law schools
5. 100% acceptance rate to physician's assistant, optometry, physical therapy, and occupational therapy schools
6. 75% of Chemistry graduates went on to graduate school compared to national averages of 17-22%

#### **Teacher Education Placement Rates**

1. 97% placement rate in education for graduates of the M.Ed. program
2. 89% placement rate for elementary and 78% placement rate for secondary education graduates
3. SUU is the second largest producer of high school teachers in the state. Four out of every ten teachers in Utah are SUU graduates
4. SUU is the largest producer of high school coaches in the Utah State Higher Education System. SUU graduates 40 percent of Utah's high school football coaches

#### **Students Recognitions and Distinctions**

1. SUU students ranked in top 10<sup>th</sup> percentile on the national business field exam
2. SUU's Student Technology Team ranked No. 1 in the Collegiate Design Competition
3. Students at SUU participate annually in thousands of hours of service learning and civic engagement activities according to the National Survey of Student Engagement (NSSE)
4. Seventeen SUU students showcased 14 undergraduate research projects at the first annual Utah Conference for Undergraduate Research (UCUR)
5. A group of SUU theatre students was invited to present an off-Broadway production of "Beyond the Horizon" in New York City



6. Several members of the School of Business' marketing club placed first or second at the state DEX competition and earned the right to compete at the national level
7. A recent graduate of the SUU Elementary Education program was named 2006 New Teacher of the Year by the Clark County School District
8. The School of Business' ethics research results on developing moral courage received national attention with AP articles in newspapers across the country
9. SUU's small business development center competition project generated considerable interest and some donations
10. The School of Business' ethics research results on developing moral courage received national attention with AP articles in newspapers across the country
11. Ten papers by SUU students were selected for presentation at the National Sigma Tau Delta honor society conference in Pittsburg
12. Ten students were selected to present at the regional conference of Rocky Mountain Psychological Association in Denver
13. Four Teams of eight students will compete in the Criminal Justice National Undergraduate Diversity Mock Trial competition in Denver

#### **Faculty/Student Ratio**

1. Annualized FTE student to FTE faculty ratio is 19:1 in 2005-2006
2. Average class size is 23.1 in 2005-2006

#### **Student Satisfaction**

According to the Noel-Levitz Survey, administered every other spring, the level of student satisfaction has significantly exceeded that of comparable institutions

#### **Sponsored Research**

1. Total of 59 active grant projects by SUU faculty in 2006
2. Grant awards to SUU faculty increased from \$2,951,279 in 2000 to \$5,230,804 in 2006

#### **Growth of Conference Services**

1. More than 57,000 people attended conferences at SUU last year (up from 27,000 conference attendees in 2002)
2. Conference services hosts 55-60 conferences annually

#### **Growth of Study Abroad Program**

Since 2003, four study abroad programs have been added

1. English and Theatre in London
2. Business and Communications in Austria
3. German in Austria
4. Spanish in Mexico

Two new programs presently under development

1. French in France
2. Arts in Europe

### **International Faculty and Student Exchange**

1. SUU has formed strategic partnerships with ten international universities; additional partnerships are in progress
2. In the last three years 14 SUU faculty and administrators have visited partner universities and SUU has hosted nine faculty and administrators from partner institutions
3. Six international students have studied at SUU
4. Three SUU students so far have chosen to study abroad and four additional students have applied for international study

### **Growth in Number of On-Line Courses**

1. Over 2000 students are enrolled in on-line courses (up from 400 registered students in 2002)
2. SUU offers more than 100 on-line courses (up from 50 courses in 2002)
3. Three complete degree programs (MA in Communication, M.Ed. and Paralegal AAS) are now available on-line

### **University Recognitions**

1. SUU was ranked among American's Best Colleges by U.S. News and World Report in 2007
2. The Princeton Review included SUU in its list of "Best in the West" and "Best Value Colleges"
3. Rated among the "Top 10 in the Nation for Quality and Value" by Consumer's Digest
4. SUU Website was ranked ninth in the nation by the National Research Center for College and University Admissions
5. SUU was chosen to host the 2007 Kennedy Center American College Theatre Festival

### **Commissioner's Recommendation**

These reports are provided for the Regents' information only. No action is required.

REK/LS/AMW/JMC

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Richard E. Kendell, Commissioner

**Request to Change the Name of the College of Business  
To the Jon M. Huntsman School of Business  
Utah State University**

**Section I: The Request**

Utah State University seeks authorization to change the name of the Utah State University College of Business to the Jon M. Huntsman School of Business.

**Section II: Need**

On December 3<sup>rd</sup>, 2007, Jon M. Huntsman and his wife, Karen H. Huntsman, announced a gift to Utah State University of \$25 million to be directed toward the College of Business. The University recommends, in recognition of this gift, that the name of the college be changed to the Jon M. Huntsman School of Business.

**Section III: Institutional Impact**

The impact of this generous gift will be felt not only by the College of Business but by the entire university. The Jon M. Huntsman School of Business will help USU students prepare to become tomorrow's leaders – locally, regionally, nationally and globally. The Huntsman name stands for excellence and integrity and having their name linked with Utah State University will provide opportunities for continued growth toward a world-class institution.

**Section IV: Finances**

\$25 million in private funding will supplement existing state allocations and tuition. Funding will be directed toward advancing the quality and stature of the Utah State University Huntsman School of Business, providing truly world-class opportunities for Utah students.

December 05, 2007

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Proposed Revisions to R541, *Management and Reporting of Institutional Investments*

Issue

During a recent audit of compliance with the Uniform Management of Institutional Funds Act (UMIFA), the Legislative Auditor recommended that current investment policy be streamlined and clarified in order to facilitate full institutional compliance with all provisions of state law. The auditor also recommended that policy be revised to include guidance on matters not addressed in previous versions.

Background

During the 2005 General Legislative Session, Representative David Clark introduced a bill (HB255) designed to remove higher education endowment funds from the investment restrictions contained in the State Money Management Act. The bill designated UMIFA as the controlling legislation for endowment funds. HB255 also amended UMIFA to require that the Board of Regents establish default guidelines and asset allocations for investment of endowment funds.

One year later, the Legislative Auditor was directed to conduct an audit of compliance with the provisions of UMIFA and the Regent endowment investment policy. In connection with that review, the Auditor recommended that current investment policy be revised to address asset allocation ranges, portfolio diversification, rebalancing, and reporting.

In response to the recommendations of the Legislative Auditor, representatives from each institution met to discuss policy revisions that would both address the audit concerns and meet institutional needs for clarity and practicality. The proposed revisions to R541 have been approved by finance vice presidents, reviewed by institutional presidents, and are now submitted for Board consideration.

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, the rules of the State Money Management Council, and the Uniform Prudent 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 07](#) (State Money Management Act)
- 2.3. Utah Administrative Code [Title R628](#) (Rules of the State Money Management Council)
- 2.4. Utah Code [Title 51, Chapter 08](#) (Uniform Prudent Management of Institutional Funds Act)

### **R541-3. Definitions**

3.1. Investments - All institutional funds addressed under provisions of the State Money Management Act or the Uniform Prudent Management of Institutional Funds Act.

3.2. Alternative Investments - Funds that derive returns primarily from high yield or distressed debt (hedged or non-hedged), private capital (including venture capital and private equity), natural resources, private real estate, or absolute return and long/short hedge funds.

### **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 change in such policy and procedure), designate a public treasurer, and approve the format of reports submitted for its review.

4.3. Periodic Review and Approval - Each institutional Board of Trustees shall receive and approve monthly investment reports.

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 Prudent 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 the following:

|                                                               |          |
|---------------------------------------------------------------|----------|
| Mutual funds registered with the SEC                          | 0 - 100% |
| Investments sponsored by the Common Fund                      | 0 - 100% |
| Investments authorized by Utah Code §51-7-11                  | 0 - 100% |
| Corporate stock listed on a major exchange (direct ownership) | 0 - 3%   |

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. In the absence of

a written instrument, non-qualifying investments shall be sold as soon as practical, not to exceed 30 days.

4.6.1.3. Each institution's overall endowment portfolio shall be invested in accordance with the following allocation ranges:

|                                   |           |
|-----------------------------------|-----------|
| Fixed income and cash equivalents | 25 - 100% |
| Equity Investments                | 0 - 75%   |
| Alternative Investments           | 0 - 30%   |

4.6.1.4. Each institution utilizing alternative investments must comply with the following criteria:

4.6.1.4.1. Each institution with endowed funds in excess of \$100 million may invest up to 30% of its endowed funds in alternative investments.

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4.6.1.4.2. 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 investments.

4.6.1.4.3. 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 investments.

4.6.1.4.4. Each institution with endowed funds in excess of \$25 million but less than \$50 million may invest up to 15% of its endowed funds in alternative investments.

4.6.1.4.5. 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 investments.

4.6.1.4.6. Institutions with endowed funds of less than \$5 million are not permitted to invest any of their endowed funds in alternative investments.

4.6.1.4.7. Once an institution reaches an alternative investment threshold, it may retain the investment range authorized for that threshold as long as the market value of its endowed funds remains within 90% of the threshold.

4.6.1.5. Pooled or commingled investment funds (e.g., mutual funds or Common Fund investments) are to be categorized and calculated into the asset mix according to the primary purpose of those investment funds.

4.6.1.6. Pooled or commingled investment funds without a clear primary purpose (e.g., balanced funds) are to be categorized and calculated into the asset mix as equity investments.

4.6.1.7. Real estate investment trusts are to be categorized and calculated into the asset mix as equity investments.

4.6.1.8. The endowment portfolio shall be reviewed and rebalanced at the end of every quarter (rebalancing is only necessary if the permissible investment and/or asset allocation ranges are out of compliance). This action will constitute full compliance with the permissible investment and asset allocation provisions of this policy.

4.6.1.9. All calculations required to demonstrate compliance with section 4.6.1 are to be based on market values.

#### 2)4.6.2. Investment Guidelines

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4.6.2.1. The foregoing asset allocation standards are meant to serve as a general guide. 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:

i)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 Prudent Management of Institutional Funds Act, an institution's board of trustees may adopt its own endowment investment policy. All such policies (including any associated investment guidelines or other policy direction) must meet the requirements of the Uniform Prudent 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. Revisions to institutional endowment investment policies (including revisions to any associated investment guidelines or other policy direction) must also receive both trustee and Regent approval.

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 and must meet a compelling instructional, public service, or other institutional need.

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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.~~

4.9.1. Reports - Each institution shall submit monthly investment reports to the secretary of the Board of Trustees within 60 days of the month's end. The secretary will place the reports on the agenda of the next regular trustee meeting.

4.9.2. Copies of Reports Submitted to the Board - Within 30 days of trustee approval, each institution shall submit to the Board of Regents a copy of the reports submitted to its board of trustees.

4.10. Annual Report - Annually, each institution shall submit, on forms provided by the Commissioner of Higher Education, a report summarizing all investments under its jurisdiction.

4.11. Audits - Each institution shall arrange for an audit of its annual report. The Office of the Commissioner will maintain an audit procedures guide to outline audit requirements and due dates.

4.12. Annual Summary - The Board shall submit an annual report to the Governor and the Legislature summarizing all investments by institutions under its jurisdiction.

~~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.~~

December 5, 2007

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: USHE – Proposed Revisions to R10 *Tuition and Fees*

Background

Institutions have requested that Regents review the current resident / nonresident tuition relationship. The Commissioner's staff has reviewed the current policy and has determined that it may warrant Regent review for possible changes.

Based on regional and national information available for 2006-07, there is not a consistent national policy regarding the appropriate relationship between resident and nonresident tuition rates. A study conducted by SHEEO identified the following practices that states are currently using;

- a. **Fixed percentage over resident tuition rates:** Nine states have developed an index rate for nonresident tuition rates. Utah was the highest at 350 percent while New Mexico, South Dakota, Missouri, and Vermont averaged between 150-100 percent.
- b. **Full cost of instruction:** Seven states set nonresident tuition rates at a mandated percentage of the cost of undergraduate instruction. California, Massachusetts, Rhode Island and West Virginia charge 100 percent of the cost of instruction. Michigan charges greater than 100 percent. The other two states did not specify the percentage
- c. **No Formal Policy** – Fourteen states responded that no formal policy exists on this matter.
- d. **Common general comments**
  - i. Nonresident tuition should cover the cost of instruction (six states).
  - ii. Undergraduate rates for nonresident students must be higher than resident rates.
  - iii. SREB or the WICHE average should be used when calculating nonresident tuition.
  - iv. Nonresident tuition should be set by the individual institutions.
  - v. The annual tuition percentage increases for nonresidents cannot exceed the percentage increase for resident students.

The information above was shared with institutional presidents and the Commissioner, and it was determined that the policy be adjusted to address the following three elements.

1. The nonresident tuition rate should adequately cover the full cost of instruction.
2. There will no longer be a ceiling on the nonresident tuition rates.
3. The policy should allow for institutional flexibility by letting institutions reduce their current tuition rates and allow Regents to grant case-by-case exceptions as needed to address institutional needs.

### **Rationale**

**Element 1:** The Commissioner's staff developed a system analysis estimating the full cost of instruction for 2007-08 compared to the current resident tuition rate. When estimating the full cost of instruction, only funds available to the institutions in their operating budgets were considered; capital development funds are not included in this definition of full cost of instruction. The full cost of instruction was based on the most recent information available (2005-06) and adjusted for inflation by 7 percent each year. The inflationary factor of 7 percent is considered somewhat conservative based on the historical pattern of the Consumer Price Index ranging from 3.2 percent to 3.8 percent during the last three years and the Higher Education Price Index ranging from 3.6 percent to 5.8 percent in the same time frame.

It is important to note that from a State of Utah perspective, Utah's taxpayers would not be subsidizing the education of nonresident students. When looking at it from the institutional perspective, institutional variances exist. It was determined that approximately 3.0 times would cover the full cost of instruction for most institutions – Snow College and the College of Eastern Utah being possible exceptions.

**Element 2:** Institutional presidents asked whether there remains a need for a ceiling on the nonresident tuition relationship. The revised policy removes any reference to a ceiling and provides only a minimum rate.

**Element 3:** Finally, the institutional presidents stressed the need for flexibility. This flexibility includes the possibility of reducing current nonresident tuition rates. The revised policy removes the language that previously prohibited institutions from lowering nonresident rates, and adds new language stating that Regents may grant exceptions to the tuition policy on a case-by-case basis.

### **Current Policy**

**Resident/Nonresident Tuition Relationship** – Undergraduate nonresident tuition shall be set at 3.5 times the institutional undergraduate tuition rate. However, in no event will nonresident tuition be decreased.

### **Proposed Policy**

**Resident/Nonresident Tuition Relationship** – Undergraduate nonresident tuition shall be set at ~~3.5~~ no less than 3.0 times the institutional undergraduate resident tuition rate. Regents may grant exceptions on a case-by-case basis. ~~However, in no event will nonresident tuition be decreased.~~

Commissioner's Recommendation

The Commissioner recommends that the State Board of Regents approve the proposed revisions to Regent policy R510, *Tuition and Fees*, beginning July 1, 2008.

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Richard E. Kendell  
Commissioner of Higher Education

REK/MHS/KLH

December 5, 2007

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Action: Consent Calendar, Finance, Facilities, and Accountability Committee

The Commissioner recommends that the Regents approve the following items on the Finance, Facilities, and Accountability Committee Consent Calendar:

- 1) **USHE – UofU and USU – Capital Facilities Delegation Reports (Attachment 1).** In accordance with the capital facilities delegation policy adopted by the Regents and by the State Building Board, the attached reports are submitted to the Board for review. Officials from the institutions will be available to answer any questions that the Regents may have.
- 2) **University of Utah – Property Sale (Attachment 2).** The University of Utah is requesting approval to sell property located at 2728 South Highland Drive, #5. The property was gifted to the University for the benefit of the Department of Orthopedics.
- 3) **Dixie State College – Property Purchase (Attachment 3).** Dixie State College is requesting authorization to purchase four properties adjacent to the College campus. All of these acquisitions have been approved by the Dixie State Board of Trustees. The acquisition of these properties is consistent with the recommendations in Dixie's Campus Master Plan. Increasing land costs triggered by the explosion of development severely limits the College's opportunity for land acquisition of surrounding properties.
- 4) **Utah State University – Property Purchase (Attachment 4).** Utah State University is requesting authorization to purchase property adjoining the Logan Campus. The land is a small lot of 0.17 acres on which is situated a privately-owned three-unit apartment house containing 2,496 square feet. It is located immediately west of the USU campus, at the bottom of Old Main Hill, and fronts on 700 East. USU proposes purchasing this real estate for the fair market value of \$234,000 as supported by an independent appraisal obtained by USU. University Officials have entered into a purchase agreement effective October 24, 2007, which is to close on or before January 31, 2008. The acquisition will be paid for by discretionary funds.

REK/MHS/MV  
Attachments

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Richard E. Kendell  
Commissioner of Higher Education

December 5, 2007

MEMORANDUM

TO: Jerry Atkin

FROM: Mark Spencer

SUBJECT: Capital Delegation

I have reviewed the Administrative Reports from the University of Utah and Utah State University. Both reports demonstrate a high level of attention to detail.

I recommend that the reports be approved.



December 5, 2007

MEMORANDUM

TO: State Board of Regents  
FROM: Richard E. Kendell  
SUBJECT: USHE – 2006-2007 CTE Report

The Finance and Facilities department in the Commissioner's Office oversees institutional research from a system level. In an effort to advise Regents about various subjects of interest, the Finance and Facilities department will be publishing topic briefs periodically and will be posting these reports on the website.

The first topic brief focuses on Career and Technical Education (CTE) provided in 2006-07 by the 10 USHE institutions. In addition to the topic brief, annual reports from the Utah College of Applied Technology and Public Education's, "Meeting the Needs of Utah's Secondary Students in Career and Technical Education," are attached for Regent reference.

Commissioner's Recommendation

Information item only; no action needed.

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Richard E. Kendell  
Commissioner of Higher Education

REK/MHS/KLH  
Attachments

# Career and Technical Education Report

## 2006-2007

Finance and Facilities December 2007 Volume 1, Issue 1

### Facts

- Salt Lake Community College provided CTE training to 33% of all postsecondary students in 2006-07.
- In 2006-07, Salt Lake Community College served 10% of all CTE training needs of secondary students. UCAT followed with 6%.

### Postsecondary CTE Training

During 2006-07, the Utah System of Higher Education provided CTE training for 63,324 FTE students. The institutional detail on the number of FTE students and Membership Hours of CTE training provided is shown below.

**How are CTE (credit and non-credit) Training Needs Being Met within the Utah System of Higher Education in FY 2006-07?**  
Training Expressed in Membership Hours (MH) and Full-time Equivalent Students (FTE)

|       | Non-credit <sup>(1,2)</sup><br>CTE Training (MH) | Credit Based<br>CTE Training (MH) | Total CTE<br>Training (MH) | % of<br>Total | Non-credit <sup>(1,2)</sup><br>CTE Training (FTE) | Credit Based<br>CTE Training (FTE) | Total CTE<br>Training (FTE) | % of<br>Total | Institutional Rank |
|-------|--------------------------------------------------|-----------------------------------|----------------------------|---------------|---------------------------------------------------|------------------------------------|-----------------------------|---------------|--------------------|
| USU   | -                                                | 1,147,050                         | 1,147,050                  | 2.0%          | -                                                 | 1,275                              | 1,275                       | 2.0%          | 9                  |
| WSU   | 4,257                                            | 11,324,727                        | 11,328,984                 | 19.9%         | 5                                                 | 12,583                             | 12,588                      | 19.9%         | 3                  |
| SUU   | -                                                | 3,225,573                         | 3,225,573                  | 5.7%          | -                                                 | 3,584                              | 3,584                       | 5.7%          | 5                  |
| SNOW  | 148,329                                          | 2,423,943                         | 2,572,272                  | 4.5%          | 165                                               | 2,693                              | 2,858                       | 4.5%          | 6                  |
| DSC   | 53,190                                           | 2,081,890                         | 2,135,070                  | 3.7%          | 59                                                | 2,313                              | 2,372                       | 3.7%          | 7                  |
| CEU   | -                                                | 1,678,527                         | 1,678,527                  | 2.9%          | -                                                 | 1,865                              | 1,865                       | 2.9%          | 8                  |
| UVSC  | 18                                               | 12,758,310                        | 12,758,328                 | 22.4%         | 0                                                 | 14,176                             | 14,176                      | 22.4%         | 2                  |
| SLCC  | 588,708                                          | 18,236,214                        | 18,824,922                 | 33.0%         | 654                                               | 20,262                             | 20,917                      | 33.0%         | 1                  |
| UCAT  | 3,320,569                                        | -                                 | 3,320,569                  | 5.8%          | 3,690                                             | -                                  | 3,690                       | 5.8%          | 4                  |
| Total | 4,115,071                                        | 52,876,224                        | 56,991,295                 |               | 4,572                                             | 58,751                             | 63,324                      |               |                    |

Source: USHE Data Warehouse

#### Notes:

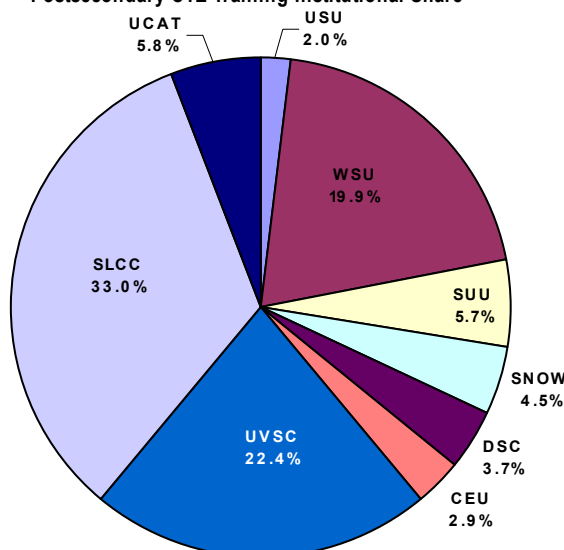
(1) The traditional USHE institutions have not traditionally received state funding for non-credit training activities.

(2) The traditional USHE institutions' non-credit training activity is based on the information supplied to the data warehouse. It does not completely capture all training provided by these institutions.

### Inside this issue:

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| Secondary CTE Training     | 2    |
| Cost of CTE                | 3    |
| Cost of CTE, continued     | 4    |
| Types of Courses           | 5    |

Postsecondary CTE Training Institutional Share



#### Prepared by

Kimberly Henrie khenrie@utahsbr.edu  
Farah Thompson fthompson@utahsbr.edu  
Michele Vincent mvincent@utahsbr.edu  
Mark Spencer mspencer@utahsbr.edu

Utah System of Higher Education  
State Board of Regents Building, The Gateway  
60 South 400 West  
Salt Lake City, UT 84101-1284  
801-321-7104 Phone  
801-321-7199 Fax

## Secondary CTE Training

The Utah System of Higher Education provides CTE training to high school students through both concurrent enrollment at the traditional nine USHE institutions as well as non-credit courses at UCAT and Snow College Richfield. The following charts show the institutional detail regarding the number of FTE students and Membership Hours received by high school students in 2006-07.

### How are Secondary Students CTE (credit and non-credit) Training Needs Being Met in FY 2006-07?

Training Expressed in Membership Hours (MH) and Full-time Equivalent Students (FTE)

|                                 | Non-Credit<br>CTE Training (MH) | Credit Based <sup>(1,2)</sup><br>CTE Training (MH) | Total<br>CTE Training (MH) | % of<br>Total | Non-Credit<br>CTE Training (FTE) | Credit Based <sup>(1,2)</sup><br>CTE Training (FTE) | Total<br>CTE Training (FTE) | % of<br>Total |
|---------------------------------|---------------------------------|----------------------------------------------------|----------------------------|---------------|----------------------------------|-----------------------------------------------------|-----------------------------|---------------|
| Public Education <sup>(3)</sup> | 22,627,440                      | -                                                  | 22,627,440                 | 71%           | 22,856                           | -                                                   | 22,856                      | 69%           |
| UCAT                            | 1,994,879                       | -                                                  | 1,994,879                  | 6%            | 2,217                            | -                                                   | 2,217                       | 7%            |
| USU                             | -                               | 406,503                                            | 406,503                    | 1%            | -                                | 452                                                 | 452                         | 1%            |
| WSU                             | -                               | 1,199,583                                          | 1,199,583                  | 4%            | -                                | 1,333                                               | 1,333                       | 4%            |
| SUU                             | -                               | 52,983                                             | 52,983                     | 0%            | -                                | 59                                                  | 59                          | 0%            |
| SNOW                            | 208,998                         | 141,597                                            | 350,595                    | 1%            | 232                              | 157                                                 | 390                         | 1%            |
| DSC                             | -                               | 182,043                                            | 182,043                    | 1%            | -                                | 202                                                 | 202                         | 1%            |
| CEU                             | -                               | 237,483                                            | 237,483                    | 1%            | -                                | 264                                                 | 264                         | 1%            |
| UVSC                            | -                               | 1,381,077                                          | 1,381,077                  | 4%            | -                                | 1,535                                               | 1,535                       | 5%            |
| SLCC                            | 468                             | 3,305,097                                          | 3,305,565                  | 10%           | 1                                | 3,672                                               | 3,673                       | 11%           |
| <b>Total</b>                    | <b>24,831,785</b>               | <b>6,906,366</b>                                   | <b>31,738,151</b>          |               | <b>25,305</b>                    | <b>7,674</b>                                        | <b>32,979</b>               |               |

Source: USBE Report "Meeting the Needs of Utah's Secondary Students in Career & Technical Education" October 2007 & USHE Data Warehouse

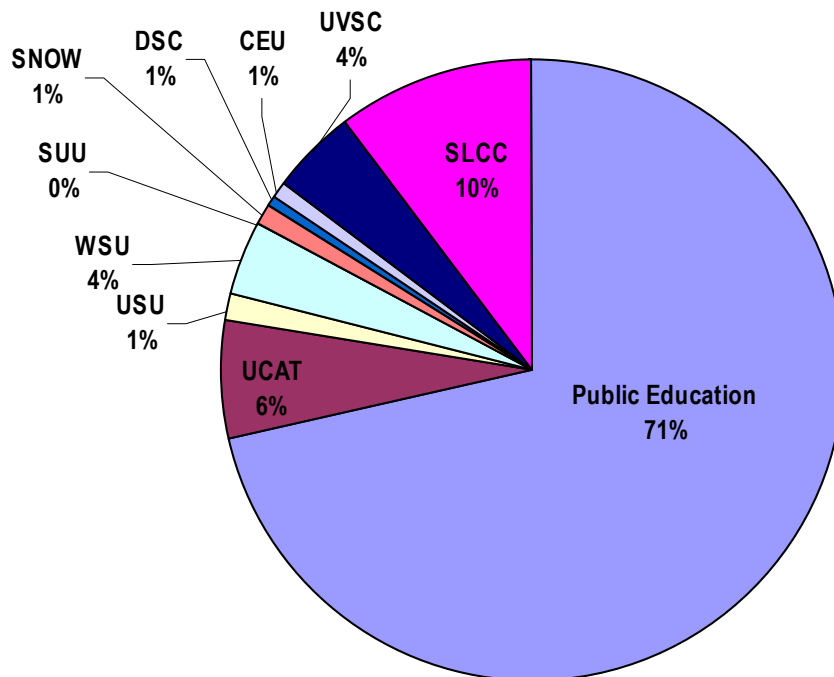
#### Notes:

(1) College Credit is only offered at the traditional nine USHE institutions. UCAT and Public Education can not provide college credit.

(2) USHE Membership hours are estimated using distinct concurrent enrollment FTE counts multiplied by 900 to equate to membership hours per FTE.

(3) Public Education membership hours calculated by multiplying Average Daily Membership by 990 hours. (FTE is the ADM value.)

### Secondary Students CTE Training Share by Membership Hours



## Cost of CTE

There are multiple ways in which costs of providing CTE educational services can be defined. For the purpose of this report, USHE has identified the cost to the student, the cost of providing instruction, and the overall cost to the state with respect to tax funds needed to cover the cost of instruction.

In addition to the cost information, the funding mechanisms for USHE and CTE courses are shown below.

### **USHE Funding Mechanisms**

**Credit-Based Training Courses** - There is an enrollment growth formula that has been developed to request new tax funds based on the type of course offering. This formula looks at the type of course and the number of students enrolled compared to the number of students currently funded by the Legislature for this type of course offering. As a reference point, USHE has not sought any enrollment growth during the last three budget requests due to an overall system decline in enrollments.

**Non-Credit-Based Training Courses: Snow College Richfield Only (at this time)** - These courses use the UCAT funding formula to calculate the growth request. The UCAT formula traditionally looked at a rolling three-year average of membership hours compared to the legislative funded target. If the enrollment is higher than the funded target, a budget request is brought forward to support non-credit training. However, similar to USHE credit courses, USHE has not sought any enrollment the last three budget requests due to an overall decline in system enrollments.

**Non-Credit Based Training Courses** - These courses have traditionally been considered self-supporting courses and have not had a funding mechanism to request state funds to support these programs. Institutions have had to determine alternate sources of funding to support non-credit bearing CTE training activities.

**UCAT Non-Credit Based Training Courses** - UCAT uses a funding formula to calculate the growth request. The UCAT formula traditionally looked at a rolling three-year average of membership hours compared to the legislative funded target. If the enrollment is higher than the funded target, a budget request is brought forward to support non-credit training. This year, UCAT has modified its funding formula to look at actual year-over-year growth.

### ***What is the Average Tuition Rate for Students Taking CTE Courses within the Utah System of Higher Education?***

*Traditional USHE Institution Tuition Cost Based on Credit-Bearing Courses for FY 2006-07*

|                       | <b>Average<br/>Tuition Rate<br/>Per FTE</b> | <b>Average<br/>Tuition Rate Per<br/>Membership Hour <sup>(1)</sup></b> | <b>Average<br/>Rate<br/>Per Credit Hour <sup>(2)</sup></b> |
|-----------------------|---------------------------------------------|------------------------------------------------------------------------|------------------------------------------------------------|
| USU                   | \$3,378.00                                  | \$3.75                                                                 | \$112.60                                                   |
| WSU                   | \$2,793.00                                  | \$3.10                                                                 | \$93.10                                                    |
| SUU                   | \$3,060.00                                  | \$3.40                                                                 | \$102.00                                                   |
| SNOW                  | \$1,784.00                                  | \$1.98                                                                 | \$59.47                                                    |
| DSC                   | \$2,100.00                                  | \$2.33                                                                 | \$70.00                                                    |
| CEU                   | \$1,749.00                                  | \$1.94                                                                 | \$58.30                                                    |
| UVSC                  | \$2,812.00                                  | \$3.12                                                                 | \$93.73                                                    |
| SLCC                  | \$2,046.00                                  | \$2.27                                                                 | \$68.20                                                    |
| <b>USHE 8 Average</b> | <b>\$2,465.25</b>                           | <b>\$2.74</b>                                                          | <b>\$82.18</b>                                             |
| UCAT                  | \$1,035.00                                  | \$1.25                                                                 | \$34.50                                                    |

Source: USHE 2007 Data Book Tuition Tab

**Notes:**

(1) The membership hour tuition cost for the traditional USHE is calculated by dividing the FTE tuition by 900.

(2) UCAT does not offer credit. The use of the term credit hour is for comparability purposes only and derived by formula.

### What is the Average Cost of Delivering CTE Training within the Utah System of Higher Education?

Expressed based on the Direct and Full Cost of Instruction for CTE courses for FY 2005-06 for Total Appropriated Funds (Tax Funds and Tuition)

|                       | Average<br>Direct Cost<br>Per FTE | Average<br>Direct Cost Per<br>Membership Hour <sup>(1)</sup> | Average<br>Direct Cost<br>Per Credit Hour <sup>(2)</sup> | Average<br>Full Cost<br>Per FTE | Average<br>Full Cost Per<br>Membership Hour <sup>(1)</sup> | Average<br>Full Cost<br>Per Credit Hour <sup>(2)</sup> |
|-----------------------|-----------------------------------|--------------------------------------------------------------|----------------------------------------------------------|---------------------------------|------------------------------------------------------------|--------------------------------------------------------|
| USU                   | \$5,050.00                        | \$5.61                                                       | \$168.33                                                 | \$8,876.00                      | \$9.86                                                     | \$295.87                                               |
| WSU                   | \$3,193.00                        | \$3.55                                                       | \$106.43                                                 | \$6,674.00                      | \$7.42                                                     | \$222.47                                               |
| SUU                   | \$4,399.00                        | \$4.89                                                       | \$146.63                                                 | \$8,230.00                      | \$9.14                                                     | \$274.33                                               |
| SNOW                  | \$3,977.00                        | \$4.42                                                       | \$132.57                                                 | \$8,358.00                      | \$9.29                                                     | \$278.60                                               |
| DSC                   | \$4,328.00                        | \$4.81                                                       | \$144.27                                                 | \$7,752.00                      | \$8.61                                                     | \$258.40                                               |
| CEU                   | \$4,509.00                        | \$5.01                                                       | \$150.30                                                 | \$9,952.00                      | \$11.06                                                    | \$331.73                                               |
| UVSC                  | \$5,052.00                        | \$5.61                                                       | \$168.40                                                 | \$8,219.00                      | \$9.13                                                     | \$273.97                                               |
| SLCC                  | \$4,279.00                        | \$4.75                                                       | \$142.63                                                 | \$6,726.00                      | \$7.47                                                     | \$224.20                                               |
| <b>USHE 8 Average</b> | <b>\$4,348.38</b>                 | <b>\$4.83</b>                                                | <b>\$144.95</b>                                          | <b>\$8,098.38</b>               | <b>\$9.00</b>                                              | <b>\$269.95</b>                                        |
| UCAT                  | \$5,203.00                        | \$5.78                                                       | \$173.43                                                 | \$8,510.36                      | \$9.46                                                     | \$283.68                                               |

Source: USHE 2007 Data Book Cost Study, UCAT 2005-06 A1 Actual and 2005-06 Membership Hour Reports

#### Notes:

- (1) The direct membership hour cost for the traditional USHE is calculated by dividing the FTE cost by 900.  
 (2) UCAT does not offer credit. The use of the term credit hour is for comparability purposes only and derived by formula.  
 (3) The University of Utah does not offer traditional vocational courses and traditionally does not report them in the cost study.

### What is the Average Tax Funds Support for Students Taking CTE Courses within the Utah System of Higher Education?

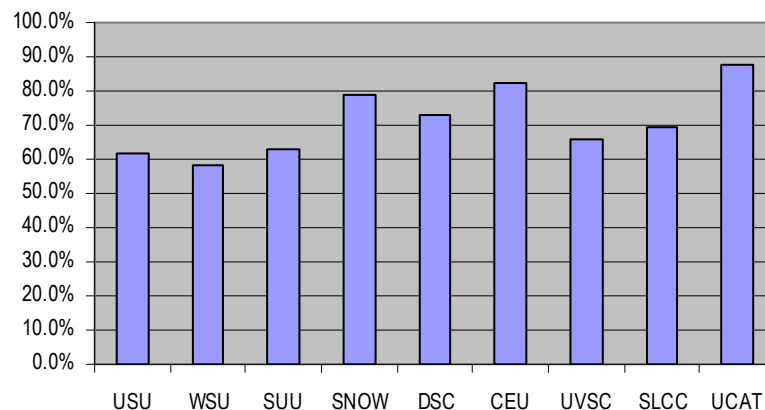
Based on the Direct Cost of Instruction Less the Tuition Cost to Students in FY 2004-05 (Does not include the Full Cost of Instruction Tax Fund Support)

|                       | Direct Cost                     |                                                            |                                                        |                                                 | Full Cost                       |                                                            |                                                        |                                               |
|-----------------------|---------------------------------|------------------------------------------------------------|--------------------------------------------------------|-------------------------------------------------|---------------------------------|------------------------------------------------------------|--------------------------------------------------------|-----------------------------------------------|
|                       | Average<br>Tax Funds<br>Per FTE | Average<br>Tax Funds Per<br>Membership Hour <sup>(1)</sup> | Average<br>Tax Funds<br>Per Credit Hour <sup>(2)</sup> | % of Direct Cost<br>Supported with<br>Tax Funds | Average<br>Tax Funds<br>Per FTE | Average<br>Tax Funds Per<br>Membership Hour <sup>(1)</sup> | Average<br>Tax Funds<br>Per Credit Hour <sup>(2)</sup> | % of Full Cost<br>Supported with<br>Tax Funds |
| USU                   | \$1,672.00                      | \$1.86                                                     | \$55.73                                                | \$0.33                                          | \$5,498.00                      | \$6.11                                                     | \$183.27                                               | 61.9%                                         |
| WSU                   | \$400.00                        | \$0.44                                                     | \$13.33                                                | \$0.13                                          | \$3,881.00                      | \$4.31                                                     | \$129.37                                               | 58.2%                                         |
| SUU                   | \$1,339.00                      | \$1.49                                                     | \$44.63                                                | \$0.30                                          | \$5,170.00                      | \$5.74                                                     | \$172.33                                               | 62.8%                                         |
| SNOW                  | \$2,193.00                      | \$2.44                                                     | \$73.10                                                | \$0.55                                          | \$6,574.00                      | \$7.30                                                     | \$219.13                                               | 78.7%                                         |
| DSC                   | \$2,228.00                      | \$2.48                                                     | \$74.27                                                | \$0.51                                          | \$5,652.00                      | \$6.28                                                     | \$188.40                                               | 72.9%                                         |
| CEU                   | \$2,760.00                      | \$3.07                                                     | \$92.00                                                | \$0.61                                          | \$8,203.00                      | \$9.11                                                     | \$273.43                                               | 82.4%                                         |
| UVSC                  | \$2,240.00                      | \$2.49                                                     | \$74.67                                                | \$0.44                                          | \$5,407.00                      | \$6.01                                                     | \$180.23                                               | 65.8%                                         |
| SLCC                  | \$2,233.00                      | \$2.48                                                     | \$74.43                                                | \$0.52                                          | \$4,680.00                      | \$5.20                                                     | \$156.00                                               | 69.6%                                         |
| <b>USHE 8 Average</b> | <b>\$1,883.13</b>               | <b>\$2.09</b>                                              | <b>\$62.77</b>                                         | <b>\$0.43</b>                                   | <b>\$5,633.13</b>               | <b>\$6.26</b>                                              | <b>\$187.77</b>                                        | <b>69.6%</b>                                  |
| UCAT                  | \$4,168.00                      | \$4.53                                                     | \$138.93                                               | \$0.80                                          | \$7,475.36                      | \$8.31                                                     | \$249.18                                               | 87.8%                                         |

#### Notes:

- (1) The membership hour tax fund support for the traditional USHE is calculated by dividing the FTE support by 900.  
 (2) UCAT does not offer credit. The use of the term credit hour is for comparability purposes only and derived by formula.

State Tax Fund Subsidy  
(Based on Full Cost of Instruction)



## ***What Types of Courses are Considered Career and Technical Education in the Utah System of Higher Education?***

Agricultural Bus & Mgmt, General  
Agricultural Business Operations  
Agricultural Bus & Mgmt, Other  
Agricultural Power Machinery Operation  
Agricultural Production Operations, General  
Applied Horticulture/Horticultural Oper, General  
Ornamental Horticulture  
Landscaping and Groundskeeping  
Dairy Science  
Animal Sciences, Other  
Architecture(BArch,BA/BS,MArch,MA/MS,PhD)  
Comm Studies/Speech Communication and Rhetoric  
Digital Communication and Media/Multimedia  
Photo and Film/Video Tech/Technician and Asst  
Radio & Television Broad Tech/Technician  
Prepress/Desktop Pub and Digital Imaging Design  
Animation, Interact Tech, Video Graph and Sp Eff  
Graphic and Printing Equip Opr, Gen Production  
Platemaker/Imager  
Graphic Communications, Other  
Comm Technologies and Support Services, Other  
Computer & Information Sciences, General  
Computer Programming/Programmer, General  
Computer Programming, Specific Applications  
Data Proc and Data Processing Tech/Technician  
Information Science/Studies  
Computer Systems Analysis/Analyst  
Data Entry/Microcomputer Applications, General  
Computer Science  
Web Page, Digital/Multimedia and Info Res Design  
Computer Systems Networking and Telecommunications  
Systems Administration/Administrator  
System, Networking, and LAN/WAN Management/Manager  
Web/Multimedia Management and Webmaster  
Computer and Info Sciences and Supp Serv, Other  
Cosmetology/Cosmetologist, General  
Barbering/Barber  
Nail Technician/Specialist and Manicurist  
Culinary Arts/Chef Training  
Restaurant, Culinary, and Catering Mgmt/Manager  
Food Prep/Professional Cooking/Kitchen Assistant  
Culinary Arts & Related Services, Other  
Ed/Teach of Indiv Early Childhood Sp Ed Programs  
Kindergarten/PreSchool Education and Teaching  
Early Childhood Education and Teaching  
Foreign Languages Teacher Education  
Family and Consumer Sci/Home Economics Teacher Ed  
Electrical, Electronics & Comm Engineering  
Mechanical Engineering  
Industrial Engineering  
Manufacturing Engineering  
Electrical, Electronic & Comm Engin Tech/Tech  
Telecommunications Technology/Technician  
Instrumentation Tech/Technician  
Robotics Tech/Technician  
Water Qual & Wastewater Treatment Tech/Technician  
Environ Eng Technology/Environ Technology  
Environmental Control Technol/Technicians, Other  
Industrial Technology/Technician  
Manufacturing Technology/Technician  
Occupational Safety & Health Tech/Technician  
Mechanical Engineering/Mech Tech/Technician  
Mining Tech/Technician  
Survey Technology/Surveying  
Computer engineering Technology/Technician  
Computer Technology/Computer Systems Technology  
Drafting and Design Technology/Tech, General  
CAD/CADD Drafting/Design Technology/Technician  
Architectural Drafting and Architectural CAD/CADD  
Civil Drafting and Civil Engineering CAD/CADD  
Electrical/Electronics Drafting and CAD/CADD  
Mechanical Drafting and Mech Drafting CAD/CADD  
Drafting/Design Engineering Techn/Tech, Other  
Engineering Technologies/Technicians, Other  
Sign Language Interpretation and Translation  
Family and Consumer Sciences/Human Sci, General  
Home Furnishings and Equipment Installers  
Family Life & Relations Studies  
Child Development

Family and Community Services  
Child Care and Support Services Management  
Child Care Provider/Assistant  
Legal Administrative Assistant/Secretary  
Legal Assistant/Paralegal  
Cultural Resource Management and Policy Analysis  
Historic Preservation and Conservation, Other  
Museology/Museum Studies  
Parks, Recreation & Leisure Facilities Mgmt  
Sport & Fitness Administration/Mgmt  
Health & Physical Education/Fitness, Other  
Chemistry, Other  
Biology Technician/Biotechnology Lab Tech  
Industrial Radiologic Tech/Technician  
Chemical Tech/Technician  
Criminal Justice/Law Enforcement Admin  
Criminal Justice/Safety Studies  
Criminal Justice/Police Science  
Fire Protection & Safety Tech/Technician  
Fire Science/Firefighting  
Social Work  
Archeology  
International Economics  
Geography  
Geography, Other  
Construction Trades, General  
Mason/Masonry  
Carpentry/Carpenter  
Electrical and Power Trans Installation/Installer  
Electrician  
Lineworker  
Electrical & Power Transmission Install, Other  
Building/Property Main & Manager  
Concrete Finishing/Concrete Finisher  
Building/Home/Construction Inspection/Inspector  
Building/Construction Site Mgmt/Manager  
Building/Const Finishing, Mgmt and Inspection, Oth  
Pipefitting/Pipefitter and Sprinkler Fitter  
Plumbing Technology/Plumber  
Plumbing and Related Water Supply Serv, Other  
Construction Trades, Other  
Elect & Electronics Equip Install & Repair, Gen  
Computer Install and Repair Technology/Technician  
Industrial Electronics Technology/Technician  
Electrical/Electronics Maint and Repair Techn, Oth  
Heating, AC, Vent, Refrid, Maint Techn/Tech  
Heavy Equip Maintenance Technology/Technician  
Heavy/Indus Equip Maint Technologies, Other  
Autobody/Collision and Repair Techn/Tech  
Automobile/Auto Mechanics Technology/Technician  
Diesel Mechanics Technology/Technician  
Airframe Mech/Aircraft Maint Technology/Technician  
Aircraft Powerplant Technology/Technician  
Avionics Maintenance Technology/Technician  
Vehicle Maint and Repair Technology/Technician  
Machine Tool Technology/Machinist  
Machine Shop Technology/Assistant  
Sheet Metal Technology/Sheetworking  
Welding Technology/Welder  
Ironworking/Ironworker  
Precision Metal Workers, Other  
Cabinetmaking and Millwork/Millwright  
Woodworking, Other  
Aeronautics/Aviation/Aerospace Sci and Tech  
Airline/Commerical/Prof Pilot and Flight Crew  
Construction/Heavy Equip/Earthmoving/Equip Oper  
Truck and Bus Driver/Commercial Vehicle Oper  
Transportation and Materials Moving, Other  
Design and Visual Communications, General  
Commercial and Advertising Art  
Fashion/Apparel Design  
Interior Design  
Graphic Design  
Technical Theatre/Theatre Design and Technology  
Painting  
Health Serv/Allied Health/Health Sci, General  
Dental Assisting/Assistant  
Dental Hygiene/Hygienist  
Dental Services and Allied Professions, Other

Health/Health Care Administration/Management  
Health Unit Coordinator/Ward Clerk  
Health Info/Med Records Techn/Tech  
Medical Transcription/Transcriptionist  
Medical Insurance Coding Specialist/Coder  
Medical Insurance Specialist/Medical Biller  
Medical Admin/Exec Asst and Medical Secretary  
Health & Medical Administrative Services, Oth  
Medical/Clinical Assistant  
Clinical/Medical Laboratory Assistant  
Occupational Therapy Assistant  
Pharmacy Technician/Assistant  
Physical Therapy Assistant  
Vet/Animal Health Techn/Tech and Vet Asstnt  
Emergency Care Attendant (EMT Ambulance)  
Emergency Med Techn/Technician (EMT Paramedic)  
Nuclear Medical Tech/Technician  
Medical Radiologic Tech/Technician  
Respiratory Care Therapy/Therapist  
Surgical Technology/Technologist  
Diag Med Sonography/Sonographer/Ultrasound Tech  
Radiologic Technology/Science - Radiographer  
Clinical/Medical Laboratory Technician  
Phlebotomy/Phlebotomist  
Clinical/Med Lab Sci/Allied Professions, Other  
Nursing - Reg Nurse Training (RN,ASN,BSN,MSN)  
Lncsd Prac/Voc Nurse Train (LPN,LVN,Cert,Dipl,AAS)  
Nurse/Nursing Asst/Aide/Patient Care Assistant  
Public Health, Oth  
Therapeutic Recreation/Recreational Therapy  
Business/Commerce, General  
Bus Administration & Mgmt, General  
Office Management and Supervision  
Business/Managerial Operations, Other  
Accounting  
Accounting Technology/Technician and Bookkeeping  
Admin Assistant/Secretarial Science, General  
Executive Assistant/Executive Secretary  
Receptionist  
Business/Office Automation/Technology/Data Entry  
General Office Occupations and Clerical Services  
Business/corporate Communications  
Entrepreneurship/Entrepreneurial Studies  
Finance, General  
Banking & Financial Support Services  
Hospitality Administration/Management, General  
Tourism and Travel Services Management  
Hotel/Motel Administration/Management  
Restaurant/Food Services Management  
Human Resources Mgmt/Personnel Admin, General  
International Business/Trade/Commerce  
Management Information Systems, General  
Management Information Systems and Services, Other  
Marketing/Marketing Management, General  
Real Estate  
Sales, Dist and Marketing Operations, General  
Retailing and Retail Operations  
Selling Skills and Sales Operations  
Gen Sales, Merch and Related Marketing Oper, Other  
Fashion Merchandising  
Tourism and travel Services Marketing Operations  
Bus and Per/Financial Serv Marketing Operations



# UTAH SYSTEM OF HIGHER EDUCATION

*Building a Stronger State of Minds<sup>SM</sup>*

Utah System of Higher Education  
State Board of Regents Building, The Gateway  
60 South 400 West  
Salt Lake City, UT 84101-1284  
801-321-7104 Phone  
801-321-7199 Fax

December 5, 2007

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Legislative Audit – Follow-up Report

Background

This memorandum provides a summary report on four recent reviews of the USHE by legislative staff. In each case, recommendations for improvement have been implemented.

**Post-Retirement Benefits.** Report #2005-12, *A Review of Higher Education's Post-Retirement Benefits*, was released by the Legislative Auditor General on December 15, 2005. Using an analytical model not designed for higher education, the Auditor General stated the higher education had amassed a large, unfunded post-retirement liability. The Auditor recommended that higher education be required to conduct actuarial studies to assess its full liability.

The Commissioner and Presidents engaged Aon Consulting to conduct an actuarial valuation study for the USHE. (The Commissioner also requested an opinion from its statutorily-assigned external auditor, State Auditor Auston Johnson. On April 12, 2006, Mr. Johnson affirmed that higher education's early retirement benefits were a "termination" benefit, not a post-retirement liability.) The final report from Aon Consulting revealed that USHE has eliminated any post-retirement benefit liabilities and reduced termination benefits to a manageable amount. (See Attachment 1)

**Compliance with UMIFA.** Report #2007-09, *A Performance Audit of Compliance with UMIFA*, was released by the Legislative Auditor General on May 22, 2007. The audit was intended to measure compliance with new investment procedures adopted by the Utah State Legislature in 2006. The Legislative Auditor reported instances of minor technical non-compliance by five institutions. Anticipated revisions to Regent policy R541 will bring all institutions into compliance with statute. (See Attachment 2)

**Personnel Budget Practices.** The Commissioner was notified on January 15, 2007, that the Legislative Auditor intended to audit *Turnover Savings*. When the report was issued on July 18, 2007, the titled had been changed to *A Performance Audit of Higher Education Personnel Budgeting Practices*. Responses to the audit by USHE were mixed. While the report made several useful recommendations, the chapter headings within the report seemed to be unnecessarily negative. Nevertheless, the Commissioner agreed to the findings and recommendations of the audit. (See Attachment 3)



**Non-lapsing Appropriation Balances.** On July 17, 1997, the Legislative Fiscal Analyst released *Nonlapsing Appropriation Balances, A Report to the Executive Appropriations Committee*. Carry-forward balances were identified for agencies and departments within the jurisdiction of each of the nine appropriations subcommittees. While not the highest in terms of percent of budget, balances for higher education received particular attention because of their size and increase over the last five years. In a letter to legislative leadership, the Commissioner described several reasons for large balances. He also asserted the wisdom of retaining a reserve account of five to seven percent. (See Attachment 4)

#### Commissioner's Recommendation

This report is for information - intended to summarize and bring closure to these issues.

---

Richard E. Kendell  
Commissioner of Higher Education

REK/MHS  
Attachments

December 5, 2007

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Revisions to Policy R208, *Resource & Review Teams*—Action Item

Issue

In April 2005, the Board of Regents approved two new policies, R208 (Resource & Review Teams) and R209 (Evaluation of Presidents) that were designed to complement each other in providing both presidents and Regents with useful, positive, and proactive assessments regarding presidents' performance. For the most part, these policies have worked well and accomplished their intended purposes. However, based on feedback from several Regents, we felt it necessary to revise R208 in order to make the Resource & Review process more efficient, more flexible, and more focused on institutional priorities identified by the Regents. Therefore, the attached revisions to R208 reflect an evolution in the policy that should make it more useful to both the Regents and presidents.

Background

The proposed revisions to R208 maintain the integrity of the original policy but make the following changes in substance and emphasis:

- The policy clarifies that, during the year of the president's formal evaluation under R209, the Resource & Review Team is not required to conduct its fall and spring reviews, but it is expected to be interviewed as part of the formal evaluation process.
- The policy emphasizes that the Resource & Review Team shall focus on reviewing the president's progress toward accomplishing the institutional priorities communicated to the president by the Regents at the time of appointment, as well as other priorities subsequently identified by the Regents.
- The policy also emphasizes the role of the Resource and Review Team in being a resource to the president, helping him or her to identify areas in which advice, counsel, and support may be necessary to help the president be more effective.
- The policy adds language emphasizing the responsibility of the Resource and Review Team to serve as a liaison with the institutional Board of Trustees, and encourages the Team to visit campus, attend Trustee meetings, and participate in campus events as often as time and circumstances permit.

- The policy makes the visitation schedule of the Resource and Review Team more flexible. Instead of holding the Team to firm deadlines, the policy simply states that the Team shall hold one fall meeting and one spring meeting with the president, and file a written report of such meetings by November 30<sup>th</sup> and May 30<sup>th</sup>.
- The policy clarifies that the Board of Regents may direct a Resource and Review Team to meet with the president on a more frequent basis, and that all written reports of the Resource and Review Teams are confidential personnel records that will only be reviewed by the Board of Regents in closed session.

Commissioner's Recommendation

The Commissioner recommends that the Board of Regents approve and adopt the proposed revisions to Policy R208, *Resource and Review Teams*.

---

Richard E. Kendell  
Commissioner of Higher Education

REK:dsd  
Attachment

# ***R208, Resource and Review Teams***

## ***DRAFT REVISIONS 12.5.07***

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### **R208-1. Purpose**

The purpose of this policy is to establish a process that will facilitate regular communication between the presidents and Regents; allow Regents to learn about institutional issues and problems **in a timely manner; function as a liaison between the Board of Regents and institutional Boards of Trustees; and guide provide a mechanism for informal, periodic the review consultation with each president on an annual basis. to help the president be successful in his or her responsibilities.**

### **R208-2. References**

**2.1.** Utah Code Ann. § 53B-2-102 (Board of Regents to Appoint President of Each Institution)

**2.2.** Policy and Procedures R209 (Evaluation of Presidents)

### **R208-3. Policy**

**3.1. ~~Annual Review~~ Semi-Annual Consultations:** ~~The performance of each president will be reviewed annually~~ **At least twice each academic year (once in the fall and once in the spring), each president will meet and consult with a** ~~by~~ **a Resource and Review Team appointed by the Chair of the Board of Regents.**

**3.2. Integration with ~~Comprehensive~~ Formal Evaluation:** Pursuant to Regents' policy R209, presidents are to be comprehensively **and formally** evaluated following the first year of employment, and every fourth year thereafter (i.e., ~~comprehensive formal~~ evaluation will occur during years 2, 6, and 10 of the president's tenure). During the year of ~~comprehensive formal~~ evaluation, the Resource and Review Team is not required to ~~conduct a review~~ **meet with the president, but could meet and will participate in the formal evaluation, and may hold additional meetings with the president do so by with the mutual agreement with consent of the president.** As part of the ~~comprehensive formal~~ evaluation conducted under R209, the Resource and Review Team will make its previous reports available to the Evaluation Committee, **will be interviewed by the Evaluation Committee,** and will receive the Evaluation Team's **final report when the report is forwarded to the Board of Regents for consideration.**

**3.3. ~~Guidelines for Review~~ Objectives of Resource and Review Process:** ~~The goals of the~~ **Each** Resource and Review Team ~~are twofold:~~ **shall focus on building a positive, productive relationship between the president and the Board of Regents by reviewing the**

**following matters:** ~~1) to facilitate communication between the president and the Regents; and 2) to assist and support the president in leading his or her institution. The review shall adhere to the following guidelines in order to make the review process fair, meaningful, and effective:~~

~~———— **3.3.1. Review Should Focus on Progress:** The Resource and Review Team should focus on progress the president has made toward meeting short and long term goals for the institution.~~

~~———— **3.3.2. Communication:** The Resource and Review Team should advise the president on his or her performance, and suggest means for advancing the institution's purposes.~~

~~———— **3.3.3. Liaison Function:** The Resource and Review Team will serve as a liaison between the institution and the Board of Regents, and serve as an advisor to the president in difficult times/situations, providing the support of the Regents as necessary.~~

~~———— **3.3.4. Objectiveness and Confidentiality:** The review shall be conducted in an objective and confidential manner.~~

**3.3.1. Institutional and Presidential Priorities:** The Resource and Review Team shall work with the president to identify and implement a list of common institutional and personal priorities on which the president should be working. Such priorities shall include the charge given to the president by the Board of Regents at the time of appointment, as well as other priorities identified by the Board of Regents subsequent to the president's appointment.

**3.3.2. Presidential Effectiveness:** The Resource and Review Team shall identify issues, challenges, and problems relating to either the institution or the president's performance which are impeding the president's accomplishment of identified priorities. The Team shall focus on both the president's accomplishments as well as areas in which advice, counsel, and support may be necessary to help the president be more effective.

**3.3.3. Liaison with Trustees:** The Resource and Review Team shall identify specific ways that the Board of Regents can build a positive and productive relationship with the institutional Board of Trustees, and identify steps that can or should be taken to develop and implement priorities for the institution that have consensus support of both the Board of Regents and the Board of Trustees.

#### **R208-4. Procedures**

**4.1. Appointment of Resource and Review Teams:** Each Resource and Review Team shall consist of two (2) Regents appointed by the Regents' Chair, and the Chair of the institution's Board of Trustees.

**4.2. Planning Meeting:** ~~Prior to the review, the Resource and Review Team shall discuss with the president being reviewed the procedures and timelines to be followed.~~  
**Campus Meetings with President:** At least twice each academic year (once in the fall and once in the spring), the Resource and Review Team shall meet with the president, preferably on campus, to consult with the president on identified priorities, areas in which support or corrective action is needed, and the relationship between the Board of Regents and the Board of Trustees. The Resource and Review Team may, with either the consent of the president or a directive from the Board of Regents, meet or confer with the president on a more frequent basis.

**4.3. Self-Report:** ~~No later than September 15<sup>th</sup>, the president will submit to the Resource and Review Team a report of the previous year's achievements, and the president's appraisal of the major issues facing the institution, including the measures/strategies the president intends to implement to address such issues.~~

**4.4. Confidential Interviews:** ~~Following receipt of the president's self report, the Resource and Review Team may conduct confidential interviews with a variety of individuals knowledgeable about the president's work, and who have had enough contact with the president to provide accurate and useful information. The list of potential interviewees will consist of individuals both internal and external to the institution, including but not limited to, vice presidents, deans, department heads, faculty, students, and alumni leaders. The list of interviewees will be prepared in consultation with the president and the Commissioner. The Resource and Review Team will interview a representative sample of individuals from the interviewee list.~~

**4.5. Schedule of Interviews:** ~~Normally the Resource and Review Team will spend no more than one day meeting with the president, conducting interviews, and preparing a brief report.~~

**4.6. Structure/Scope of Interviews:** ~~In conducting the interviews, and gathering data during the course of the review, the Resource and Review Team should act consistent with its purpose of providing assistance and support to the president, and therefore focus on obtaining factual information in some, or all, of the following areas. Other information may be requested by the Resource and Review Team at its discretion.~~

~~———— **4.6.1. Short-Term Goals and Objectives (Shorter Than One Year):** The Resource and Review Team should assess the president's progress toward the previous year's goals, and discuss new short term goals to be pursued during the present year.~~

~~———— **4.6.2. Long-Term Goals and Objectives (Longer Than One Year):** The Resource and Review Team should assess the president's progress toward prior long term goals, discuss new long term goals, and review any strategic changes being considered.~~

~~4.6.3. Relationships with Internal and External Constituencies:~~ The Resource and Review Team should assess the president's relationships and skills with the institutional Board of Trustees, the faculty and student body, the community, local government, and the state legislature.

~~4.6.4. Personal Perspectives:~~ The Resource and Review Team should assess the extent to which the president and his/her family are adapting to the demands of the job and the community; whether health or other personal issues are affecting performance; the president's general attitude toward the job and the institution; and perceptions of the Regents and trustees of the president's performance.

~~4.6.5. Challenges and Needs:~~ The Resource and Review Team should review problems or special needs facing the institution and/or president; areas of major challenge for the president; issues requiring assistance from the Board of Regents; and any unique budget problems.

~~4.6.6. Criteria for Formal Evaluation:~~ The Resource and Review Team may also review other factors relevant to the president's performance, including, but not limited to, the criteria used in the comprehensive evaluation of CEOs outlined in R209.

~~4.7. Focus on Assistance and Support:~~ The Resource and Review Team will gather all information with the goal of documenting presidential strengths and identifying areas for future focus and improvement.

~~4.8. Meeting with President:~~ Following the interviews, the Resource and Review Team will meet with the president to discuss the findings and to follow up on any questions that remain.

**4.3. Written Reports:** No later than October 15<sup>th</sup> **November 30<sup>th</sup>**, the Resource and Review Team will prepare a confidential, written report of its findings **fall consultation with the president, and no later than May 30<sup>th</sup>, the Resource and Review Team will prepare a confidential, written report of its spring consultation with the president,** summarizing the president's strengths and accomplishments, and the specific areas where greater attention or correction is required. A copy of this report will be sent **and will forward these reports** to the **president, the Commissioner, and the Chair and Vice Chair of the Board of Regents.** The president shall be given the opportunity to prepare a written response to the report no later than November 15<sup>th</sup> of the same year.

~~4.10. Transmittal to Regents' Officers:~~ The report of the Resource and Review Team, the president's response to the report, and the president's self-report will be sent to the Chair and Vice Chair of the Board of Regents.

~~4.6. Spring Meeting:~~ No later than April 15<sup>th</sup>, the Resource and Review Team will hold a follow-up meeting with the president to assess progress that has been made since the fall review, and to address any challenges or needs that may need attention. **Review of Resource and Review Team Reports:** The reports of the Resource and Review

Teams' fall consultations will typically be reviewed by the Board of Regents in closed session at the Board's regular December meeting, and the reports of the Resource and Review Teams' spring consultations will typically be reviewed by the Board of Regents in closed session at the Board's regular June meeting. The Board of Regents may direct a Resource and Review team to report to the Board on a more frequent basis.

**4.7. Interaction with Board of Trustees and Consultation with Regents' Committees:** The Resource and Review Team shall, in consultation with the president, visit campus, attend Trustee meetings, and attend campus events as time and circumstances permit, and shall note such activities in its written reports to the Board of Regents. In conducting its semiannual fall and spring reviews, the Resource and Review Team shall also consult with the Regents' Program Review Committee, Finance Committee, and the Commissioner of Higher Education to determine whether there are any problems or issues of concern with either the president's performance or institutional direction that need to be addressed.

~~**4.12. Annual Report and Recommendations:** At the conclusion of the Resource and Review Team's yearly assessment, the Team will prepare a brief report for the Board of Regents. Reports will be reviewed annually by the Board of Regents. A response will be sent to each president.~~

**4.7. Retention in Personnel Records:** A copy **Copies** of the Resource and Review Team's reports ~~the president's self-report, and response to the Team's report,~~ shall be maintained in the president's personnel file.

**4.8. Confidentiality of Records:** All of the reports, including notes and drafts, all meetings conducted pertaining to the Resource and Review Team's work, and all recommendations and responses, are confidential personnel actions protected from disclosure by Utah law.

(Adopted September 11, 1987, amended November 17, 1989; April 26, 1991; April 17, 1992; November 3, 1995; April 22, 2005; **and December 14, 2007.**)



December 3, 2007

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: USHE Legislative Priorities for 2008

In preparation for the 2008 Legislative Session, Associate Commissioner David Buhler has prepared a list of proposed legislative priorities for the Utah System of Higher Education. These include the budget recommendation of the Board of Regents, the Capital Facilities priorities approved by the Board of Regents on September 14, 2006, and several proposed items that will require legislative action in the form of bills. These are described in the attached document.

In addition, the Commissioner's office, presidents and their staffs will be closely monitoring legislation that could impact the Utah System of Higher Education, now and throughout the legislative session.

Recommendation

The Commissioner recommends that the Board consider these priorities, and endorse them as the priorities of the Utah System of Higher Education. Further, the Commissioner recommends that the Board authorize the Commissioner, in consultation with the presidents, to monitor, support, or oppose on a case-by-case basis, other legislation that will be introduced during the 2008 legislative session. Further, that the Board be given regular reports during the legislative session regarding items of interest to the Utah System of Higher Education.

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Richard E. Kendell  
Commissioner of Higher Education

REK:db  
Attachment



**UTAH SYSTEM OF HIGHER EDUCATION**  
**2008 LEGISLATIVE PRIORITIES**  
December 5, 2007

- 1- USHE budget priorities as adopted by the Board of Regents on October 26, in priority order.
- 2- USHE Capital Facility priorities for state funding as adopted by the Board of Regents on September 14, in priority order:

| Institution/Project—Regent Top Priorities                                          | State Funds  |
|------------------------------------------------------------------------------------|--------------|
| Snow College – Bond Payoff                                                         | \$1,746,017  |
| UU Business Building                                                               | \$28,500,000 |
| USU Agriculture/Classroom Replacement                                              | \$39,500,000 |
| SLCC Digital Design & Communications Center/ South City Campus Student Life Center | \$37,575,990 |
| SUU Science Building Addition                                                      | \$17,000,000 |
| UVSC Science/Health Sciences Bldg. Addition                                        | \$47,645,000 |
| CEU Fine Arts Complex                                                              | \$22,000,000 |
| WSU Classroom Building                                                             | \$32,100,000 |
| UU Pharmacy Building                                                               | \$39,600,000 |
| DSC Centennial Commons                                                             | \$81,178,000 |

- 3- USHE will actively support the following legislation (exact titles and bill numbers to be determined):
  - **Higher Education Enhancements**, sponsored by Sen. Dennis Stowell. This bill mirrors the Regents' budget request of \$17.5 million for funding specific priorities to enhance student success at each of the nine credit-granting USHE institutions, and \$2.3 million for UCAT priorities.
  - **Regents Scholarship**, sponsored by Sen. Lyle Hillyard. This would establish a Regents Scholarship of \$1,000 for Utah high school students who complete a rigorous course of study during grades 9-12 and earn at least a "B" average. The scholarship would be publicized among eight graders (and parents) and could be used at any USHE institution.
  - **UCAT—Governance and Operations**, sponsored by Sen. Greg Bell, is the bill recommended by the Higher Education Task Force to make some modifications relating to appointment and compensation of campus presidents, budget and capital facility requests, and requiring the Board of Regents to conduct a space utilization study of UCAT campuses.
  - **Higher Education Incentive Program Amendments**, sponsored by Rep. Kevin Garn. Makes a number of housekeeping amendments to the UESP statute.

- **Higher Education IT Infrastructure Funding**, sponsored by Rep. Steve Clark. This would provide an appropriation for IT infrastructure consistent with the Regents' budget request.
- **Utah Business Resource Centers Act**, sponsored by Rep. Dave Clark. Creates business resource centers through the Governor's Office of Economic Development (GOED).

4- USHE shall oppose any legislation to repeal in-state tuition for students who graduated from and attended a Utah high school for three years.

The Board authorizes the Commissioner, in consultation with presidents, to monitor, support, or oppose on a case-by-case basis other legislation that will be introduced during the 2008 Legislative Session. Further, that the Board be given regular reports during the Legislative Session regarding items of interest to the Utah System of Higher Education.

December 7, 2007

MEMORANDUM

TO: State Board of Regents  
FROM: Richard E. Kendell  
SUBJECT: Trademarking of Logos/Taglines

Background

This year, the Office of the Commissioner, the Utah Higher Education Assistance Authority (UHEAA) and the Utah Educational Savings Plan (UESP) have investigated the need for and possibility of trademarking our logos, taglines, materials and Web sites. UHEAA and UESP staff have discovered several Web sites that include the names of our entities but are related to competing companies and services. Due to the business nature of both organizations, we have been advised from both legal and business perspectives to protect the names and marks of our agencies and programs.

Issue

The Office of the Commissioner, along with Utah Scholars, UHEAA, and UESP have worked with legal counsel to ensure that they have acquired the appropriate Web sites and domain names, word/service marks and other protections. The process is nearly complete as the status is pending with the federal government. Once the applications have been accepted and filed by the United States Patent and Trademark Office, the Office of the Commissioner will update the Board of Regents.

Commissioner's Recommendations

This is an information item only and requires no action.

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Richard E. Kendell, Commissioner

REK/AC/jc

December 5, 2007

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: K-16 Alliances, Part II: Increasing Participation Through Rigorous College-Prep Curricula—Information Item

Issue

At the Board of Regents meeting in October, we discussed the importance of state-wide and regional K-16 Alliances to the work of improving high school graduation expectations and aligning the high school core curriculum with college entrance requirements. This month we explore specifically the role K-16 Alliances can, and should, play in making high school graduation requirements a central part of the effort to increase college participation rates in Utah.

Background

In the introduction to *The Toolbox Revisited*, the groundbreaking study released in 2006 by the U.S. Department of Education, the study's author, Dr. Clifford Adelman, cites a critical piece of data. Noting that the "academic intensity of the student's high school curriculum still counts more than anything else in precollegiate history in providing momentum toward completing a bachelor's degree," Adelman states: "At the highest level of a 31-level scale describing this academic intensity, one finds students who, through grade 12 in 1992 had accumulated:

- 3.75 or more Carnegie units of English
- 3.75 or more Carnegie units of mathematics
- highest mathematics of either calculus, pre-calculus, or trigonometry
- 2.5 or Carnegie units of science *or* more than 2.0 Carnegie units of core laboratory science (biology, chemistry, and physics)
- more than 2.0 units of foreign languages
- more than 2.0 units of history and social studies
- 1.0 or more Carnegie units of computer science
- more than one Advanced Placement course
- no remedial English; no remedial mathematics"

Adelman went on to explain: "These are minimums. In fact, students who reached this level of academic curriculum intensity accumulated much more than these threshold criteria, and 95 percent of these students

earned bachelor's degrees (41 percent also earned master's, first professional, or doctoral degrees) by December 2000."<sup>1</sup>

Such compelling data has prompted several states and school districts to increase their high school graduation requirements for all students, and these efforts having a positive impact on college enrollments. Two of the most promising programs, in Indiana and the San Jose Unified School District, deserve examination.

### The Indiana Core 40 Curriculum

In 1992, only 51% of high school graduates in Indiana enrolled the next fall in postsecondary education, which ranked Indiana 34<sup>th</sup> in the nation.<sup>2</sup> Two years later, in 1994, all high school students were encouraged to voluntarily complete a "Core 40" curriculum as part of their high school career/course plan.<sup>3</sup> This college-prep curriculum, which derives its name from the 40 total credits it embodies, includes 8 credits of English, 6 credits of math (through Algebra II), 6 credits of science (including Biology and Chemistry or Physics), 6 credits of Social Studies, and 5 "flex" credits of world language, fine arts, or career/technical education.<sup>4</sup>

Subsequently, Indiana passed legislation making the "Core 40" the required default graduation requirements for all high school students, beginning with the class of 2011. To graduate with less than the Core 40 requirements, a student and his/her parent are required to meet with the student's guidance counselor and principal to: "1) review the student's career and course plan; 2) be informed of the likely consequences to the student's future if he/she graduates without Core 40; 3) sign a formal consent form attesting to the above; 4) complete the courses/credits required for a minimum diploma, and 5) determine the Career Academic Sequence the student will pursue."<sup>5</sup>

The results of this policy agenda are striking. As of 2002, the percentage of high school graduates enrolled the next fall in postsecondary education had risen to 62%, which ranked Indiana 10<sup>th</sup> in the nation.<sup>6</sup> In addition, the number of degrees conferred at Indiana's public colleges and universities has risen dramatically. In 1999, Indiana's public colleges awarded 7,318 associate's degrees and 20,785 bachelor's degrees. In 2006, Indiana's public colleges awarded 9,664 associate's degrees and 25,165 bachelor's degrees.<sup>7</sup>

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<sup>1</sup> Clifford Adelman, *The Toolbox Revisited: Paths to Degree Completion from High School Through College* (U.S. Dept. of Educ., Feb. 2006), at xviii (emphasis added).

<sup>2</sup> Stan Jones, *Indiana's Core 40 Curriculum: Moving Forward* (Indiana Pathways to College Network, Jan. 21, 2005), presentation available at [www.inpathways.net/vol8.htm](http://www.inpathways.net/vol8.htm).

<sup>3</sup> *Id.*

<sup>4</sup> *Id.*

<sup>5</sup> *Id.*

<sup>6</sup> *Id.*

<sup>7</sup> *College Completion in Indiana* (Indiana Commission for Higher Education, March 2007), presentation available at [www.che.state.in.us/Powerpoint/College%20Completion%20in%20Indiana%2003-08-2007%202.ppt](http://www.che.state.in.us/Powerpoint/College%20Completion%20in%20Indiana%2003-08-2007%202.ppt).

Perhaps most importantly, Indiana has not relied solely on the public education system to encourage or make these reforms. To complement the Core 40 legislation, Indiana's public institutions of higher education are implementing a number of policy initiatives to draw students from the high school into the college pipeline, including:

- Beginning with the high school class of 2011, Indiana's 4-year public universities will require a minimum of Core 40 completion as a requirement for undergraduate admission.
- Indiana's 2-year public colleges will maintain open admission policies, but will also encourage Core 40 completion.
- Students not completing the Core 40 who begin at a 2-year college and then seek to transfer to a state 4-year university may do so only if they have successfully completed at least 12 credits of college-level transferable course work.
- Beginning with the graduating class of 2011, students who attend Indiana's 4-year colleges must complete the Core 40 to receive state-supported financial aid from the Frank O'Bannon Grant Program and the 21<sup>st</sup> Century Scholars Program.<sup>8</sup>

#### San Jose Unified School District

Another interesting policy experiment is taking place in the San Jose Unified School District in California. Beginning with "a vision that high school should be a gateway to all possible pursuits beyond high school, including college,"<sup>9</sup> the district started in 1993 by eliminating all math courses below algebra I from its ninth-grade curriculum. According to Dr. Linda Murray, the district's superintendent from 1994-2004: "Gone were consumer math and other 'dumbed-down' math classes. Our early success in demonstrating that all students could enroll and be successful in algebra was nothing short of eye-opening. Not only were all beginning high school students required to take algebra, but to the surprise of many, the nontraditional algebra takers were passing it at the same rate as they had passed consumer math!"<sup>10</sup>

This initial step, together with a bold effort by the district to negotiate a new consent decree tied to a federal court desegregation order, and a comprehensive public engagement process designed to get stakeholders focused on quality education for all students, led the district in 1998 to adopt the University of California system's admission requirements, known as the "A-G requirements," as the graduation requirements for all high school students beginning with the entering class of freshmen in 1998 (class of 2002).<sup>11</sup> As in Indiana, the results of this policy are compelling.

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<sup>8</sup> Jones, *supra* note 2.

<sup>9</sup>

Dr. Linda Murray, *The San Jose Unified School District Story: Implementing a College-Ready Curriculum for All* (Achieve, Feb. 2007), binder materials used at the American Diploma Project Strategy Session on Raising Graduation Requirements, Dallas, TX, available at [www.achieve.org/gradforum2007tab5](http://www.achieve.org/gradforum2007tab5).

<sup>10</sup> *Id.*

<sup>11</sup> *Id.*

According to Superintendent Murray: "Three years of data show that graduation rates have not declined and that the grade point averages of graduating seniors are actually on the rise. Sixty-five percent of the graduates have passed every one of the required courses for entrance to the state's university system with a C or better and are therefore eligible to enter directly out of high school—statewide, the percent is 33 percent. Even more dramatic, 45 percent of the Hispanic graduates are university eligible right out of high school compared to 21 percent statewide. And enrollment of Hispanic students in Advanced Placement courses has more than doubled in recent years."<sup>12</sup>

Additional significant data points are that in 2004, the district's graduation rate was 93.7%, which bested the California state average of 85.3%, and that, in 2006, more than 75 percent of San Jose High School's seniors applied to two- or four-year colleges.<sup>13</sup> Perhaps most significantly, all of this progress has been achieved in a school district in which 70 percent of the 32,000 students are from racial or ethnic minority groups.<sup>14</sup>

### Policy Recommendations

Both the Utah K-16 Alliance and regional K-16 alliances tied to USHE institutions should make high school graduation requirements a key focus of efforts to increase higher education enrollments. Specifically, the alliances should consider developing political, public, and parental support for core graduation expectations that:

- Require all high schools to offer, and all students to take, high-level math courses, through Algebra II and beyond. According to one recent study, schools that simply offer calculus enjoy predicted Total College Enrollment Rates (TCERs) that are 11.29 percent higher than schools that do not.<sup>15</sup>
- Require all students to take foreign language courses. Recent research indicates that schools "requiring some foreign language curriculum have TCERs that are 2.62 percent higher than schools not requiring any foreign language instruction, or an increase of 5.09 percent in the percent of students enrolling in college."<sup>16</sup>
  - Develop policies that reward school district administrators, faculty, and staff for adopting college-prep graduation requirements for all high school students that go beyond the current state core requirements.
  - Encourage more school districts to implement the Utah Scholars program.

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<sup>12</sup> *Id.*

<sup>13</sup> Lesli A. Maxwell, *Greater Expectations*, Education Week (Apr. 25, 2006), pp. 37-39.

<sup>14</sup> *Id.*

<sup>15</sup> Kate R. Blossverren, *The Impact of High School Curriculum on College Enrollment Rates*, (Thesis submitted to fulfill the requirements of Master of Public Policy, Georgetown University, Apr. 2006), p. 30.

<sup>16</sup> *Id.* at p. 24.



- Align college admission and scholarship requirements with the Utah Scholars core course of study.
- Develop mentoring and tutoring programs, in conjunction with Utah Campus Compact, that provide meaningful service learning opportunities for college students and faculty, as well as substantive academic support for high school students who may struggle with rigorous college-prep classes.

Commissioner's Recommendation

This is an information item and no action is necessary.

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Richard E. Kendell  
Commissioner of Higher Education

REK:dsd  
Attachment





UTAH SYSTEM OF  
HIGHER EDUCATION

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*Building a Stronger State of Minds*



# K-16 Alliances, Part II

## Increasing Participation Through Rigorous College-Prep Curricula

*Strategic Planning and  
Communications Committee*

*State Board of Regents*

*December 14, 2007*



# Background

- *The Toolbox Revisited*, written by Dr. Clifford Adelman in 2006, states:
  - *“Academic intensity of the student’s high school curriculum still counts more than anything else in pre-collegiate history in providing momentum toward completing a bachelor’s degree.”*

*\*Sources for the data cited in this presentation are found in the Cover Memo for Tab O of the Regents’ Agenda for December 14, 2007.*



# Background

- Several states and school districts are increasing their high school graduation requirements for all students, and these efforts are having a positive impact on college enrollments.



# Indiana Core 40 Curriculum

- Indiana passed legislation requiring the class of 2011 to complete 40 total credits embodying:
  - 8 credits of English
  - 6 credits of math (through Algebra II)
  - 6 credits of science (Biology and Chemistry or Physics)
  - 6 credits of social studies
  - 5 “flex” credits of world language, fine arts, or CTE



# Indiana Core 40 Curriculum

- To graduate with less than the Core 40 requirements, parents and their student must meet with the student's guidance counselor and principal to
  - review the student's career plan;
  - be informed of the likely consequences to the student's future;
  - sign a formal consent form attesting to the above;
  - complete the courses/credits required for a minimum diploma; and
  - determine the Career Academic Sequence the student will pursue.





# Indiana Core 40 Curriculum

- In 1992 only 51% of high school graduates enrolled the next fall in postsecondary education – ranking Indiana 34<sup>th</sup> in the nation.
- In 2002, the percentage increased to 62%, which ranked Indiana 10<sup>th</sup> in the nation.



# Indiana Core 40 Curriculum

- In 1999, Indiana's public colleges awarded 7,318 associate's degrees and 20,785 bachelor's degrees.
- In 2006, Indiana's public colleges awarded 9,664 associate's degrees and 25,165 bachelor's degrees.



# Indiana Core 40 Curriculum

- Indiana's public colleges are also implementing policies to complement the Core 40:
  - Four-year universities will require Core 40 completion as a requirement for undergraduate admission
  - Two-year colleges will maintain open admission policies, but encourage Core 40 completion
  - Students transferring from a two-year to a four-year institution and have not completed the Core 40, must complete 12 credits of college-transferable work
  - Students must complete the Core 40 to receive state-supported financial aid from the Frank O'Bannon Grant Program and the 21<sup>st</sup> Century Scholars Program



# San Jose Unified School District

- 70% of the students are from racial or ethnic minority groups.

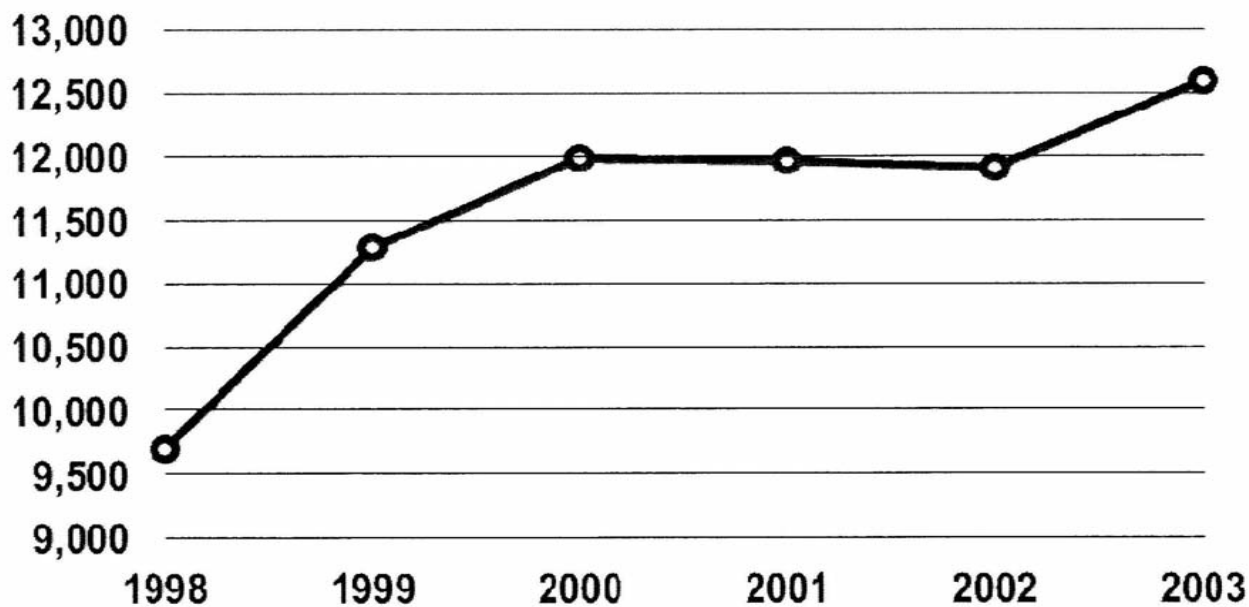


# San Jose Unified School District

- In 1993, the district eliminated all math courses below Algebra I from its ninth-grade curriculum.
- In 1998, it adopted the University of California's system's admission requirements, known as the "A-G requirements."

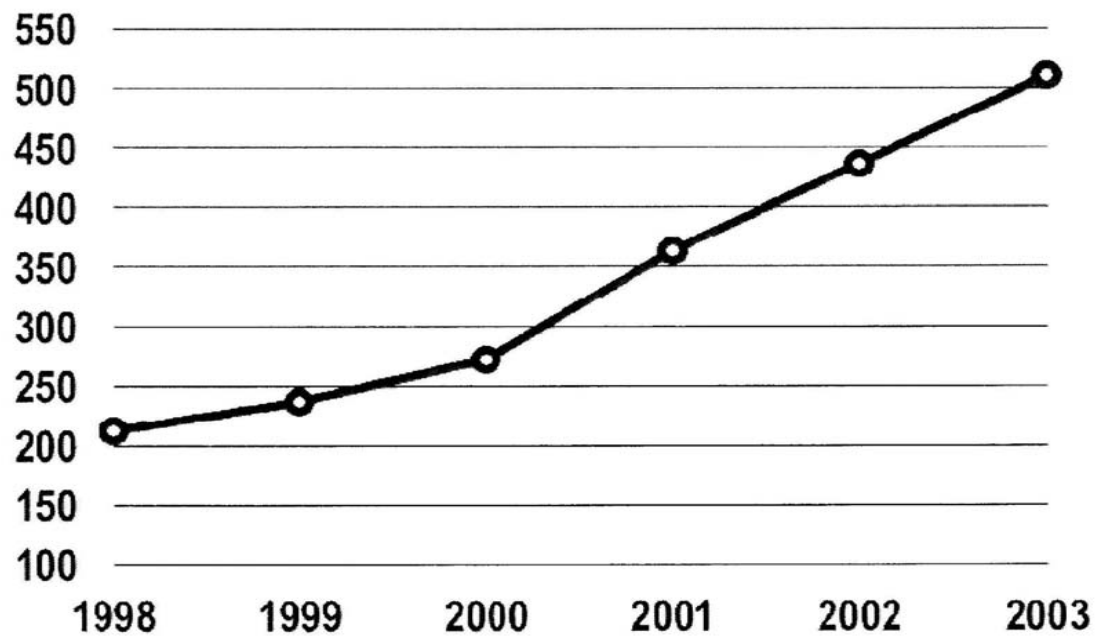


## Hispanic Enrollment in all A to G Courses





## Hispanic Enrollment in Chemistry or Physics





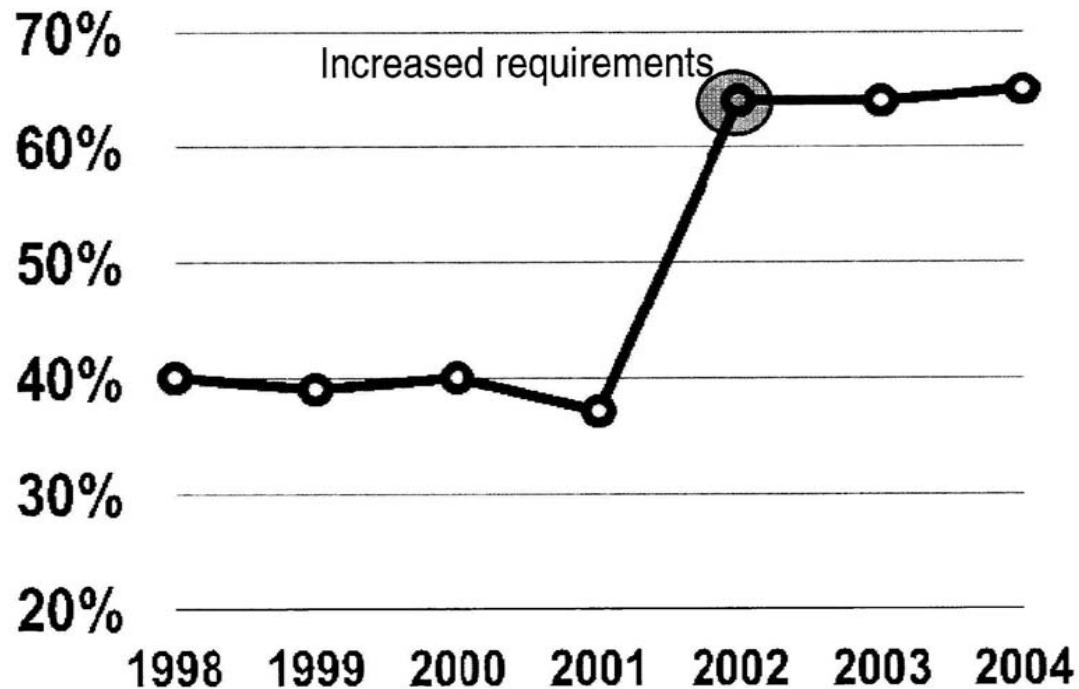
# San Jose Unified School District

- Three years of data show that 65% of graduates have passed every one of the required courses with a C or better, making them eligible to enter college, compared to 33% of students statewide.
- 45% of the Hispanic graduates are university eligible compared to 21% statewide.
- The district's graduation rate was 93.7%.
- 75% of the high school seniors applied to two- and four-year colleges.





### % of SJUSD Graduates who Satisfy UC/CSU Requirements





# Policy Recommendations

- The Utah K-16 Alliance and regional alliances should make high school graduation requirements a key focus of efforts to increase higher education enrollments.
  - Require all high schools to offer, and all students to take, high-level math courses, through Algebra II and beyond.
  - Require all students to take foreign language courses.
  - Develop policies that reward school district administrators, faculty, and staff for adopting college-prep graduation requirements for all high school students who go beyond the state core requirements.
  - Encourage more school districts to implement the Utah Scholars program.
  - Align college admission and scholarship requirements with the Utah Scholars core course of study.
  - Develop mentoring and tutoring programs, in conjunction with Utah Campus Compact.

December 5, 2007

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Report on the Higher Education Legislative Task Force

The 2007 Legislature enacted H.B. 396, Higher Education Task Force, sponsored by Rep. Kory Holdaway, which created a legislative task force to consider issues related to higher education. The Task Force was co-chaired by Senator Greg Bell and Representative Kory Holdaway, included a total of five senators and six representatives, and met in May, June, July and November. The Task Force considered a number of issues but ultimately focused on issues related to the Utah College of Applied Technology (UCAT).

As a result of the testimony they received from the Commissioner, representatives from UCAT, and others, the Task Force is recommending a bill for consideration by the 2008 Legislature, "Utah College of Applied Technology—Governance and Operations," which will be sponsored by Senator Greg Bell. A copy of the draft bill as recommended by the task force is attached. The bill would make the following changes to current Utah law:

- Adds to the list of responsibilities of the Board of Regents
  1. "[P]romoting the creation of partnerships between higher education institutions to create effective career pathways and degree programs" including associate of science and associate of applied science degrees by credit granting institutions.
  2. Reviewing and discussing UCAT budget requests before the UCAT Board of Trustees submits them to the Legislature and the Governor's Office of Planning and Budget. (Approval of their budget request remains a responsibility of the UCAT Board of Trustees.)
  3. Reviewing and discussing UCAT capital facility and land purchase requests before they are submitted to the State Building Board and, most significantly, "ensuring that the requests comply" with the state statute that requires a certification to the state Building Board that requests do not unnecessarily duplicate other higher or public education facilities.
- Requires the Board of Regents to conduct a space utilization study of UCAT campuses in consultation with the UCAT Board of Trustees and the state Division of Facilities Construction and Management, and report the results of the study to the Higher Education Appropriations Subcommittee by September 1, 2008.
- Requires the Board of Regents to prepare a five-year master plan projecting UCAT's capital facility needs based on the space utilization study and enrollment projections, and report that to the Higher Education Appropriations Subcommittee by September 1, 2008.

- Changes the appointment of UCAT campus presidents from the UCAT president to the UCAT Board of Trustees, based upon recommendations from a campus search committee, a majority of which are members of the particular campus board of directors.
- Requires the UCAT Board of Trustees to establish compensation and terms of employment for campus presidents. Previously this was the responsibility of each campus board of directors.
- Requires the UCAT Board of Trustees to make their finding "in writing" to the state Building Board regarding the non-duplication of capital facility requests.

#### Recommendation

This is an information item only, no action is required. However, this is one of the bills that is being recommended that the Board of Regents and Utah System of Higher Education affirmatively support in the 2008 Legislative Session (see Tab M).

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Richard E. Kendell  
Commissioner of Higher Education

December 5, 2007

MEMORANDUM

To: State Board of Regents  
From: Richard E. Kendell, Commissioner  
Subject: USTAR Presentation

Ted McAleer, Executive Director of USTAR, will present a progress report of the USTAR Initiative and outline future plans and developments. He will respond to questions from the Board of Regents.

This is an information item only; no action is necessary.

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Richard E. Kendell, Commissioner

REK:jc



## MEMORANDUM

December 5, 2007

TO: State Board of Regents  
FROM: Richard E. Kendell  
SUBJECT: CEU/SEATC Merger Progress Update – Information Item

### Issue

In October, 2007, the Regents approved the merger of the Southeast Technical Center (SEATC) with the College of Eastern Utah (CEU). As a result, a plan was developed and a merger was accomplished by summer 2007. Attached is a report from the College of Eastern Utah detailing the progress of the merger.

### Background

For some time, the Regents and other related bodies explored the possibility of merging the SEATC and CEU. The overarching argument in favor of a merger was to eliminate the duplication of activities by both institutions in a relatively sparsely populated area. Therefore, to achieve a higher degree of both effectiveness and efficiency, the decision was made to merge both institutions. Following this decision, then, a transition team was established, a plan for merging was developed, and the merger was accomplished.

As a result, SEATC relinquished their lease and moved to the CEU campus. The administration of SEATC was also absorbed into a new administrative structure. The intent of the merger was to highlight and strengthen the career and technical education role in the Southeast service area.

### Commissioner's Recommendation

President Ryan Thomas will be available to discuss remaining concerns/challenges. This is an information item; no action is required.

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Richard E. Kendell, Commissioner

REK/LS

# **CEU/SEATC MERGER PROGRESS: A REPORT TO THE UTAH STATE BOARD OF REGENTS**

**Submitted by  
College of Eastern Utah**

**December 2007**

## **Introduction**

Utah's 2007 general legislative session provided for the merger of the Southeast Applied Technology College (SEATC) with the College of Eastern Utah (CEU) and was approved by the Utah State Board of Regents. This merger created exciting opportunities to provide unified Career and Technology Education (CTE) to the residents of Southeastern Utah.

As with any merger, there have been challenges. However, progress is steady. This report summarizes the progress to date and identifies important steps for continued progress in the transition.

## **Operating Framework**

Early on in the transition process, we determined that if the merger were to be successful, we would need to adhere to some key guiding principles:

1. The merger would increase efficiency and effectiveness in delivering needed programs to southeastern Utah and in no way would diminish services that had previously been provided by SEATC or CEU.
2. The merger would require that CEU and SEATC budgets remain intact – meaning no funding would be lost from either budget.
3. The merger would be implemented July 1, 2007 and that SEATC personnel would be integrated and functions would be relocated to the CEU campus as soon as practical.
4. No full-time personnel would lose their employment. However, it was determined that while no jobs would be lost, there may be a need for some reassignment of duties.
5. An increased marketing and information campaign would be required to inform our constituencies of the change and to reassure them that all services would still be available.

## **Progress to Date**

### **Educational Programming**

Since the merger, CEU has been involved in a variety of noncredit, vocational training programs. We have offered short-term training to several regional businesses, industries, high schools, and traditional students. It is anticipated that this year we will offer Career and Technology Education (CTE) in over 50 program areas including degree and certificate programs as well as Custom Fit and Short Term Intensive training.



We have worked to enhance our relationships with and expand offerings to high schools in our service area. We offer or are developing programs in the following areas:

Carbon High School: A+ / Net+; Automotive; Business (being developed); Building Construction; Cosmetology; Criminal Justice; Drafting (being developed); Diesel Mechanics; Nursing; Welding

Emery High School: Automotive; Building Construction; Drafting (being developed); Certified Novell Administrator; Machining (being developed)

Grand High School: Automotive; Building Construction

San Juan high School: Automotive; Building Construction; Business; Nursing (being developed); Pre-Engineering (being developed)

In November 2007, we submitted proposals for several CTE courses to be considered as Concurrent Enrollment courses. Requests included courses in Automotive, Building Construction and Management, Accounting, and Drafting areas. If these courses are approved, students will be able to receive college credit for courses taught at high schools.

In the Custom Fit/Short Term Intensive training arena, we have provided training for local businesses, industries, and displaced miners. Specifically, we have offered programs in: CNA (nursing); Excel & other computer applications; Marketing (classes for Helper City and Emery County); QuickBooks; Trucking (local companies & displaced miners); and Welding. Planned future training includes programs in Automotive; Building Construction; Customer Relations, Communication, and Job Preparedness; Finance; and Welding.

In addition we have conducted extensive mining training through our Mining Department and Energy Related Training by our Western Energy Training Center. Hundreds of students have received training in workforce preparation, recertification and compliance, safety, program management, and the like programs.

We expect numbers of students and hours of training to increase in all of the above areas as a result of the synergy that has developed due to the merger. We have or will be offering credit-bearing degrees and certificates.

### **Organizational Structure**

The merger necessitated an important structural reorganization of CEU. The first major step was the creation of a new division, the Division of Workforce Education. This division is headed by the Associate Vice President for Workforce Education. Miles Nelson, former SEATC President, was appointed to this position. This new Division has the responsibility to direct all noncredit CTE programs. Specifically, Custom Fit, Short-term Intensive Training (STIT), SBDC, WETC, and Mining report to the Associate Vice President for Workforce Education.

To promote a unified approach to our education programs, SEATC faculty have been integrated into existing CEU departments where the same departments were present. For example, the SEATC Automotive faculty are now part of the CEU automotive department, SEATC Building and Construction management faculty are now part of CEU's BCCM department, SEATC Business faculty are part of CEU's Business faculty. Where no CEU department was present, the SEATC department was maintained (e.g., Mining). We now have just one department with one department head for each area.

Prior to the merger, SEATC had an Advisory Board to provide oversight for their programs. CEU also had an advisory Joint Vocational Committee to provide direction to vocational programs. In addition, CEU had program advisory committees (PAC) for each academic program. The legislation authorizing the merger dictated that members of the SEATC board be included in a newly constituted board that would advise the college post merger. The new Board has been formed and had its initial meeting in November. The Board's immediate charge is to develop a plan outlining needs and strategies to provide key programs.

The Board is comprised of representatives from each of the four school districts in southeastern Utah (Carbon, Emery, Grand, San Juan) and key industry and business leaders who served previously on SEATC and CEU boards, as well as a CEU Board of Trustees member. The PAC committees will continue to function as in the past, except there will now be members on Business, Nursing, Building Construction Management, and Automotive committees that worked with SEATC prior to the merger.

### **Finances**

CEU's 2007-2008 budget included CEU's normal budget allocation, along with SEATC's entire allocation. The newly created Division of Workforce Education has its own operating budget which includes the original SEATC budget, less the money that has been moved into existing CTE departmental accounts to cover salaries, benefits, and operating expenses for those faculty that transferred into CEU departments. The entire SEATC budget is still being spent directly on noncredit, CTE programs.

### **Faculty**

No faculty positions were eliminated through the merger. Faculty from SEATC have been fully integrated into existing CEU departments where the same departments were present. For example, the SEATC Automotive faculty are now part of the CEU Automotive Department, SEATC Building and Construction Management faculty are now part of CEU's BCCM department, SEATC Business faculty are part of CEU's Business faculty, and SEATC Nursing instructors are now part of CEU's Nursing Department. Where no CEU department was present, the SEATC department was maintained (e.g., Mining).

All SEATC faculty are currently classified as non-tenure track. As CEU reviews its tenure policy this year, discussions will focus on the issues of workload and an appropriate definition for tenure track positions.

### **Facilities and Services**

Space issues have been the most challenging aspect of the merger to date. It has been time consuming and costly. Presently, about 75% of the former SEATC operation (Price personnel only) has been relocated to the CEU campus. We anticipate that all former SEATC personnel and functions will be located on the CEU campus by early next year. To accommodate the integration of SEATC personnel, we have reallocated existing space, moved personnel from space on the Price campus, and remodeled space on the Price campus and at our Western Energy Training Center (WETC) facility in Castle Gate.

To date, we have moved Business, Computer, and Nursing faculty and co-located them in their respective CEU departments in the Reeves Building. We have also moved a 24 computer Basic Skills Lab and instructors into the Reeves Building. This converted a traditional classroom into an open entry-open exit classroom.

The SEATC Mining Program was recently relocated from the MacDonald Career Center on the Price campus to the WETC facility. This move required a remodel at WETC. We are in the process of remodeling

the space vacated by the Mining Department to accommodate the move of SEATC administrative offices/new Division of Workforce Education to the Macdonald Career Center. The final piece of the relocation will require additional remodeling of classrooms vacated by the Mining department to provide office space for the Small Business Development Center (SBDC) and the Custom Fit program. SEATC Business Office and Records and Registration Office personnel have also been colocated with their counterparts at CEU.

### **Future Steps**

The biggest hurdle remaining in the merger effort is the development of a reporting system capable of tracking our noncredit activities. SEATC along with other UCAT schools have been using the North Star system to report their training. CEU, along with the other USHE colleges and universities, uses the Banner system. At present, we are using North Star to record non-credit programs just as SEATC did prior to the merger. We also continue to use Banner for our regular reporting. It would be desirable to have one system.

The challenge is to determine if we can use Banner to report the noncredit, open entry/open exit courses with the same flexibility and effectiveness as was provided by North Star. Salt Lake Community College currently uses Banner to report noncredit courses. We have been in discussion with their staff to determine if their protocols can be used as they are or modified to meet our needs.

Another important issue is development of a funding model appropriate for our expanded mission. CEU has a need for its traditional funding, but we also need funds specifically tied to our noncredit mission. CEU will need access to funding for vocational programs that have historically been awarded to SEATC and other UCAT schools.

### **Conclusion**

Though challenging and time consuming, this process has been a positive experience. We are following those guiding principles identified early on in the process and we believe that the goals of the merger are being met. We also believe that the "new" CEU will be better equipped to meet the educational needs of the southeast region of the state.

The success of our merger efforts are the result of extraordinary cooperation between and among the collective staffs of SEATC, CEU, and the office of the Commissioner.

December 5, 2007

MEMORANDUM

To: State Board of Regents  
From: Richard E. Kendell, Commissioner  
Subject: Salt Lake Community College/Salt Lake-Tooele Applied Technology College Report

Background

In September 2006, the Board of Regents authorized a study of how to best organize and deliver CTE education in the Salt Lake-Tooele Region. The study began in January 2007 and is now completed.

The following reports will be hand-carried to the December 14, 2007 Board meeting:

- A Study of the Organization and Delivery of Career and Technical Education in the Salt Lake-Tooele Region (the Carlston Report)
- Commissioner's Findings and Recommendations

Early draft copies of these reports will be e-mailed to Regents, as well as SLCC, SLTATC and UCAT Presidents and UCAT Trustees.

Recommendation

The Commissioner recommends approval of the reports.

---

Richard E. Kendell, Commissioner

REK:jc



# Utah's Occupational Star Ratings

## Employment Outlook and Wages

The "star" rating is based on employment outlook and wages.

- Employment outlook is based 90 percent on the projected number of Utah job openings between 2004 and 2014 and 10 percent on how fast the occupation is expected to grow over that time period.
- Median annual wages were used to determine the rating.

Ratings are meant to provide guidance for those seeking high-demand/high-wage positions and are not the final word on the desirability of a particular occupation.

## Within Training Levels

The star ratings are based on rankings within three following training-level groups.

- Bachelor's Degree or Higher
- Associate Degree or After High School Applied Technology Training
- On-the-Job Training

Keep in mind that a "five-star" occupation in the On-the-Job Training group will pay less than a "five-star" occupation requiring a college education.

## The Ratings

- ***Five-star*** occupations have the strongest employment outlook and high wages.
- ***Four-star*** occupations have a good employment outlook and relatively high wages.
- ***Three-star*** occupations have a moderate to strong employment outlook and low to moderate wages.
- ***Two-star*** occupations fall into two categories. Either they have a high wage and limited employment outlook or they have a low wage and strong employment outlook.
- ***One-Star*** occupations have a limited employment outlook and low wages.

- ***Not Rated*** occupations are excluded because of low employment levels or because they represent “residual” occupations—a grouping of similar occupations.

**Utah's Top 50 5-Star Occupations, 2004-2014**  
**Source: Utah Department of Workforce Services, June 2006**

| <b><u>Occupation</u></b>                          | <b><u>Median Wage/Salary</u></b> | <b><u>Education</u></b> |
|---------------------------------------------------|----------------------------------|-------------------------|
| 1. Surgeon                                        | \$85.40/hr.                      | Prof. Degree            |
| 2. Chief Executive                                | \$68.50/hr.                      | Bachelor's Degree       |
| 3. Dentist                                        | \$65.30/hr.                      | Prof. Degree            |
| 4. Lawyer                                         | \$45.00/hr.                      | Prof. Degree            |
| 5. Pharmacist                                     | \$43.00/hr.                      | Prof. Degree            |
| 6. Engineering Manager                            | \$42.20/hr.                      | Bachelor's Degree       |
| 7. Computer Hardware Engineer                     | \$40.60/hr.                      | Bachelor's Degree       |
| 8. Information Systems Manager                    | \$39.70/hr.                      | Bachelor's Degree       |
| 9. Electrical Engineer                            | \$36.80/hr.                      | Bachelor's Degree       |
| 10. Electronics Engineer                          | \$36.00/hr.                      | Bachelor's Degree       |
| 11. Marketing Manager                             | \$35.90/hr.                      | Bachelor's Degree       |
| 12. Sales Manager                                 | \$35.10/hr.                      | Bachelor's Degree       |
| 13. Computer Software Engineer (Systems Software) | \$34.80/hr.                      | Bachelor's Degree       |
| 14. Mechanical Engineer                           | \$34.20/hr.                      | Bachelor's Degree       |
| 15. General & Operations Mgr.                     | \$34.20/hr.                      | Bachelor's Degree       |
| 16. Financial Manager                             | \$33.70/hr.                      | Bachelor's Degree       |
| 17. Construction Manager                          | \$33.70/hr.                      | Bachelor's Degree       |
| 18. Physician Assistant                           | \$33.50/hr.                      | Master's Degree         |
| 19. Medical/Health Services Mgr.                  | \$33.40/hr.                      | Bachelor's Degree       |
| 20. Management Analyst                            | \$32.90/hr.                      | Bachelor's Degree       |



|                                                                     |             |                   |
|---------------------------------------------------------------------|-------------|-------------------|
| 21. Computer Software Engineer (Applications)                       | \$32.20/hr. | Bachelor's Degree |
| 22. Industrial Engineer                                             | \$31.00/hr. | Bachelor's Degree |
| 23. Computer Systems Analyst                                        | \$30.60/hr. | Bachelor's Degree |
| 24. Civil Engineer                                                  | \$30.50/hr. | Bachelor's Degree |
| 25. Database Administrator                                          | \$30.50/hr. | Bachelor's Degree |
| 26. Securities & Commodities Sales                                  | \$28.90/hr. | Bachelor's Degree |
| 27. Physical Therapist                                              | \$28.80/hr. | Bachelor's Degree |
| 28. Postsecondary Engineering Instructor                            | \$83,870    | Prof. Degree      |
| 29. Education Administrator                                         | \$66,080    | Master's Degree   |
| 30. Dental Hygienist                                                | \$30.00/hr. | Associate Degree  |
| 31. First-Line Supervisor of Fire Fighting Workers                  | \$29.00/hr. | Work Experience   |
| 32. Sales Agent                                                     | \$28.90/hr. | Bachelor's Degree |
| 33. Manufacturing, Technical, Scientific Products Sales Rep.        | \$28.40/hr. | OTJ Training      |
| 34. First-Line Supervisor of Policy & Detectives                    | \$26.00/hr. | Work Experience   |
| 35. Registered Nurse                                                | \$24.80/hr. | Associate Degree  |
| 36. First-Line Supervisor of Non-Retail Sales Workers               | \$24.50/hr. | Work Experience   |
| 37. Electrical and Electronic Engineering Technicians               | \$23.10/hr. | Associate Degree  |
| 38. First-Line Supervisor of Helpers, Laborers, and Material Movers | \$22.40     | Work Experience   |

|                                                                                    |             |                     |
|------------------------------------------------------------------------------------|-------------|---------------------|
| 39. Postal Service Mail Carrier                                                    | \$22.10/hr. | OTJ training        |
| 40. Sales Rep, Wholesale and Manufacturing (not technical and scientific products) | \$21.80/hr. | OTJ Training        |
| 41. Respiratory Therapist                                                          | \$21.70/hr. | Associate Degree    |
| 42. Real Estate Agent                                                              | \$21.60/hr. | Vocational Training |
| 43. Real Estate Appraiser                                                          | \$21.00/hr. | Vocational Training |
| 44. First-Line Supervisor of Production & Operating Workers                        | \$20.70     | Work Experience     |
| 45. Plumber/Pipefitter                                                             | \$20.40/hr. | OTJ training        |
| 46. Construction & Building Inspector                                              | \$20.20/hr. | Work Experience     |
| 47. Industrial Machinery Mechanic                                                  | \$19.70/hr. | OTJ training        |
| 48. Sheet Metal Worker                                                             | \$19.60/hr. | OTJ training        |
| 49. Electrician                                                                    | \$19.00/hr. | OTJ training        |
| 50. Brickmason                                                                     | \$18.50/hr. | OTJ training        |

December 5, 2007

MEMORANDUM

To: State Board of Regents  
From: Richard E. Kendell  
Subject: General Consent Calendar

The Commissioner recommends approval of the following items on the Regents' General Consent Calendar:

A. Minutes

1. Minutes of the Regular Board Meeting held October 26, 2007, at Utah State University in Logan, Utah (Attachment 1)
2. Minutes of the Special Board Meeting held November 8, 2007, at the Regents' offices in Salt Lake City, Utah (Attachment 2)

B. Grant Proposals

1. University of Utah – National Science Foundation; "Baseline Support of the Cosmic Ray Group"; \$4,867,112. Pierre Sokolsky, Primary Investigator.
2. University of Utah – National Science Foundation; "Telescope Array Operations and Data Analysis by the UofU"; \$2,066,895. Pierre Sokolsky, Principal Investigator.
3. University of Utah – National Institutes of Health; "Utah Demography Research Network"; \$1,119,325. Ken R. Smith, Principal Investigator.
4. University of Utah – National Institutes of Health/National Heart Lung & Blood Institute; "Zebra Fish Tool Grant"; \$2,172,000. Nikolaus S. Trede, Principal Investigator.
5. University of Utah – National Institutes of Health/National Institute for Child Health and Human Behavior; "Czech"; \$1,881,250. Bradley Cairns, Principal Investigator.
6. University of Utah – National Institutes of Health; "Bartonella Autotransporters"; \$1,881,250. Christine M. Litwin, Principal Investigator.
7. University of Utah – National Institutes of Health/National Heart Lung & Blood Institute; "Bedside Decision Support"; \$1,421,421. Dean K. Sorenson, Principal Investigator.

8. University of Utah – National Institutes of Health/National Institute of Allergy and Infectious Diseases”; \$1,345,500. Michael S. Kay, Principal Investigator.
9. University of Utah – National Institutes of Health/National Center for Research; “Genetic Analysis Workbench”; \$1,134,632. Julio Cesar Facelli, Principal Investigator.
10. University of Utah – National Institutes of Health/National Human Genome Research; “Aging-GWA”; \$1,131,742. Steven C. Hunt, Principal Investigator.
11. University of Utah – National Institutes of Health; “Sympathetic Nervous System”; \$1,577,000. Steven Bealer, Principal Investigator.
12. University of Utah – National Institutes of Health/National Institute on Drug Abuse; “Neurotensin and Meth. Effects”; \$1,250,000. Glen R. Hanson, Principal Investigator.
13. University of Utah – National Institutes of Health; “TRPV1, Endovanilloids, and ALI”; \$1,204,000. Christopher A. Reilly, Principal Investigator.
14. University of Utah – National Institutes of Health; “EET in Early Lung Cancer”; \$1,196,000. Ned Shane Cutler, Principal Investigator.
15. University of Utah – National Science Foundation; “IGERT in Math Biology”; \$3,200,000. James P. Keener, Principal Investigator.
16. University of Utah – National Institutes of Health; “PIP2 Signaling in C. Elegans”; \$1,693,125. Kimberly R. Schuske, Principal Investigator.
17. University of Utah – National Institutes of Health; “The Genetic Basis in Ninespine Sticklebacks”; \$1,605,250. Michael D. Shapiro, Principal Investigator.
18. University of Utah – National Science Foundation; “Mechanisms of Viral Adaptation”; \$1,386,279. Frederick R. Adler, Principal Investigator.
19. University of Utah – Air Force Office of Scientific; “Nanocatalysts in Propulsion”; \$1,250,000. Scott L. Anderson, Principal Investigator.
20. University of Utah – National Institutes of Health; “Axis in Skin Cancer”; \$1,881,250. Douglas Grossman, Principal Investigator.
21. University of Utah – National Institutes of Health/National Institute of General Medical Sciences; “Complex RSC”; \$1,881,250. Bradley Cairns, Principal Investigator.

22. University of Utah – University of California; “E-C Coupling”; \$1,259,706. John H. B. Bridge, Principal Investigator.
23. University of Utah – National Institutes of Health; “Obesity-Induced Hypertension”; \$7,310,000. Tianxin Yang, Principal Investigator.
24. University of Utah – National Institutes of Health/National Institute of Neurological Disorders; “GLIAL Progenitor Cells”; \$6,753,753. Linda L. Kelley, Principal Investigator.
25. University of Utah – National Institutes of Health; “Non-Invasive Imaging”; \$3,551,994. Paul N. Hopkins, Principal Investigator.
26. University of Utah – National Institutes of Health; “Image-Guided HIFU”; \$2,772,276. Dennis L. Parker, Principal Investigator.
27. University of Utah – National Institutes of Health; “The Fallout Cohort”; \$2,494,689. Joseph Stanford, Principal Investigator.
28. University of Utah – National Institutes of Health/National Cancer Institute; “Chronic Lymphocytic Leukemia”; \$2,466,879. Nicola J. Camp, Principal Investigator.
29. University of Utah – Agency for Health Care Research; “AHRQ T32 Training Grant”; \$2,224,611. Matthew H. Samore, Principal Investigator.
30. University of Utah – Army Medical Research & Materiel; “Mind Body Intervention in PTSD”; \$2,159,034. Robert P. Tuckett, Principal Investigator.
31. University of Utah – Army Medical Research & Materiel; “Combat-Related Brain Injury”; \$2,159,034. Robert P. Tuckett, Principal Investigator.
32. University of Utah – National Institutes of Health; “Dialogue on NBS Residuals”; \$1,988,726. Jeffrey R. Botkin, Principal Investigator.
33. University of Utah – National Institutes of Health; “Mitochon In Cardiac Hypertrophy”; \$1,881,250. E. Dale Abel, Principal Investigator.
34. University of Utah – National Institutes of Health/National Institute of Diabetes; “Altered Fuel Oxidation”; \$1,881,250. Donald McClain, Principal Investigator.
35. University of Utah – National Institutes of Health/National Institute of Neurological Disorders; “MS Plaques for Viral Sequences”; \$1,881,250. John D. Kriesel, Principal Investigator.

36. University of Utah – National Institutes of Health/National Institute of Diabetes; “Lipid Mediators of Insulin Res”; \$1,868,750. Scott Summers, Principal Investigator.
37. University of Utah – National Institutes of Health; “Immunology and Autism”; \$1,856,000. Robert S. Fujinami, Principal Investigator.
38. University of Utah – National Institutes of Health; “Pet Tumor Imaging”; \$1,788,123. Dan J. Kadrmaz, Principal Investigator.
39. University of Utah – National Institutes of Health; “Regulation of C Elegans Sperm”; \$1,693,125. Gillian Marie Stanfield, Principal Investigator.
40. University of Utah – National Institutes of Health/National Cancer Institute; “SHP in HCC”; \$1,530,000. Li Wang, Principal Investigator.
41. University of Utah – National Institutes of Health; “Angiotensinogen-Mediated HTN”; \$1,505,000. Jean-Marc Lalouel, Principal Investigator.
42. University of Utah – National Institutes of Health; “TMEV Spread”; \$1,505,000. Robert S. Fujinami, Principal Investigator.
43. University of Utah – National Institutes of Health/National Institute on Aging; “Inflammation and Aging”; \$1,505,000. Lorise C. Gahring, Principal Investigator.
44. University of Utah – National Institutes of Health/National Institute of General Medical Sciences; “Gene Targeting in C. Elegans”; \$1,354,500. Dana Carroll, Principal Investigator.
45. University of Utah – National Institutes of Health; “Mechanism of Vascular Stabilit”; \$1,204,000. Dean Y. Li, Principal Investigator.
46. University of Utah – National Institutes of Health; “Protocadherin Clusters”; \$1,204,000. Qiang Wu, Principal Investigator.
47. University of Utah – National Institutes of Health/National Institute on Drug Abuse; “TNFA and NACHR Interactions”; \$1,204,000. Lorise C. Gahring, Principal Investigator.
48. University of Utah – National Institutes of Health; “Chronic Pain Opioid Registry”; \$1,172,312. C. Richard Chapman, Principal Investigator.
49. University of Utah – National Institutes of Health; “X-Ray CT Imaging of Lungs”; \$1,056,175. Frederic Noo, Principal Investigator.

50. Utah State University – Rutgers University; “Long-term Bridge Performance Program”; \$4,999,800.59. Marvin Halling, Principal Investigator.
51. Utah State University – Republic of Armenia; “Institutional Strengthening of Irrigation Management Entities - Armenia”; \$2,270,760.68. Gary Merkley, Principal Investigator.
52. Utah State University – National Aeronautics and Space Administration; “Microbial Ecology in the Great Salt Lake and Its Implications for Life on Mars”; \$1,123,021.26. Bart Weimer, Principal Investigator.
53. Utah State University – Department of Health and Human Services; “Animal Models of Human Viral Infections for Evaluation of Experimental Therapies: Influenza and Orthopox Viruses”; \$2,747,224. John Morrey, Principal Investigator.
54. Utah State University – National Institutes of Health; “Metabolic Networks of Mammalian Fertilization and Early Embryonic Development”; \$1,022,502.37. Lee Rickords, Principal Investigator.
55. Utah State University – U.S. Department of Education; “Comprehensive System of Personnel Development and Capacity Building of University Programs in Region 10”; \$1,911,507.65. Julie Smart, Principal Investigator.

C. Grant Awards

1. University of Utah – National Science Foundation; “MRI: Newlab”; \$1,378,999. Frank J. LePreau, Principal Investigator.
2. University of Utah – National Institutes of Health/National Institute of Neurological Disorders; “Medical Countermeasures”; \$3,500,000.
3. University of Utah – National Institutes of Health/National Institute of Neurological Disorders; “Prevention of Epilepsy”; \$2,510,077. H. Steve White, Principal Investigator.
4. University of Utah – National Science Foundation; “Cosmic Ray Operations”; \$1,215,025. Pierre Sokolsky, Principal Investigator.
5. University of Utah – National Institutes of Health/National Institute of General Medical Sciences; “Extrusion Signaling”; \$2,255,001. Jody Rosenblatt, Principal Investigator.
6. University of Utah – National Institutes of Health/National Institute of General Medical Sciences; “HIV/Host Interactions”; \$3,793,551. Wesley I. Sundquist, Principal Investigator.
7. University of Utah – National Institutes of Health/National Institute on Aging; “Genetics of Aging”; \$1,216,332. Steven C. Hunt, Principal Investigator.

8. University of Utah – National Institutes of Health/National Heart Lung & Blood Institute; “Vascular Access”; \$1,045,216. Alfred K. Cheung, Principal Investigator.
  9. University of Utah – Department of Health and Human Services/Public Health Service; “National Child Welfare Leadership Institute”; \$1,168,142. Norma J. Harris, Principal Investigator.
  10. University of Utah – National Institutes of Health/National Cancer Institute; “Surveillance, Epidemiology and End Results (SEER) Program”; \$1,314,980. Wallace Akerley, Principal Investigator.
  11. University of Utah – Centers for Disease Control; “COE: Public Health Informatics”; \$1,499,636. Matthew H. Samore, Principal Investigator.
  12. Utah State University – NASA Jet Propulsion Laboratory; “Wide-field Infra-red Survey Explorer (WISE)”; \$1,000,000. John Elwell, Principal Investigator; Scott Schick, Co-Principal Investigator.
  13. Utah State University – State of Utah Department of Health; “Up to 3 Early Intervention”; \$1,175,335. Susan Olsen, Principal Investigator.
  14. Utah State University – Department of Health and Human Services; “Animal Models of Human Viral Infections for Evaluation of Experimental Therapies: Influenza and Orthopox Viruses”; \$2,747,224. John Morrey, Principal Investigator; Dale Barnard and Donald Smee, Co-Principal Investigators.
  15. Utah State University – U.S. Naval Research Laboratory; “Time-Critical Sensor Image/Data Processing, NRL Task Order 7”; \$2,053,086. Niel Holt, Principal Investigator.
- D. Proposed Revisions to Policy R911, *Employment of Relatives*. The proposed amendments expand the definition of relatives and provide that relatives not work in the same business unit, audit the work of a relative, nor be in the same audit trail as the other. It allows 90 days for employees to correct a violation that occurs after employment, and provides for some exceptions to these policy restrictions under limited circumstances. (Attachment 3)

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Richard E. Kendell, Commissioner



STATE BOARD OF REGENTS MEETING  
UTAH STATE UNIVERSITY, LOGAN, UTAH  
OCTOBER 26, 2007

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MEETING OF THE STATE BOARD OF REGENTS  
UTAH STATE UNIVERSITY, LOGAN, UTAH  
OCTOBER 26, 2007  
Minutes

Regents Present

Jed H. Pitcher, Chair  
Bonnie Jean Beesley, Vice Chair  
Janet A. Cannon  
Rosanita Cespedes  
Amy Engh  
Katharine B. Garff  
Meghan Holbrook  
James S. Jardine  
Nolan E. Karras  
Anthony W. Morgan  
Josh M. Reid  
John H. Zenger

Regents Excused

Jerry C. Atkin  
Patti Harrington  
Greg W. Haws  
David J. Jordan  
Sara V. Sinclair  
Marlon O. Snow

Office of the Commissioner

Richard E. Kendell, Commissioner  
Joyce Cottrell, Executive Secretary  
Amanda Covington, Director of Communications  
Richard Davis, Deputy Executive Director, Utah Higher Education Assistance Authority  
David S. Doty, Assistant Commissioner and Director of Policy Studies  
Carrie F. Beckman, Policy and Special Projects Coordinator  
David Feitz, Executive Director, Utah Higher Education Assistance Authority (UHEAA)  
Kimberly Henrie, USHE Budget Director  
Melissa Kincart, Executive Director, Utah Campus Compact and Associate Program Director, Utah Scholars  
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 S. Ward, Director, Utah Educational Savings Plan  
Gary S. Wixom, Assistant Commissioner, Academic Affairs  
Andrea Worthen, Education Policy and Accountability Director

INSTITUTIONAL REPRESENTATIVES

University of Utah

Michael K. Young, President  
Michael G. Perez, Associate Vice President for Facilities  
Laura Snow, Special Assistant to the President and Secretary to the University  
Alice Whitacre, Associate General Counsel  
Chuck Wight, Associate Vice President for Academic Affairs and Undergraduate Studies

Utah State University

Stan L. Albrecht, President

Lee H. Burke, Assistant to the President and Secretary to the University  
Gary Chambers, Vice President for Student Services  
Raymond T. Coward, Provost  
Dave Cowley, Associate Vice President for Business and Finance  
Taya Flores, Fiscal Analyst  
Darrell Hart, Assistant Vice President for Facilities  
Steven H. Hanks, Vice Provost for International Affairs  
Fred R. Hunsaker, Interim Vice President for Business and Finance  
David Johnson, Member, USU Board of Trustees  
Joyce Kinhead, Associate Vice President for Research  
Michelle B. Larson, Assistant Provost  
Peter McChesney, Student Body President  
Sydney Peterson, Chief of Staff  
Suzanne Pierce-Moore, Vice Chair, USU Board of Trustees  
Whitney J. Pugh, Director, Budget Office

Weber State University  
F. Ann Millner, President

Southern Utah University  
Gregory Stauffer, Chief of Staff

Snow College  
Scott L. Wyatt, President

Dixie State College  
Lee G. Caldwell, President  
Donna Dillingham-Evans, Academic Vice President

College of Eastern Utah  
Ryan L. Thomas, President

Utah Valley State College  
William A. Sederburg, President  
Elizabeth J. Hitch, Provost  
Linda Makin, Director of Budgets  
Cameron Martin, Assistant to the President  
Val Peterson, Vice President for Administration and External Affairs  
J. Karl Worthington, Associate Academic Vice President

Salt Lake Community College  
Cynthia A. Bioteau, President  
Dennis Klaus, Vice President of Administrative Services

Joe Peterson, Vice President of Academic Services

Utah College of Applied Technology

Jared A. Haines, Interim President

Kirt Michaelis, Vice President of Administrative Services

Representatives of the Media

Kim Burgess, *Herald Journal*

Wendy Leonard, *Deseret Morning News*

Roxana Orellana, *Salt Lake Tribune*

Amy Stewart, *Ogden Standard Examiner*

Other Guests

Tom Anderson, Assistant Attorney General

Boyd Garriott, Utah Education Network

Tyler Harvey, Wells Fargo

Michael A. Petersen, Executive Director, Utah Education Network

Paul Wozniak, UBS Financial Services

Following a breakfast meeting with the Utah State University Board of Trustees and President Albrecht and meetings of the Board committees, Chair Pitcher greeted everyone and called to order the Committee of the Whole at 10:45 p.m. He excused Regents Atkin, Harrington, Haws, Jordan, Sinclair, and Snow.

State of the University

President Albrecht welcomed everyone to Utah State University on a beautiful fall day. He paid tribute to Dr. Lee Burke, a 30-year employee of the University and 28-year Secretary to the University and its Board of Trustees. President Albrecht invited everyone to a retirement reception for Lee and his wife, to be held in the Alumni House following the Board meeting.

President Albrecht gave a PowerPoint presentation on the current programs, students, and faculty at Utah State University, including some of its innovative and entrepreneurial programs. He concluded his presentation with a quote from Thomas Wolfe: "Cache Valley is the most lovely and enchanted place I have ever seen." (*Notes on a Journey Through the West*, 1938)

2008-2009 USHE Budget Request

Commissioner Kendell referred to Replacement Tab Q and remarked that this was the largest budget request of his tenure as Commissioner. Combined with the compensation package, it will total over \$100 million for higher education. The Commissioner presented his budget request through a PowerPoint presentation

entitled, "What Higher Education Does for Utah." He pointed out higher education is not only a tremendous asset, but it is a solid investment in the state's future. An educated workforce results in self-sustaining adults whose earning capacity increases proportionately with level of education. Self-sustaining adults are also more likely to have employee benefits, retirement programs, and healthier lifestyles; and they are also more apt to be involved in their own communities.

The Commissioner reviewed the institutional priorities, compensation, mandated costs and other items in the budget request, including one-time and supplemental increases. Commissioner Kendell noted he had added a budget item for Regents' Scholarships, equivalent to giving every 8<sup>th</sup> grader a \$1000 promissory note for his/her college education upon graduation from high school, provided they follow the suggested rigorous course of study. Regent Morgan commended the Commissioner and Council of Presidents for substantially increasing the budget request for partnerships and retention and for the various initiatives.

Commissioner Kendell said he had met the previous week with the Governor and two former Presidential Cabinet Secretaries. They stated, in effect, the economy is changing and every young person simply must go to college. Chair Pitcher asked about the Governor's budget proposal. The Commissioner said the Governor's first draft appeared to be quite a bit lower than our budget request. He did agree with the importance of the investment in higher education and said he would go back and try to find more money for higher education. Regent Karras said he anticipated budget cuts this year and encouraged Commissioner Kendell to plan a strategy for that possibility. The Commissioner said his staff and the Presidents were prepared to prioritize the higher education budget. Regent Reid asked about institutional priorities and partnerships. Commissioner Kendell explained what had been done last year in the Legislature Session to fund partnerships.

**Regent Karras moved approval of the 2008-2009 Higher Education Budget Request. Regent Reid seconded the motion, which was adopted unanimously.**

#### Utah Education Network (UEN) Budget Presentation

Commissioner Kendell referred to Tab R and reminded the Regents that neither the UEN budget nor the UCAT budget require their approval. These reports were for information only.

Dr. Michael A. Petersen, Executive Director, presented the UEN budget request, which had been approved by the UEN Steering Committee the previous week. Three critical networking infrastructure projects were listed on page 2 of the request. Dr. Petersen noted traffic on the UEN network doubles every 18-24 months, so capacity must be increased. A separate research connection is needed for USU and the University of Utah that does not go through the UEN backbone. This is critical for those universities to be able to continue their research roles. UEN now has the capability for every faculty member, in every classroom, face-to-face or online, to receive current course content to strengthen the instructional offerings. Public schools and libraries have the same capability. Every USHE institution now has interactive capability, as do some schools in the K-12 system. The capacity of interactive conferencing rooms must be expanded to be able to provide this technology to the schools for online courses. Dr. Petersen offered to respond to questions.

### UCAT Operating Budget and Capital Facilities Requests

Interim President Jared Haines referred to the UCAT operating budget request and summary of capital facilities requests, which were provided at the end of Tab Q. The budget request had been approved by the UCAT Executive Board and the Board of Trustees and followed the format used in the Regents' budget request. The budget categories were also consistent with the other USHE institutions. President Haines said UCAT sees itself as one of the ten institutions in the Utah System of Higher Education, with a focus on industry response and workforce training. Regent Reid asked about the BATC/CEU partnership. President Haines said the partnership offered UCAT students an opportunity to progress to degree programs. He reported UCAT's current enrollment at 5.3 million membership hours (5000 FTE). UCAT's base budget was \$55 million; this request was for a 20 percent increase. College officials are projecting a 5 percent membership growth.

### 2008-2009 First-Tier Tuition Range

Commissioner Kendell referred to Tab S and asked Associate Commissioner Spencer to comment. Dr. Spencer said the Legislature and Legislative Fiscal Analyst have requested a preliminary estimate of tuition increases prior to each legislative session. The Commissioner's recommendation was to increase tuition by the amount needed to fund next year's compensation package. Increases of 4, 5, 5½, and 6 percent were illustrated in the Commissioner's memo. **Regent Karras moved approval of the first-tier tuition at the rate necessary to fund the FY 2009 compensation package. Regent Morgan seconded the motion.** Regent Karras expressed concern about the trend of increasing tuition every year. Associate Commissioner Spencer noted the recommendation was not to approve an exact percentage of increase, but the amount necessary to fund compensation. He pointed out second-tier tuition can be adjusted accordingly. **Regent Karras amended his motion so that first-tier tuition increases be considered when institutions request increases for second-tier tuition, and Regent Morgan agreed to the amendment. Vote was taken on the amended motion, which was adopted unanimously.**

President Young recommended that the Commissioner's recommendation be based on data. The Presidents may also want to fund scholarships based on data. He spoke of "discount rates," which he defined as the amount of grants and scholarships available, and said the discount rate is very high at most USHE institutions. President Sederburg said the institutions are allowed to give back 10 percent in tuition waivers. This would make a 4 percent tuition increase a net increase of 3.6 percent. President Young requested a comparative analysis of where the money is allocated. President Wyatt asked that the data include demographics. Some categories of students are fully funded. He asked for data on participation rates for the various counties; that would reveal the students for whom barriers would be created and those who would not be impacted at all.

### General Consent Calendar

**On motion by Regent Karras and second by Regent Reid, the following items were approved on the Regents' General Consent Calendar (Tab T):**

- A. Minutes – Minutes of the Regular Board Meeting held September 13-14, 2007, at the Regents' Offices in Salt Lake City, Utah
- B. Grant Proposals – On file in the Commissioner's Office
- C. Grant Awards
  - 1. University of Utah – National Institutes of Health/National Cancer Institute; "Colon Cancer Core A"; \$2,488,476. Randall Walter Burt, Principal Investigator.
  - 2. University of Utah – Centers for Disease Control & Prevention; "ERC Training Grant"; \$1,320,900. Kurt Timothy Hegmann, Principal Investigator.
  - 3. University of Utah – Health Resources and Services; "EMSC CDMCC"; \$1,113,499. J. Michael Dean, Principal Investigator.
  - 4. University of Utah – National Institutes of Health/National Center for Research; "Bioelectric Field Modeling, Simulation and Visualization"; \$1,306,390. Christopher R. Johnson, Principal Investigator.
  - 5. Utah State University – U.S. Department of Defense /Missile Defense Agency; "RAMOS Joint Critical Design Review"; \$1,637,072. Thomas Humpherys, Principal Investigator.
  - 6. Utah State University – U.S. Department of Defense/U.S. Navy; "Time Critical Sensor Image/Data Processing"; \$1,650,000. Niel Holt, Principal Investigator.
  - 7. Utah State University -- National Science Foundation; "NEESR-SG: Tips: Tools to Facilitate Widespread Use of Isolation and Protective Systems, a NEESW-E-Defense Collaboration"; \$1,549,999. Keri Ryan, Principal Investigator.
- D. Replacement Policy R993, Records Access and Management. This policy is scheduled for a five-year review of administrative rules, with a review due date of November 17, 2007. We have recently begun an extensive restructuring of records access and management in the Commissioner's Office, with the designation of a Records Management Officer. The replacement policy is much more detailed and meets the current needs of the office.

#### Reports of Board Committees

##### Finance, Facilities and Accountability Committee

Chair Pitcher thanked Regent Karras for chairing the Finance Committee in the absence of Chair Atkin and Vice Chair Sinclair.

UHEAA – Approving Resolution, SBR Student Loan Revenue Bonds, 2007 Series Y (Tab E). Regent Karras said the proposed resolution would ensure uninterrupted access of Utah's students and families to



acquire affordable student loans through June 2008. It would also allow program officers to more closely track the federal government's annual resetting of borrower interest rates and quarterly resetting of special allowance payments. Not-to-exceed parameters were set out in page 2 of the Commissioner's cover memo. **Regent Karras moved approval of the resolution. Regent Reid seconded the motion, which was adopted unanimously.**

University of Utah – Update on Entrada Ranch Property (Tab F). Regent Karras reported University officials had made a presentation to the committee. A donor has offered to extend the time required to buy the Entrada Ranch. Apple Lane, LLC will purchase the property and lease it to the University for one dollar (\$1.00) per year for ten years, with a ten-year option to purchase the property at the same purchase price. If the University elects not to purchase the property from Apple Lane during the ten-year period, at the expiration of that period, the University will relinquish all further rights to the property and Apple Lane will reimburse the University the book value, less amounts depreciated, of any improvements the University made to the property during the lease period. The property will be used to conduct scientific research and to provide educational opportunities in a variety of disciplines. **Regent Karras moved approval of the transaction, seconded by Regent Reid. The motion was adopted unanimously.**

Utah State University – Campus Master Plan (Tab G). Regent Karras reported University officials had presented a five-year plan of institutional priorities that included a USTAR facility and the following additional new buildings: College of Agriculture and Agriculture Research Service Building (COA/ARS); Early Childhood Education and Research Center; Animal Science Building; expansion of the Business Building; Biology Natural Resources (BNR) Building; and Health, Physical Education, and Recreation (HPER) Building. He commended University officials for their strategic planning. **Regent Karras moved approval of Utah State University's Campus Master Plan. Regent Reid seconded the motion, which was adopted unanimously.**

Utah Valley State College – Property Purchase (New Agenda Item). Regent Karras said UVSC had submitted a proposal to purchase .29 acres of property and a home contiguous to the campus. The purchase price of \$187,000 exceeds the appraised value, but it is the last undeveloped parcel of land contiguous to the campus. **Regent Karras moved that UVSC's property purchase be added to the agenda as an information item and that it be forwarded to the Regents' Executive Committee with a positive recommendation, for action as soon as possible. Regent Morgan seconded the motion, which was adopted unanimously.**

Consent Calendar, Finance Committee (Tab H). **On motion by Regent Karras, and second by Regent Morgan, the Regents approved the University of Utah and Utah State University Capital Facilities Delegation Reports, as listed on the Committee's Consent Calendar.**

USHE – Expanded Long-term Enrollment Projections (Tab I) and Fall 2007 Enrollment Report (Tab J). Regent Karras said these reports were submitted for information only and required no action. Vice Chair Beesley said she was concerned about the participation rates of Utahns in higher education. She asked the Commissioner if he could get enrollment data of the private institutions. Associate Commissioner Spencer said he would request that information. Regent Karras requested a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis in January.

USHE – Annual Report on Leased Space (Tab K). Regent Karras said the committee had reviewed the leased space costs and were satisfied with the recommendations.

Annual Report on Institutional Residences (Tab L). Regent Karras referred to the report and stated the large increase in SLCC's costs included some planned renovations.

Utah Educational Savings Plan (UESP) – Update on Record-Keeping Strategy (Tab M). Regent Karras reported UESP officials had submitted an RFP for outsourcing its record-keeping software program. After reviewing the responses, they determined to keep that function with a local company. UESP is moving forward with action steps to update its existing software.

Academic, CTE and Student Success (Programs) Committee

Consent Calendar, Programs Committee (Tab A). Chair Garff said the committee had discussed the University of Utah's requests and heard an in-depth presentation from Dr. Martha Bradley regarding the Urban Planning Program in its College of Agriculture and Planning. She thanked Dr. Bradley for her excellent presentation and noted former Regent Daryl Barrett's daughter, Janie, had been Dr. Bradley's student in this very successful undergraduate program. **On motion by Chair Garff and second by Regent Beesley, the following items were approved on the Programs Committee's Consent Calendar:**

University of Utah – Master's and Doctor's Degrees in Computing  
University of Utah – Urban Planning Program, College of Architecture and Planning

Information Calendar, Programs Committee (Tab B). Chair Garff said the University of Utah's decision to move its Honors Program to an Honors College would be an important name change. The Honors College will not have power to authorize its own degrees or programs. Rather, it will convey Honors status in the context of students' majors. It will also be an important fund-raising tool for the University and will allow the University to create an alliance with other universities through the National Collegiate Honors Council. The other item on the committee's Information Calendar was Southern Utah University's three-year program reviews. Chair Garff reported the committee had learned of the challenges facing the University, how the University officials are addressing those challenges, and the strategies used to meet those needs.

Updating Policy R401, Approval of New Programs, Program Changes, and Discontinued Programs (Tab C). Chair Garff said the committee discussion had centered around how the institutions should prepare programs for approval by the Regents. The current policy includes a Letter of Intent (LOI). This is being revised in cooperation with the Chief Academic Officers (CAOs). The policy is not yet in final form, so it was pulled from the agenda for presentation at a later meeting.

Criteria for General Studies Baccalaureate Degrees (Tab D). Utah State University officials expressed their desire to offer a baccalaureate degree in General Studies, as an alternate to graduation for those students who had amassed credits and needed additional credits to graduate. Chair Garff reported this proposal had been reviewed by consultants and a statewide task force. USU is trying to offer flexibility to students who do not have an academic focus. The criteria attached to Tab D was the result of the consultants' findings and the work of the task force. The report was presented for information only and did not require any action.

#### Strategic Planning and Communications Committee

Legislative Update (Tab N). Commissioner Kendell reported it had been a busy summer, filled with meetings of the Higher Education Task Force, Higher Education Appropriations Subcommittee, and a joint meeting of the Higher Education and Public Education Appropriations Subcommittees. A report made to the Executive Appropriations Committee regarding carry-forward (non-lapsing) balances was attached to Tab N. The Commissioner pointed out every institution needs some reserves to take care of operating expenses and emergencies that might occur. A reasonable range of reserves is 5 to 7 percent of the total operating budget. Institutions also must carry funds forward from year to year for major expenses that cannot be paid in a single year.

A second issue that has received considerable legislative attention is the "\$500 degree." Higher education was requested to reduce a program to 20 percent of its lowest existing program. Commissioner Kendell responded that the direct cost of instruction would still exceed \$500 and would likely be \$2500 or more. The Commissioner looked at the cost of programs at non-profit and proprietary schools and reviewed the cost of four-year degree programs at some of the larger private schools. He noted students are willing to pay a higher tuition for the convenience of scheduling classes when they are able to take them. A \$500 degree probably is not possible; however, we will look at less expensive ways to offer programs while preserving quality.

Research Universities in Utah: University of Utah and Utah State University (Tab O). Chair Jardine said this paper had been prepared by Dr. John Francis (University of Utah) with the assistance of Dr. Steven Hanks (Utah State University). He called attention to the chart on page 2 of the attachment which summarized revenues at both universities in FY2007. The committee had a good discussion about the possibility of undergraduate students participating in research. This goes back to preparation in the K-12 schools. Chair Jardine urged all of the Regents to read the report.

Regent Jardine noted the impact to the University of Utah and to the state of having a Nobel Prize winner on the University faculty. President Young stated the recognition of Dr. Capecchi emphasized the worthwhile class work being done at the University. It has also galvanized conversations about ways in which the University can expand the research into other related areas. The University of Utah has discovered intergenetic causes of more diseases than any other university in the world. The press conferences have been very productive. Dr. Capecchi always begins by saying why he chose to come to the University of Utah to do his research. He also thanks individuals and foundations that have helped him continue his work and to do world-class research. President Young noted the University of Utah is only the seventh public university to receive the Nobel Prize.

Chair Jardine thanked President Young for his remarks. The entire state should be very proud of this accomplishment.

K-16 Alliances, Part I: Building the Pipeline Through Rigorous High School Curricula and College-School District Partnerships (Tab P). Chair Jardine said this report was important reading. One of Commissioner Kendell's enduring legacies will be this coalition with public education. No action was required, but Chair Jardine urged all of the Regents to read the report.

### Resolutions

Calvin L. Rampton. Commissioner Kendell commented briefly on the contributions Governor Rampton had made to higher education, including the establishment of the State Board of Regents and passage of a \$60 million bond for higher education buildings – a very significant amount in the 1960s (probably \$600 million in today's dollars). Most USHE institutions have facilities that can be attributed to that bond. As the state's Governor to serve a full three terms, he was widely liked and respected.

J.D. Williams. Commissioner Kendell remarked on the qualities of Dr. Williams, a 40-year professor at the University of Utah, and of his influence on students and others. He was a remarkable man and an amazing teacher.

**Regent Holbrook moved the adoption of the resolutions in memory of Governor Rampton and Dr. Williams. Regent Karras seconded the motion, which carried unanimously.**

### Commissioner's Report

Hospitality. Commissioner Kendell thanked President Albrecht and his staff for their hospitality. He remarked that coming to Utah State University is always a pleasant experience.

Nobel Prize. The Commissioner commented that he had been at a Board of Trustees meeting at the University of Utah when the announcement was made that Dr. Capecchi had been awarded the Nobel Prize. It was a very moving experience. He congratulated Dr. Capecchi and President Young for that achievement.

Institutional Accomplishments. Commissioner Kendell commented briefly on his written report of institutional highlights.

Recognition of President Sederburg. The Commissioner noted that President Sederburg had been named the 2007 Parry D. Sorensen Communicator of the Year by the Public Relations Society of America. He congratulated President Sederburg on this prestigious honor.

University of Utah/St George. Commissioner Kendell said there had been an exchange of documents between the University of Utah and Dixie State College, resulting in an agreement that the two institutions would enter into a planning relationship. Many issues need to be resolved. This will take some time and it will be a work in progress for several months. A detailed plan will be presented to the Regents at the appropriate time.

### Report of the Chair

Chair Pitcher referred to his written report and commended the institutions and students for their meritorious achievements. He congratulated President Sederburg for his recognition by the Public Relations Society.

Calendar Items. Chair Pitcher noted the reception immediately following for Lee Burke in the Alumni House and called attention to the following events:

- November 9 – Installation of Scott Wyatt as President of Snow College
- November 13 – Governor’s Education Summit at Salt Lake Community College
- December 14 – Board of Regents meeting at The Gateway
- December 14 – Weber State University Winter Commencement

Adjournment

Regent Reid moved that the Regents move into closed session to discuss personnel issues. Regent Karras seconded the motion, which was adopted unanimously. The Regents went into closed meeting at 1:00 p.m. and adjourned from there.

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Joyce Cottrell CPS, Executive Secretary

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Date Approved



SPECIAL MEETING OF THE UTAH STATE BOARD OF REGENTS  
BOARD OF REGENTS BUILDING, SALT LAKE CITY, UTAH  
AND BY TELECONFERENCE  
NOVEMBER 8, 2007

Minutes

Regents Participating

Jed H. Pitcher, Chair  
Bonnie Jean Beesley, Vice Chair  
Jerry C. Atkin  
Janet A. Cannon  
Rosanita Cespedes  
Amy Engh  
Katharine B. Garff  
Patti Harrington  
Meghan Holbrook  
James S. Jardine  
David J. Jordan  
Anthony W. Morgan  
Josh M. Reid  
Sara V. Sinclair  
Marlon O. Snow  
John H. Zenger

Regents Excused

Greg W. Haws  
Nolan E. Karras

Commissioner's Office

Richard E. Kendell, Commissioner  
David L. Buhler, Associate Commissioner for Public Affairs  
Joyce Cottrell, Executive Secretary  
Amanda Covington, Director of Communications  
(and others)

Media

Wendy Leonard, *Deseret Morning News*  
Roxanna Orellana, *Salt Lake Tribune*  
Beth Young, *Ogden Standard Examiner*

Several UCAT employees and campus presidents were also present, as well as other members of the Commissioner's staff.

Chair Pitcher called the meeting to order at 4:05 pm and thanked the Regents for meeting at such short notice. He asked Secretary Cottrell to call the roll. A quorum was established.

**Regent Reid moved the Regents meet in closed session to consider personnel matters. Regent Jordan seconded the motion, which was adopted unanimously.**

The Regents reconvened in open session at 4:32 pm. Chair Pitcher called the roll to ensure a quorum was still present.

Chair Pitcher asked Commissioner Kendell to review the search process for the UCAT President. Commissioner Kendell reported the chair of the State Board of Regents, by policy, is responsible to appoint search committees for CEO positions in the Utah System of Higher Education. Following President Brems' resignation, Chair Pitcher appointed a committee to search for his replacement. Regent Sara Sinclair chaired the search committee, which also included Regents Garff, Cespedes and Zenger; UCAT trustees Ipson, Madsen and Prows; OWATC President Collette Mercier; and Gayle McEachnie, citizen member. He thanked the committee for their work.

In light of the circumstances and the need to proceed quickly to replace President Brems, the committee determined to look first at the finalists from the most recent UCAT and community college presidential searches. The committee decided to focus on the finalists of the last UCAT presidential search, since those individuals were qualified and had already been interviewed by the Regents. They then advanced two names to the Regents for consideration – Michael Bouwhuis, President of the Davis Applied Technology College, and Richard L. White, Executive Vice President of Snow College. Those candidates were discussed by the Regents in closed session on October 26, and the Regents asked the Commissioner to contact both individuals to ascertain their interest in the position. Commissioner Kendell was then asked to make a report and recommendation to the Board of Regents, which was just done in closed session.

**Regent Sara Sinclair moved the appointment of Dr. Richard White as President of the Utah College of Applied Technology. Regents Garff and Cespedes seconded the nomination, which was adopted unanimously.**

Dr. and Mrs. White entered the room to warm applause. Chair Pitcher reviewed Dr. White's credentials and background and thanked him for accepting this appointment.

Commissioner Kendell congratulated the Whites and said he was very pleased with the appointment. President White is very well qualified for this position. The Commissioner expressed his appreciation for Dr. White's calm, deliberative approach to dealing with issues, which is a necessary trait in a higher education president. He then thanked Mrs. White for her attendance and support and commented that she had the same kind of calm dignity as her husband. Commissioner Kendell said he was confident President White would make major contributions to this state in the area of career and technical education.

Chair Pitcher asked President and Mrs. White to comment. Mrs. White said her family had been benefactors of living in rural Utah and spending 21 years at Snow College. Rick is interested in and dedicated to trying to educate all students, regardless of their age or interests. The Whites' experiences in both Ephraim and Richfield have been interesting and rewarding. Mrs. White said she appreciated the opportunity of being involved with UCAT and was excited about this appointment. She said she looked forward to the associations they will make in their new capacity.

President White paid tribute to his parents, neither of whom achieved a bachelor's degree, but who worked hard to make sure their children were educated. He said most Utahns will not need a bachelor's degree, but everyone will need some postsecondary training to succeed in their chosen professions. Dr. White



expressed his support for the UCAT organization and said he looked forward to the opportunities and challenges that would come as UCAT President.

On behalf of the Regents, Secretary Cottrell presented Mrs. White with a bouquet of beautiful yellow roses and President White with a boutonniere.

Interim President Haines said Dr. White had provided great expertise to the UCAT organization. It will be an honor to have him as UCAT President. He presented him with a Utah College of Applied Technology golf shirt, pin, pen, and a perpetual motion desk toy to represent the balance needed by the UCAT president. He congratulated President White and welcomed him to UCAT.

Chair Pitcher thanked President Haines for accepting the appointment as interim president and for his work in that position. He also thanked the members of the search committee for their efforts.

**Regent Jordan moved adjournment. The motion was seconded by Regent Holbrook and adopted unanimously.** The meeting was adjourned at 4:53 pm.

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Joyce Cottrell CPS  
Executive Secretary

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Date Approved



## ***R911, Employment of Relatives***

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### **R911-1. Purpose**

To ~~[outline the State Board of Regents' policy toward employment of relatives]~~ avoid conflicts of interest between work-related and family-related obligations; reduce favoritism or even the appearance of favoritism; prevent family conflicts from affecting the workplace; and limit the scope of inter-office dating, thereby decreasing the likelihood of sexual harassment in the workplace.

### **R911-2. References**

2.1. Utah Code [§53B-1-106](#) (Appointment of Commissioner's Staff)

2.2. Policy and Procedures [R141](#), Duties of the Commissioner of Higher Education

2.3. Policy and Procedures [R907](#), Recruitment of Staff Members

2.4. Policy and Procedures [R910](#), Equal Opportunity and Nondiscrimination Employment.

### **R911-3. Definition**

~~[3.1. "Immediate Family" — For the purpose of this policy immediate family is defined as:]~~

3.1. "Relatives" - grandfathers, grandmothers, grandsons, granddaughters, fathers, mothers, step-fathers, step-mothers, husbands, wives, sons, daughters, step-sons, step-daughters, brothers, sisters, uncles, aunts, nieces, nephews, first cousins, fathers-in-law, mothers-in-law, brothers-in-law, sisters-in-law, daughters-in-law, or sons-in-law and the spouses of any relative. Relatives also includes persons who are in a spouse-like relationship to an employee.

### **R911-4. Policy**

~~[4.1. Immediate Family — Commissioner's Office policy prohibits any individual holding a position for which payment is made from funds administered by the State Board of Regents to employ, appoint, or vote for the appointment of members of his or her immediate family, in or to any position or employment, when the salary, wages, pay or compensation of such appointee is to be paid out of such funds. The restraint extends further in that a subordinate supervisor may not hire the "immediate family" of a superior. Exceptions to this policy require the approval of the Commissioner.~~

~~4.2. Husband/Wife Combinations — In those instances where a husband/wife combination is involved, there will be uniform treatment without discrimination on the basis of sex. Special consideration will be given in the case of tandem teams of personnel involving husband/wife combinations to insure that the female member of such a team receives fair treatment.]~~

**4.1. Limitations on Hiring a Relative of an Employee** - The Board of Regents, the Office of the Commissioner of Higher Education (OCHE), the Utah Higher Education Assistance Authority (UHEAA), and the Utah Educational Savings Plan (UESP) will accept employment applications from a relative of an employee. However, there are four situations in which relatives of employees shall not be hired:

**4.1.1.** If the relative and the employee would work in the same business unit, whether or not one would supervise or have disciplinary authority over the other;

**4.1.2.** If one relative would audit the work of or be in the same audit trail as the other;

**4.1.3.** If the interests of either the relative and the employee or the relatives and the Board of Regents would be in conflict;

**4.1.4.** If the hiring of the relative could result in a conflict of interest with existing vendors of the Board of Regents.

**4.2. Current Employees Who Become Relatives** - Current employees who become relatives, such that paragraph 4.1 would prohibit them from being hired into their current positions, may not continue employment with USHE, with the following exception:

**4.2.1.** the employee(s) will be allowed 90 days to obtain a transfer to a different business unit or an alteration of assignment(s), such that they are no longer in violation of 4.1. In the event there are no vacant positions or assignments available for which the employees qualify and would satisfy the requirements of 4.1, and it becomes necessary to terminate an employee under this provision, the business unit administrative officers shall apply neutral procedures to determine which employee shall be terminated.

**4.3. Exceptions to the Policy** - Exceptions will be granted only in cases where it is determined to be in accordance with applicable law, in the best interest of USHE to retain both relatives as employees, and where proper additional procedures and safeguards are in place to mitigate adverse outcomes. Requests must be reviewed by the cognizant associate commissioner and the Director of Human Resources and approved by the Commissioner or designee. Possible reasons for an exception include:

**4.3.1.** the relative is the only person available, qualified, or eligible for the position;

**4.3.2.** the relative is a volunteer;

**4.3.3.** the business unit's administrative officer has determined that one of the relatives is the only person available or qualified to supervise or audit the work of the other relative.