



AGENDA

MEETING OF THE
UTAH STATE BOARD OF REGENTS
TO BE HELD AT
SALT LAKE COMMUNITY COLLEGE, STUDENT CENTER
4445 SOUTH REDWOOD ROAD
SALT LAKE CITY, UTAH

JANUARY 18, 2008

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
SALT LAKE COMMUNITY COLLEGE, STUDENT CENTER
4445 SOUTH REDWOOD ROAD, SALT LAKE CITY, UTAH
JANUARY 18, 2008

Agenda

7:30 a.m. - BREAKFAST MEETING – STATE BOARD OF REGENTS,
9:00 a.m. SLCC TRUSTEES, PRESIDENT BIOTEAU, COMMISSIONER BUHLER
Room 219 (Corner Room)

9:00 a.m. - MEETINGS OF BOARD COMMITTEES
10:30 a.m.

Programs Committee

Regent Katharine B. Garff, Chair
Room 221

ACTION:

- | | | |
|----|--|-------|
| 1. | University of Utah – Interdisciplinary Master of Arts Degree in Asian Studies | Tab A |
| 2. | University of Utah – Master of Occupational Health/Master of Science and Occupational Health | Tab B |
| 3. | Utah Valley State College – Bachelor of Science Degree in Dental Hygiene | Tab C |
| 4. | Dixie State College – Bachelor of Arts/Bachelor of Science Degrees in Integrated Studies | Tab D |

CONSENT:

- | | | |
|-----|--|-------|
| 5. | Consent Calendar, Programs Committee | Tab E |
| A. | University of Utah | |
| i. | Bachelor of Arts/Bachelor of Science Degree in Economics or Political Science
And Master of Public Policy | |
| ii. | Discontinuance of Medical Biology Degree | |
| B. | Southern Utah University – Strategic Plan | |
| C. | Salt Lake Community College | |
| i. | Discontinued Associate of Applied Science Degree in Medical Laboratory Technician | |
| ii. | Discontinued Program: Architectural Technology/Structural/Civil Design | |

Finance Committee

Regent Jerry C. Atkin, Chair
Queen Anne Rooms I & II (207/213)

ACTION:

- | | | |
|----|---|-------|
| 1. | Proposed New Policy R345, <i>Information Technology Resource Security</i> | Tab F |
| 2. | Salt Lake Community College – Campus Master Plan | Tab G |

CONSENT:

- | | | |
|----|--|-------|
| 3. | Consent Calendar, Finance Committee | Tab H |
| A. | UofU and USU – Delegation Reports | |
| B. | University of Utah – Property Sale | |
| C. | USHE – Annual Report, Commissioner's Discretionary Account | |
| D. | USHE – Proposed Revisions to Policy R561, <i>Accounting and Financial Controls</i> | |

INFORMATION:

- | | | |
|----|--|-------|
| 4. | USHE – Report of Institutional and System Bonded Indebtedness | Tab I |
| 5. | USHE – Report of the Audit Review Subcommittee | Tab J |
| 6. | USHE – Report of Auxiliary Funds | Tab K |
| 7. | USHE – “Impact of Technology” Briefing | Tab L |
| 8. | USHE – Actions of Regents’ Executive Committee – Follow-up Report | Tab M |
| 9. | UHEAA – Update on Student Loan Bonds and Current Market Conditions | Tab N |

Planning Committee

Regent James S. Jardine, Chair
Room 223

INFORMATION/DISCUSSION:

- | | | |
|----|---|-------|
| 1. | Minority Reports – Snow College and College of Eastern Utah | Tab O |
| 2. | Utah Valley State College – Mission Implementation | Tab P |
| 3. | Measuring Utah Higher Education 2008 | Tab Q |

10:30 a.m. -	COMMITTEE OF THE WHOLE AND
11:30 a.m.	REGULAR BUSINESS MEETING OF THE BOARD
	Oak Room

- | | | |
|----|---|-------|
| 1. | State of the College – President Cynthia A. Bioteau | |
| 2. | Preview of 2008 Legislative General Session | Tab R |
| 3. | K-16 Alliance Report | Tab S |
| 4. | General Consent Calendar | Tab T |
| 5. | Reports of Board Committees | |
| 6. | Report of the Commissioner | |
| 7. | Report of the Chair | |

11:30 a.m. -	LUNCHEON MEETINGS
2:00 p.m.	Buffet in Nelson Lounge

STATE BOARD OF REGENTS (closed session) – Room 219 (Corner Room)
Chief Academic Officers – Room 223
Legislative Representatives – Room 221
Utah Campus Compact Board – Room 225
Business Officers – Queen Anne I & II (Rooms 207/213)
Others – Oak Room

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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.

January 9, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: University of Utah - Interdisciplinary Master of Arts Degree in Asian Studies,
Effective Fall 2008 – Action Item

Issue

The University of Utah requests approval to offer an interdisciplinary Master of Arts Degree (M.A.) in Asian Studies effective Fall 2008. This program was approved by the institutional Board of Trustees in September 2007.

Background

Responding to the need for graduates with expertise in Asian Studies, the University of Utah is proposing an M.A. in Asian Studies which will be the first in the state and the only such program in the intermountain west. The proposed Asian Studies program will fill a large and growing need for expertise on Asia in government and the private sector. Governor Jon Huntsman has opened new markets in China and is working to do the same in India. Not only will Utah benefit from these markets but there will be a need for graduates with Asian expertise to fill positions related to expanding markets.

The proposed graduate program will serve students as preparation for further academic studies at the Ph.D. level or in pursuit of careers in government service, international law, international business, and education. Once the graduate program is successfully established, it may be readily combined with a Master's in Business, Law, Public Health and other professional degrees.

The Asian Studies M.A. degree, while new, builds upon 131 undergraduate courses and 50 graduate courses already taught in thirteen departments (Anthropology, Architecture, Art History, Economics, History, Languages and Literature, Law, Philosophy, Political Science, Sociology, Theatre, Management, and Finance) in six colleges (Humanities, Social and Behavioral Science, Fine Arts, Architecture, Law, and Business). With over forty faculty members already involved in the Asian Studies program the University has ample faculty and curricular resources for the M.A. degree. The current staff for the Asian Studies program is sufficient to support the new degree.

The benefits to students and the University are significant. The program will provide important new career opportunities for graduates. It will also significantly enhance the regional, national, and international profile of the University's Asian Studies program. It will facilitate advanced research and teaching on Asia by giving faculty the opportunity to teach graduate students and guide student research in their areas of expertise. Finally, as graduates of the program enter sector jobs in business, government, education and numerous other fields in the region, their expertise will help to enhance Utah's international reputation and economic ties with Asia.

The proposed two-year Master's program expects to start with six new students and grow to 15 in the fifth year for a total of 87 students in various stages of their graduate programs. All students must complete third year level proficiency in an Asian language.

Policy Issues

The University of Utah consulted with Utah State University, Weber State University, and Brigham Young University about their undergraduate programs in Asian Studies and received support from these institutions. No issues were raised.

Commissioner's Recommendation

The Commissioner recommends that the Regents review the request by the University of Utah to offer an Integrated Master of Arts in Asian Studies, raise questions, and, if satisfied, approve the request.

David L. Buhler, Interim Commissioner

PSC/DLB
Attachment

Academic, Career and Technical Education and Student Success Committee

Action Item

Request to Offer an Integrated Master of Arts in Asian Studies, Effective Fall 2008

University of Utah

Prepared for:
David L. Buhler
by
Phyllis C. Safman

January 9, 2008

SECTION I: The Request

The University of Utah requests approval to offer an interdisciplinary Master of Arts Degree (MA) in Asian Studies effective Fall 2008. This program was approved by the institutional Board of Trustees in September 2007.

SECTION II: Program Description

The Master's degree in Asian Studies, the first ever offered in the intermountain region or Utah, is a flexible interdisciplinary two-year post-baccalaureate degree providing advanced language study and area studies education. Drawing on existing faculty and curricular resources across the many departments that comprise the B.A. program in Asian Studies, the program requires a total of 30 credits: 8 three-credit courses, a thesis (6 credits), and a minimum of third-year proficiency in an Asian language. To ensure the coherence of their graduate work, students will be required to have both a regional or country concentration and a disciplinary concentration for their program, developed in consultation with the program advisor. Regional concentrations currently include East Asia (China, Japan, and Korea) and South Asia (India, Pakistan, Sri Lanka, and Bangladesh), but will expand to include Southeast Asia as courses are developed in that area. Disciplinary concentrations will not be limited to departmental categories, but can involve creative and practical interdisciplinary combinations of courses that fit with the student's career goals.

Purpose of Degree

The Asian Studies Program at the University of Utah is undertaking a major expansion and restructuring to meet changing student demands and the growing need for expertise on Asia within the University and wider Utah community. Three new initiatives are being proposed: the restructuring of the B.A. degree in Asian Studies; the creation of a new M.A. degree in Asian Studies, and the establishment of a new Asia Center which will house these degree programs.

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 an expert on East Asian law, President Young is deeply committed to the development of Asian Studies and in his inaugural address announced his plans for the establishment of an Asia Center which will be a major focus of the upcoming capital campaign. He is also pursuing a major initiative to internationalize the University. The restructured B.A. in Asian Studies and the new M.A. degree, in conjunction with the new Asia Center proposed in a separate letter, will make a vital contribution to the fulfillment of President Michael Young's goals of internationalizing the University and expanding the presence and prestige of Asian Studies on this campus, in the region, and nationally.

Despite the significant and growing interest in Asian Studies and international studies, the state currently has no master's program in Asian Studies. The proposed new M.A. in Asian Studies will be the first ever in the state and the only such program in the intermountain west. The closest comparable M.A. programs in Asian Studies are at Arizona State University and schools in California, Oregon, and Washington. Thus, the proposed Asian Studies program will fill a large and growing need for expertise on Asia in government and private sector. The degree can be used either as preparation for further academic studies at the Ph.D. level or in pursuit of careers in government service, international law, international business, and education. It may be readily

combined with a Master's in Business, Law, Public Health and other professional degrees. After the new program is established, plans will be made with Business, Law, Health, and other professional schools towards development of joint M.A./M.B.A, M.A./J.D. and M.A/M.P.H. programs like those in other universities across the country such as the University of Michigan and the University of California, Berkeley.

Despite having over forty faculty members who specialize in Asia, over 130 faculty members engaged in research projects in Asia, and hundreds of students enrolled in Asian Language classes each year, the University has not established a regional or national presence as a major center for education, research and resources on Asia. The MA in Asian Studies will significantly enhance the profile of the Asian Studies program and make the program a resource for business, government and community organizations that require expertise on Asia by providing graduates with advanced language skills and broad knowledge of Asian countries.

Institutional Readiness

Institutional need and program preparedness were assessed with faculty and students; no new resources are required. With over forty faculty members involved in the Asian Studies program and over fifty graduate level courses in Asian Studies, the University has ample faculty and curricular resources for an MA degree. The current staff for the Asian Studies Program is sufficient to support the new degree.

Faculty

There are currently over forty faculty members in thirteen departments and six colleges who teach and conduct research on Asia. The highly productive faculty who participate in the Asian Studies program have attained national and international reputations in their respective fields and many are already active in graduate teaching within their departments. They have Ph.D. degrees from well-respected programs in their fields, including the major Asian Studies Centers at Harvard University, the University of California, Berkeley, Stanford University, Cornell University, the University of Wisconsin-Madison, and the University of Washington. Over the last five years alone, Asian Studies faculty have filled prestigious post-doctoral positions at Harvard University, the University of California, Berkeley, and the University of Washington and won highly competitive external grants for their research from the National Endowment for the Humanities, the American Council of Learned Societies, the Social Science Research Council, the Japan Foundation, and the Korea Foundation. Over the same period they have been successful in the internal grant competitions at the University, procuring four Tanner Humanities Center Fellowships, five Faculty Fellow Awards, and eight University Research Grants.

Staff

The current staff of the Asian Studies program, including the director, a student advisor, and an administrative assistant, is sufficient to support the new MA program.

Library

The library resources necessary for advanced study of Asia, including periodicals from Asia, primary source materials in Asian languages, and English language books and periodicals are available in the Greater Salt Lake region for student use. Students in the program will have the use of the substantial Asian language library holdings at the Marriott Library, including Chinese, Japanese, and Korean materials; the South Asian materials in the Middle East Library at the University; and the collections of the Family History Library in downtown Salt Lake City, which houses the world's largest collection of Chinese, Japanese and Korean local histories and genealogies, as well as substantial microfilmed archival sources. Students will also have access to the large collection of Asian language materials at the Harold B. Lee Library at Brigham Young University.

Admission Requirements

Applicants for admission to the MA program in Asian Studies will be reviewed by a graduate program committee consisting of regular faculty teaching in the program and headed by the program's graduate advisor. The degree requires successful completion of a baccalaureate degree as a prerequisite. Admission requirements will conform to the requirements of the Graduate School and admission will be competitive within the pool of applicants each year. Applicants must submit a thousand-word statement on their preparation for the program and professional goals, undergraduate transcripts, Graduate Record Examination (GRE) results, Test of English as a Foreign Language (TOEFL) score (if applicable), three letters of recommendation, and an academic writing sample. The interdisciplinary nature of the degree encourages applicants from a wide variety of undergraduate programs, although applicants will be required to demonstrate significant background in Asia-related fields.

Student Advisement

Upon admission to graduate study in the Asian Studies program, each student will be assigned to a temporary or ad hoc advisor by the graduate advisor based on the student's interests. The temporary advisor mentors the student until s/he forms a supervisory committee no later than the beginning of the second semester of the program. Supervisory committees are formally appointed by the dean of the graduate school; however each student is responsible for initiating the selection of the committee and participates fully in the selection process. The supervisory committee will be comprised of three faculty members, representing the student's chosen regional and disciplinary fields, one of whom will serve as a thesis advisor and chair of the committee. Each student, in consultation with the graduate advisor, should select a supervisory committee chair as early as possible in his or her course of study, and no later than the second semester of graduate study. In consultation with the supervisory committee chair, the student should select two additional faculty members to complete the committee. The Asian Studies graduate advisor will be responsible for recording and tracking the progress of students. Students will be required to attain the preliminary approval of their supervisory committee for their program of study by the beginning of their second semester. The supervisory committee must formally approve the plan of study by the end of the second semester.

All students must prepare a thesis based upon original research which constitutes a substantive contribution to scholarship in their chosen area of concentration. The program of study will include preliminary definition of a thesis topic. By the end of the third semester of coursework, students will prepare a thesis prospectus in consultation with their committees. After receiving committee approval, the final prospectus will be filed with the committee chair. The committee chair will serve as thesis director, but students are expected to consult regularly with the other members of their committee on thesis research and writing. The style and format of the thesis must accord with the standards set by thesis editor of the graduate school.

All students must demonstrate third year proficiency in an Asian language relevant to the student's regional specialization by the end of their program of study. Language proficiency can be demonstrated by successful completion of a third year language course with a grade of B or better as indicated by an undergraduate transcript or as part of the program of study for the MA, or by providing other evidence of proficiency that is certified by the Languages and Literature Department. Relevant language work beyond the three-year minimum requirement is encouraged and may be included among the program units.

The normal course load for a graduate student is three courses (9 credits) per semester, but students may elect to take more. Many students will have completed the language requirement before entry into the program. Depending on the number of courses taken each semester, students are expected to complete their degrees in two to four semesters, with the exception of the language requirement. In accordance with the Graduate School's regulations, all work for the master's degree must be completed within four consecutive calendar years.

Justification for the Number of Credits

An examination of existing M.A. degrees in the College of Humanities and of MA degrees in Asian Studies at other institutions was conducted. The requirement of thirty credits plus third-year language proficiency is equivalent to those of most M.A. programs at other institutions, like the University of California, Berkeley, UCLA, and Arizona State University. The credit hours required for the Asian Studies M.A. are within college and University parameters and meet the guidelines for new program established by the Board of Regents R401 policy.

External Review and Accreditation

The proposal for the Master's degree in Asian Studies has been reviewed by deans and faculty from the colleges contributing faculty and courses for the proposed program and by faculty from the other institutions in the state with Asian Studies programs, including Brigham Young University, Weber State University, and Utah State University. All have endorsed the program.

Projected Enrollment

Administrators expect to admit a minimum of six students in the first year of the program, eight in the second, ten in the third, 12 in the fourth, and 15 in the fifth. It is anticipated that most of these will be new students, although students currently enrolled in other Master's degree programs at the University may apply as well.

Table 1. Projected Enrollment Timeline

	2007-8	2008-9	2009-10	2010-11	2011-12	5-year Total
1 st year students	6	8	10	12	15	51
2 nd year students	0	6	8	10	12	36
Total Enrollment	6	14	18	22	27	87

Expansion of Existing Programs

The Asian Studies M.A. degree is a new degree but is comprised of over forty existing courses already taught in thirteen departments (Anthropology, Architecture, Art History, Economics, History, Languages and Literature, Law, Philosophy, Political Science, Sociology, Theatre, Management, and Finance) in six colleges (Humanities, Social and Behavioral Science, Fine Arts, Architecture, Law, and Business). Thus, no expansion of existing programs is required.

SECTION III: Need

Program Need

The Asian Studies program at the University of Utah is undertaking a major expansion and restructuring to meet changing student demands and the growing need for expertise on Asia within the University and wider Utah community. Proposed are three new initiatives: the restructuring of the B.A. degree in Asian Studies and the creation of a new M.A. degree in Asian Studies. The third is the Asian Center which was handled separately.

Labor Market Demand

Despite the significant and growing interest in Asian Studies and international studies, the state currently has no Master's program in Asian Studies. The proposed new M.A. in Asian Studies at the University of Utah will be the first ever in Utah and the only such program in the intermountain west. The closest comparable M.A. programs in Asian Studies are at Arizona State University and schools in California, Oregon, and Washington. Most comparable M.A. programs do not keep detailed data on what careers their graduates end up pursuing. But informal surveys of advisors and directors of such programs indicate that a small percentage of graduates continue on to Ph.D. programs in fields like political science, history, art history, and literature. Many find jobs in Asia in accounting firms, multinational corporations, or as owners of small businesses. Some pursue careers in international law and as journalists in Asia.

Within Utah, interest in Asia has been growing steadily over the last few years, spurred by the state's rapidly changing demographics, growing business ties to Asia, and educational initiatives at the national level. Governor Jon Huntsman, himself a fluent Chinese speaker, has announced that

China and India are two of the four countries of most importance for Utah's economy today. Governor Huntsman led a trade mission to China in fall 2007 highlighting the tremendous significance of trade with China for Utah's economic growth. The Governor's Office has also launched a major effort to promote trade with India, seeing it as the next economic powerhouse in Asia. Utah's exports to Asia currently total about \$1.3 billion, making up nearly one third of Utah's total foreign exports.¹ Over 134 Utah companies, including most 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.² Informal discussions with representatives from Utah companies doing business in Asia confirm the importance of language and area studies education for success in building successful business ties in Asian countries.

The unusually large number of foreign language speakers in Utah's population has also attracted international corporations like American Express and Compaq to locate major operations in the state, fostered the development of numerous global enterprises, like the translation companies ALPNET and Multiling, and made Utah a major focus of recruiting for federal government agencies like the National Security Agency (NSA), the Central Intelligence Agency (CIA), and the Federal Bureau of Investigation (FBI). In 2006 the NSA established a new language center in Utah and is recruiting large numbers of graduates with fluency in Asian languages.

To contribute to Utah's rapidly internationalizing economy or be competitive for the increasing number of federal government jobs involving foreign language and foreign country analysis, students need interdisciplinary immersion in the language and culture of the region of their focus and disciplinary training in their intended professional field. Given the complexities and increasing importance of Utah's links with Asia, it is vital for the University to provide advanced interdisciplinary education in the languages and cultures of the region in combination with disciplinary training in students' intended professional field. With the complete lack of graduate-level training in Asian Studies in the state, the proposed Master's program will fill a large and immediate void, providing critical expertise on Asia for the business, education, and political communities in the state. The creation of an M.A. degree to complement the existing B.A. degree will establish the University of Utah as the premier institution for the advanced study of Asia in the region and facilitate the realization of President Young's vision to make the University the critical resource for the region's business, political, educational and community leaders as they develop and expand their ties with Asian countries.

Student Demand

It is expected that the M.A. program will initially draw students from Utah and the surrounding intermountain states who did significant Asian Studies coursework for their B.A. degree and who wish to go into professional fields with an Asian emphasis or into Ph.D. programs that focus on Asia. Over the past few years, Asian Studies faculty have received increasing inquiries from University students who wish to pursue graduate work in the field, but do not want to leave the

¹ Governor's Office of Economic Development website,
<http://international.utah.gov/tradestatistics.html>

² Governor's Office of Economic Development, Trade Directory,
<http://international.utah.gov/directory.html>

state. Given that a number of school districts will be offering Chinese and Japanese language curriculum, some applicants may wish to combine the Asian Studies degree with an education credential to work as language teachers.

The potential size of the applicant pool is indicated by the numbers of students currently engaged in advanced coursework on Asia in the state. This includes the 40 majors and 15 minors in Asian Studies at the University and the students who completed advanced language work in 2004-5: that is, the 54 students who completed the second year of an Asian language in 2004-5, the 142 students who completed courses providing third year proficiency, and the 102 students who acquired fourth year level proficiency in advanced literature and linguistics courses. Brigham Young University currently has 41 majors. Utah State University has 26 majors and 40 minors. Weber State, which does not have a major, currently has 16 minors. As the program gains in reputation, the applicant pool is expected to expand to include students from the wider intermountain region and beyond. There are already significant numbers of graduate students from Asia in many departments that participate in the Asian Studies program and international applications are expected for the program within the first few years.

Based on the requests and inquiries that have been received from students and the community, the program projects that it will admit a minimum of six students during the first year of the program, expanding up to 15 admitted students by the fifth year. For comparison, the M.A. program in Asian Studies at the University of California, Berkeley accepts about 20 students a year, with 10-15 actually entering the program. The Master's program administered by the University of Utah's Title VI Center for Middle East Studies, the only other such interdisciplinary area studies M.A. degree program on the campus, admits 9-12 students per year and currently has some 24 Master's-level students. The enrollments for Asian languages (Chinese, Japanese, Korean or Hindi) were 380 for Fall 2005, with 220 enrolled at the third year level or higher, far exceeding the 146 students (30 taking third year and above) enrolled in Middle Eastern languages (Arabic, Hebrew, Persian and Turkish). Given these numbers, it seems reasonable to expect that an Asian Studies Master's program requiring third year level language proficiency would attract more students than the parallel program in Middle East Studies.

Similar Programs

There are no Asian Studies Master's programs within the USHE. The Asian Studies Master's program will benefit all USHE institutions. Utah State University, Weber State University and Brigham Young University have all expressed interest in the program.

Collaboration with and Impact on Other USHE Institutions

The Master's degree in Asian Studies at the University of Utah will complement and strengthen the existing Asian Studies programs in the state, including those at Weber State University, Utah State University, and Brigham Young University, by offering the opportunity for advanced area studies education for their graduates. The Asian Studies program at the University already cooperates with these institutions through joint conferences, sharing of speakers, and joint participation in the regional Western Conference of the Association for Asian Studies. The new M.A. program will expand these ties, encouraging and sometimes requiring students to consult with relevant faculty at other institutions and to use their library resources. Faculty strengths at these other institutions

complement the University's faculty and the library at BYU in particular is a major regional resource for Asian-language books and other materials.

Benefits

The benefits of an M.A. program in Asian Studies are diverse and significant. The program will provide important new career opportunities for students at the University and in the region. It will also significantly enhance the regional, national, and international profile of the University's Asian Studies program. It will facilitate advanced research and teaching on Asia by giving faculty the opportunity to teach more advanced students and guide student research in their areas of expertise. Finally, as graduates of the program enter sector jobs in business, government, education and numerous other fields in the region, their Asia expertise will help to enhance Utah's international reputation and economic ties with Asia.

Consistency with Institutional Mission

The proposed Master's program in Asian Studies will contribute to the University's mission "to educate the individual and to discover, refine, and disseminate knowledge." It will enhance the University's national and international profile as "a major teaching and research university...[that] strives to create an academic environment where the highest standards of scholarship and professional practice are observed and where responsibilities to students are conscientiously met." This program will also contribute to the University's teaching mission "to providing challenging instruction for all its students, from both Utah and other states and nations, and encourage interdisciplinary work and the integration of instruction and research opportunities." Finally, this program will contribute to the University's mission to enhance students' ability to "contribute time and expertise to community and professional service, to national and international affairs and governance, and to matters of civic dialogue."

SECTION IV: Program and Student Assessment

Program Assessment

This program is not subject to a specific agency accreditation. However, in addition to the program reviews mandated by the graduate school, the executive committee of the Asian Studies program, comprised of the director, the graduate advisor, and the heads of each of the regional sectors, will conduct an informal review at the conclusion of each of the first five academic years of the program.

Expected Standards of Performance

Outcome standards established by the executive committee will be used to assess student learning, knowledge, and skills. Specific course requirements for the Master's degree are established on an individual basis for each student by his or her supervisory committee. Because of the wide diversity of specific disciplinary and regional concentrations that are available to students, it is not feasible to establish a single core course required of all students. However, supervisory committees may require that a student take the graduate theory and methods course in the department of their disciplinary focus as part of their program. No more than six credits may

be fulfilled with directed readings. In extraordinary cases, the graduate advisor may approve exceptions to this rule. Prior to the appointment of a supervisory committee, students should consult with their temporary advisor in selected courses. All courses counted toward the degree must ultimately receive the formal approval of the supervisory committee. The committee must also approve the thesis prospectus and the completed thesis.

Students are expected to demonstrate good progress in meeting the requirements of the degree program. They must maintain a 3.0 grade point average throughout the program and receive a grade of B- or higher in all courses that are counted towards the degree. At least 24 of the credits for the degree must be University of Utah credits. The normal course load for a graduate student is three courses (9 credits) per semester, but students may elect to take more. Many students will have completed the language requirement before entry into the program. Depending on the number of courses taken each semester, students are expected to complete their degrees in two to four semesters, with the exception of the language requirement. In accordance with the Graduate School's regulations, all work for the Master's degree must be completed within four consecutive calendar years.

All students must demonstrate third year proficiency in an Asian language relevant to their regional specializations by the end of their program. Language proficiency can be demonstrated by successful completion of a third year language course with a grade of B or better as indicated by an undergraduate transcript or as part of the program of study for the M.A., or by providing other evidence of proficiency that is certified by the Languages and Literature Department. Relevant language work beyond the three-year minimum requirement is encouraged and may be included among the program units.

Student Assessment

All students in the Asian Studies Master's program will be reviewed by the graduate program committee each year at the end of the spring semester. The purpose of the review is to assess the overall progress of each student, to identify potential difficulties students may have in completing the program requirements, and to identify means by which the faculty can assist each student in completing the program successfully. Prior to the review, each student will meet with his or her advisor to discuss particular concerns or areas of difficulty, and to provide information that can be usefully shared with the graduate program committee during the review session. A report of the review deliberations, suggestions, and recommendations will be provided to each student.

Continued Quality Improvement

The Asian Studies program executive committee will assist in the development, implementation, and continued quality monitoring of the Master's degree program. The quality of the program will also be continually assessed by exit interviews with graduating students and surveys of alumni. The executive committee will use this feedback to modify the program as needed.

SECTION V: Finance

Budget

The proposed Master's program will require no new funding. Current faculty members associated with the Asian Studies program will continue to teach their normal course loads within their departments. The Asian Studies program will be acquiring new office and activity space in the new Humanities Building so no new equipment or space is needed. Advising for this program will require no new resources. Therefore, the proposed program will incur no new expenses. The new M.A. degree is expected to raise small amounts of revenue under the SCH budget paradigm. Revenue from courses in participating departments will accrue to those departments. Revenue from thesis credits will accrue to the Asian Studies program.

Funding Sources

In addition to the new revenue generated by the Master's degree, the Asian Studies program is engaged in an intensive fund-raising effort to support its programming in all areas. The program is applying for grants from the Korea Foundation and the Luce Foundation to expand faculty and course offerings, especially in Korean and Southeast Asian Studies, increase study abroad and faculty exchange with Asian countries, and expand library resources. An initiative was started to raise donor money to support the new Asia Center and to provide scholarships for students in the Asian Studies program. The inaugural fundraising dinner in Spring 2006 raised \$50,000 for the program and demonstrated the great enthusiasm for Asian Studies within the business community in Utah. The restructured B.A., the new M.A. degree, and the new Asia Center, will prepare the institution to apply for a Department of Education Title VI grant as a National Resource Center for Asian Studies in the next budget cycle in Fall 2008. This would bring in substantial new revenue for faculty lines, library resources, staff support, and programmatic activities for the new Asia Center and the Asian Studies program.

Reallocation

The program relies on existing courses and professors. The program should generate new revenue without incurring new costs; thus, there should be no internal reallocation. The dean of the College of Humanities, however, will monitor the program for new and unforeseen costs. If such costs do arise, they will be deducted from the revenue projected above before the revenues are redistributed to departments teaching the courses.

Impact on Existing Budgets

As mentioned above, SCH generated from students in the program shall follow the instructors of the courses these students enroll in. Therefore, the departments involved in the programs will benefit. Thesis credit revenues will accrue to the Asian Studies program.

Appendix A:

Asian Studies
Graduate Course Descriptions

Anthropology

6123 Cultural Traditions of Asia (3) *Prerequisite: Junior or Senior Standing.*

Meets with ANTH 4123. An introduction to the peoples and cultures of Asia, with an emphasis on the religious traditions of India, southeast Asia, China, and Japan.

Architecture

6200 Japanese Architecture (3)

Examination of the historical development of architecture and related cultural trends in Japan from ancient times to the present as a means to evaluate the role of history and tradition in contemporary Japanese architecture.

Art History

6010 Topics in Southeast Asian Art (3)

Topic varies by instructor.

6020 Chinese Painting (3)

This course introduces students to Chinese paintings from the painted pottery of the Neolithic period to the 20th century. We will take this opportunity to look both broadly and closely at how the medium of painting became such a powerful visual expression in Chinese culture. We will read treatises (in translation) on paintings that discuss the laws and principles and in effect, inform us how painting are evaluated in Chinese culture. Students are introduced to the different formats of painting and how these different formats dictate our viewing perspectives and experience of narrative (i.e, story telling), figurative, and landscape paintings. In addition, issues such as portraiture, ethnicity and self representation as well as the social status of artists and their lives will also be taken into consideration.

6030 Topics in Indian Art(3)

Topic varies by instructor.

6830 Seminar: Asian Art (3) *Prerequisite: Graduate standing required.*

Topic varies by instructor.

6910 Directed Studies in Asian Art (3) *Prerequisite: Graduate standing required.*

Topic varies by instructor.

Asian Studies

6970 Thesis Research: This course will be created as soon as the Asian Studies Master's Degree Program is approved.

Economics

6430 Asian Economic History and Development (3)

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

6530 Principles of Economic Development (3)

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

History

6200 Topics in World History (3)

This course must be approved by the Director.

Meets with HIST 4200. Focuses on key topics in world history such as migration, nationalism, and revolutions. Themes depend on instructors.

6510 Asian Social History (3)

Meets with HIST 4510. A course on Asian history with thematic relevance for World History. Topics vary according to instructor.

6530 Women in Asia (3)

Meets with HIST 4530. A course examining the history of women, gender relations, and ideas about gender in East, South and/or Southeast Asia. Geographic extent of coverage and time frame may vary according to instructor.

6765 The Vietnam War (3)

Meets with HIST 4765. This course traces the history of the Vietnam War from its origins at the end of World War II to the reconciliation of Vietnam and the United States in the 1990s. Diplomatic and military developments will be examined in the context of the social, economic, and political history of North and South Vietnam and the United States, and the war will be viewed from the perspective of both sides.

6820 Pacific Histories: Encounter, Colonialism, Transformation (3)

Meets with 4820. Examines the history and consequences of European and American colonialism in the Pacific region from the late 18th century to the present. Focuses on developments on the Pacific coasts of America, the Pacific Islands, Australia, and New Zealand. Topics include Polynesian/European discourses about the Pacific as the new "New World", missionaries and religious transformations, gender relations and the colonial process, cross-cultural trade, and European anthropology and Pacific peoples.

6930 Special Studies in Asian History (3)

Content varies depending on instructor.

7240 Comparative Perspectives on History of Women & Gender (3)

Takes a comparative approach to the exploration of the history of women and gender. Provides students with a grounding in the particularities of women's experiences in a global context and a theoretical understanding of the diversity of conceptions of gender and the methodological approaches historians use to explore gender in different cultural contexts.

7760 Colloquium in Asian History (3)

A graduate-level readings course in Asian history. Offered on various topics.

7810 Seminar in Asian History (3)

A graduate-level research seminar in Asian History.

Languages and Literature

Chinese

6550 Patterns of Traditional Chinese Culture (3)

Focuses on the historical, literary, social, and political trends of traditional China. Both primary and secondary sources will be read and analyzed for their insights on the formation of Chinese culture. The course will be taught exclusively in Chinese.

6560 Problems of a Modernizing China (3)

The political, economic, and social institutions that structure Chinese society today and their connections to traditional institutions will be examined and analyzed. We will focus on the tension of China's attempt to adapt its 4,000-year-old tradition to the special needs of a modern society. This course will be taught exclusively in Chinese.

6410 Classical Chinese Fiction (3)

Presented principally in English with samples from original texts. Introductory survey of the classical narrative tradition with readings from ancient mythic traditions, historiography, classical tales, and vernacular fiction.

6620 Survey of Chinese Literature (3)

Meets with CHIN 4620.

6710 Classical or Literary Chinese (3)

Meets with CHIN 4710

6880 Directed Reading (3)

Readings selected by student and designated professor to broaden student's background in area where no course is taught.

6900 Special Topics (0.5 to 4)

Topics vary. Special courses on Chinese literature, culture, and language. Designed for advanced Chinese majors and minors.

7820 Structure of Chinese: Syntax (3)

Introduction to the structure of Mandarin Chinese, including components of word, syntax, meaning, and discourse, and their implications for learning Mandarin as a second language.

7821 Structure of Chinese: Phonetics (3)

Introduction to the articulatory features and patterns of Mandarin Chinese sound segments and tones.

7300 Graduate Language Study (1 to 4)

Topic varies by instructor

Japanese

6550 Japanese Civilization (3)

Development of Japanese culture and its contributions to world culture; literature, art, and thought in historical context.

6610 Survey of Japanese Literature: Modern Period (3)

Readings from works of men of letters. Classwork emphasizes close reading of original texts with attention to grammar, idioms, and style.

6620 Survey of Japanese Literature: The Heritage of Japanese (3)

Readings from works of men of letters. Classwork emphasizes close reading of original texts with attention to grammar, idioms, and style. Literary Japanese introduced.

6660 Contemporary Japanese Literature: The Fiction and Poetry of Japan Today (3)

Readings in the fiction and poetry of the '70s, '80s and '90s. Close readings of original texts.

6680 Modern Japanese Literature in Translation (1 to 3)

Novels by modern Japanese writers since Meiji. All readings in English. Cross-listed with C LIT 3600.

6710 Classical Japanese (3)

Close reading of classical Japanese texts with emphasis on syntax. Classwork centers on reading, analyzing, and interpreting premodern texts with attention to differences and similarities with the modern idiom. Literary aspects of texts will also be touched upon.

6880 Directed Reading (1 to 3)

Designed to broaden student's background in an area where no course is taught. Repeatable for credit when topic varies.

6900 Special Topics (1 to 4)

Student and designated faculty member select project to broaden student's background in Japanese language and civilization. Repeatable for credit when topic varies.

7290 Structure of Japanese: Syntax (3)

Study of sounds, words, and sentences through analysis of data from Japanese language. Emphasis on grammar and syntax.

7300 Graduate Language Study (1 to 4)

Topic varies by instructor.

Korean

6880 Directed Reading (1 to 4)

Readings selected by student and designated professor to broaden student's background in area where no course is taught.

7300 Graduate Language Study (1 to 4)

Topic varies by instructor.

Philosophy

6140 Classical Chinese Philosophy (3)

Meets with PHIL 4140. This course surveys the main thinkers of the "classical" period of Chinese philosophy (approx. 550-221 B.C.): Kongzi (Confucius), Mozi, Mengzi (Mencius), Laozi, Zhuangzi, Xunzi, and Han Feizi. Over time, these thinkers developed a complex and rich debate about ethics, human nature, moral psychology, and self-cultivation. The positions that they established greatly influenced later Chinese history, including the development of Buddhism, and they influenced philosophical discourse in Japan, Korea, and Vietnam as well. Thus understanding these early debates is an important stepping stone for understanding East Asian thought generally. Readings consist of primary texts in translation, with some secondary literature. No previous knowledge of Chinese language or history is necessary. Course requirements include homework assignments, papers, and an exam. Students registering for 6140 will have an extra discussion section and more substantive reading and writing assignments that are appropriate for the graduate level.

Political Science

6430 Asian Pacific American Politics (3)

Survey of the historical and contemporary political experiences of Asian Americans and their pursuits of equal rights and opportunities in the U.S. political system.

6480 International Relations of East Asia (3)

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

6680 Chinese Foreign Policy (3)

Meets with POL S 5680. Graduate students should register for POL S 6680 and will be held to higher standards and/or additional work. Sources, motivations, and strategies of contemporary Chinese foreign policy. Focuses on post-Mao era.

Course Number	Title	Credit Hours
ANTH 6123	Cultural Traditions of Asia	3
ARCH 6200	Japanese Architecture	3
ARTH 6010	Topics in Southeast Asian Art	3
ARTH 6020	Chinese Painting	3
ARTH 6030	Topics in Indian Art	3
ARTH 6830	Seminar: Asian Art	3
ARTH 6910	Directed Studies in Asian Art	3
ASTP 6970	Asian Studies Program Thesis Research	3
ECON 6430	Asian Economic History and Development	3
ECON 6530	Principles of Economic Development	3
HIST 6200	Topics in World History	3
HIST 6510	Asian Social History	3
HIST 6530	Women in Asia	3
HIST 6765	The Vietnam War	3

HIST 6820	Pacific Histories: Encounter, Colonialism, Transformation	3
HIST 6930	Special Studies in Asian History	3
HIST 7240	Comparative Perspectives on History of Women & Gender	3
HIST 7760	Colloquium in Asian History	3
HIST 7810	Seminar in Asian History	3
CHIN 6410	Classical Chinese Fiction	3
CHIN 6550	Patterns of Traditional Chinese Culture	3
CHIN 6560	Problems of a Modernizing China	3
CHIN 6620	Survey of Chinese Literature	3
CHIN 6710	Classical or Literary Chinese	3
CHIN 6880	Directed Reading	3
CHIN 6900	Special Topics	0.5-4
CHIN 7820	Structure of Chinese: Syntax	3
CHIN 7821	Structure of Chinese: Phonetics	3
CHIN 7300	Graduate Language Study	1-4
JAPAN 6550	Japanese Civilization	3
JAPAN 6610	Survey of Japanese Literature: Modern Period	3
JAPAN 6620	Survey of Japanese Literature: The Heritage of Japanese	3
JAPAN 6660	Contemporary Japanese Literature: The Fiction and Poetry of Japan Today	3
JAPAN 6680	Modern Japanese Literature in Translation	1-3
JAPAN 6710	Classical Japanese	3
JAPAN 6880	Directed Reading	1-3
JAPAN 6900	Special Topics	1-4
JAPAN 7290	Structure of Japanese: Syntax	3
JAPAN 7300	Graduate Language Study	1-4
KOREA 6880	Directed Reading	1-4
KOREA 7300	Graduate Language Study	1-4
PHIL 6140	Classical Chinese Philosophy	3
POLS 6430	Asian Pacific American Politics	3
POLS 6480	International Relations of East Asia	3
POLS 6680	Chinese Foreign Policy	3

Appendix B:
Program Schedule

Course #	Title	Credits
Year 1 - Fall		
HIST 6510	Asian Social History	3
ECON 6430	Asian Economic Development	3
CHIN 6550	Patterns of Traditional Chinese Culture	3
Total Credits		9
Year 1 - Spring		
HIST 6530	Women in Asia	3
POLS 6680	Chinese Foreign Policy	3
CHIN 6560	Problems of a Modernizing China	3
Total Credits		9
Year 2 - Fall		
POLS 6480	International Relations of East Asia	3
CHIN 6880	Directed Reading in Chinese Sources on Chinese Politics	3
Total Credits		6
Year 2 - Spring		
ASTP 6970	Thesis Research: Master's	3
ASTP 6970	Thesis Research: Master's	3
Total Credits		6
Total Credits for Degree		30

This is a sample schedule for a Master's student with a concentration on modern Chinese history, politics, and language which could be the foundation for further Ph.D. study or for a career in government service. This schedule assumes that the student has entered the program with third-year proficiency and is able to take Chinese courses at the fourth year level. The thesis course for the Asian Studies Program (ASTP 6970) will be created as soon as the Master's program is approved.

Appendix C:

List of Faculty Affiliated with the Asian Studies Program

The following faculty have significant teaching and/or research interests focused on Asia and will be teaching courses and serving on thesis committees for the Asian Studies Masters program.

Anthropology

Lars Rodseth (Assoc. Prof., Ph.D., Anthropology, University of Michigan) - South Asia, Himalayas

Architecture

Mimi Locher (Asst. Prof., M.Arch, University of Pennsylvania) - Japan

Art History

Boreth Ly (Asst. Prof., Ph.D., Art History, University of California, Berkeley) – Southeast Asia, South Asia, China

Communication

Suhi Choi (Asst. Prof., Ph.D., Temple University) – International Communication, Korean War

Economics

Gunseli Berik (Assoc. Prof., Ph.D., University of Massachusetts) - Development Economics, Gender

Minqi Li (Asst. Prof., Ph.D., University of Massachusetts, Amherst) - China

Stephen Reynolds (Prof., Ph.D., University of Wisconsin, Madison) – Southeast Asia, Trade & development

Geography

Arthur Hampson (Prof./Lecturer, Ph.D., University of Hawaii)– East & Southeast Asia

Ikuho Yamada (Asst. Prof., Ph.D., University at Buffalo, The State University of New York) – Informatics and Geography, Geography of Asia

Bing Xu (Asst. Prof., Ph.D., University of California, Berkeley) – China, GIS and public health

History

Benjamin Cohen (Asst. Prof., Ph.D., History, University of Wisconsin, Madison) – India and Pakistan

Hwa-sook Nam (Asst. Prof., Ph.D., History, University of Washington) – Korea

Wesley Sasaki-Uemura (Assoc. Prof., Ph.D., History, Cornell University) – Japan

Janet Theiss (Assoc. Prof., Ph.D., History, University of California, Berkeley) – China, comparative gender history

John Reed (Asst. Prof./Lecturer, Ph.D., History, University of California, San Diego) – U.S. in Asia

Ray Gunn (Assoc. Prof., Ph.D., History, Rutgers University) – Vietnam War

Languages & Literature

Chieko Ariga (Assoc. Prof., Ph.D., University of Chicago) – Japanese, Modern Literature
Shoji Azuma (Assoc. Prof., Ph.D., University of Texas, Austin) – Japanese, Linguistics
T. Richard Chi (Prof., Ph.D., University of California, Los Angeles) – Chinese, Linguistics
Kuiweon Cho (Asst. Prof./Lecturer, Ph.D., University of Utah) – Korean, Literary & Cultural Studies
Cheng-hua (Janet) Kerr (Instructor/Lecturer) – Chinese Language
Lea Millay (Asst. Prof./Lecturer, Ph.D., University of Oregon) – Japanese and Comparative Literature
Ashok Rajput (Asst. Prof./Lecturer, Ph.D., University of Wisconsin, Madison) – Hindi-Urdu Language, Literature, Popular Culture, Ethnomusicology
Margaret Wan (Asst. Prof., Ph.D., Harvard University) – Chinese, Ming-Qing Literature
Fusheng Wu (Assoc. Prof., Ph.D., Brown University) – Chinese, Classical Literature, Poetry

Law

Hiram Chodosh (Professor, J.D., Yale University) – International Law, Asian Law
Michael Young (Professor, J.D., Harvard University) – International Law, Japanese Law

Management

Karin Fladmoe-Lindquist (Assoc. Professor, Ph.D., University of Minnesota) – Business Strategy, International Business, East and South Asia
Anoop Madok (Assoc. Prof., Ph.D., McGill University) – Business Strategy, South Asia
Hongsuk Yang (Asst. Prof., Ph.D., University of Chicago) – East Asia

Philosophy

Deen K. Chatterjee (Assoc. Prof., Ph.D., University of Washington) – Political Philosophy, Applied Ethics
Eric Hutton (Asst. Prof., Ph.D., Stanford University) – Chinese Philosophy, Ethics

Political Science

Ron Hrebentar (Prof., Ph.D., University of Washington) – Japan, Electoral Politics
Chandran Kukathas (Prof., D.Phil., Oxford University) – Political Theory, Public Policy
Pei-te Lien (Assoc. Prof., Ph.D., University of Florida) – Asian American Politics, Taiwan
Yanqi Tong (Assoc. Prof., Ph.D., Johns Hopkins University) – China, Comparative Politics

Sociology

Kim Korinek (Asst. Prof., Ph.D., University of Washington) – East and Southeast Asia, Migration, Gender
Wen H. Kuo (Prof., Ph.D., Johns Hopkins University) – China, Social and Economic Change
Bam Dev Sharda (Prof., Ph.D., University of Wisconsin) – South Asia, sociological theory
Ming Wen (Asst. Prof., Ph.D., The University of Chicago) – China, Social Organization
Cai Yong (Asst. Prof., Ph.D., University of Washington) – China, Demography and Social Change

Zachary Zimmer (Prof., Ph.D., University of Michigan) – Southeast Asia, China,
Demography and Health

Theater

Jerry Gardner (Assoc. Prof., Ph.D., Buddhist Studies) – Asian Theater

William Parkinson (Instructor, B.A. University of Utah) – Advanced Tai Chi, Yoga for
Theater

January 9, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: University of Utah – Master of Science in Occupational Health and Master of Occupational Health – Action Item

Issue

The University of Utah requests approval to offer a Master of Science in Occupational Health (MSOH) and a Master of Occupational Health (MOH) degree, effective Fall 2008. This program has been approved by the institutional Board of Trustees on November 12, 2007.

Background

The new Council on Education for Public Health (CEPH) requirements have necessitated elimination of some necessary courses for the occupational health (OH) students. This has reduced the quality of OH education programs for Rocky Mountain Center for Occupational and Environmental Health (RMCOEH) students. The proposed degrees will restore the quality of OH education, reduce the credit requirements to more appropriate levels, and return the University of Utah to a competitive position for these students. It will also allow the U of U to once again compete for and accept outstanding physicians in the US Air Force Aerospace Medicine residency program. Additionally, it is anticipated the new degrees will be attractive to other students desiring a master's degree.

The primary difference in the two degrees is that the MSOH degree includes a requirement for a research project, and the MOH degree will primarily be for education of the Occupational Medicine (OM) residents, Aerospace Medicine residents, and other students with significant professional experience to meet an equivalency requirement.

Policy Issues

No issues were raised by other USHE institutions.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve the Request to Offer a Master of Science in Occupational Health (MSOH) and a Master of Occupational Health (MOH) Degree at the University of Utah, effective Fall 2008.

David L. Buhler, Interim Commissioner

DLB/AMW
Attachment

Academic, Applied Technology and Student Success Committee
Action Item

Request to Offer a
Master of Science
In Occupational Health

And a
Master of Occupational Health

University of Utah

Prepared for
David L. Buhler
By
Andrea M. Worthen

January 9, 2008

Section I: The Request

The University of Utah requests approval to offer a Master of Science in Occupational Health (MSOH) and a Master of Occupational Health (MOH) degree, effective Fall 2008. This program has been approved by the institutional Board of Trustees on November 12, 2007.

Section II: Program Description

Complete Program Description

The School of Medicine at the University of Utah (U of U) is providing this proposal for the addition of a Master of Science in Occupational Health (MSOH) degree and a Master of Occupational Health (MOH) degree. The primary difference in the two degrees is that the MSOH degree includes a requirement for a research project, and the MOH degree will primarily be for education of the Occupational Medicine (OM) residents, Aerospace Medicine residents, and other students with significant professional experience to meet an equivalency requirement.

The MSOH program will consist of core curricula for each program.¹ Electives will be selected from a list of options with guidance from the student's assigned faculty advisor. The electives will tend to focus on those needed for the student's area of emphasis (e.g., industrial hygiene and toxicology for the Industrial Hygiene emphasis). All MSOH students will additionally complete a master's thesis or a publishable paper. All MSOH emphases will be 43 credit hours. The IH and HSAT programs are being designed to have MSOH degree requirements of 43 credit hours to meet the American Board of Engineering Technologies (ABET) Applied Science Accreditation Commission (ASAC) requirements for those programs.²

Purpose of Degree

The new Council on Education for Public Health (CEPH) requirements have necessitated elimination of some necessary courses for the occupational health (OH) students. This has reduced the quality of OH education programs for Rocky Mountain Center for Occupational and Environmental Health (RMCOEH) students. The proposed degrees will restore the quality of OH education, reduce the credit requirements to more appropriate levels and return the U of U to a competitive position for these students. It will also allow the U of U to once again compete for and accept outstanding physicians in the US Air Force Aerospace Medicine residency program. Additionally, it is anticipated the new degrees will be attractive to other students desiring a master's degree.

The U of U MSOH/MOH degrees are proposed to meet significant market demands for which there are no alternatives in Utah. The programs are designed to prepare students in one of the following seven fields of study: 1) Industrial Hygiene (IH), 2) Hazardous Substances Academic Training (HSAT), 3) Occupational Medicine (OM), 4) Occupational Injury Prevention Research Training (OIPRT), 5) Occupational Safety, 6) Ergonomics, and 7) General Occupational Health. The Occupational Safety and Ergonomics emphases are targeted for students who have been assigned as chief or director of plant safety or plant safety and ergonomics. However, they cannot enroll in the Ergonomics and Safety program of the Center as that degree is provided by Mechanical Engineering. A prerequisite is an engineering academic degree, which many of the safety directors do not have (especially not calculus). The Center has received numerous requests for a graduate safety program that does not require an engineering background.

¹ See Appendix B.

² See Appendix B.

Institutional Readiness

The Rocky Mountain Center for Occupational and Environmental Health, Department of Family and Preventive Medicine, U of U School of Medicine, was established in 1977. In 1978 the Center was designated as a National Institute for Occupational Safety and Health Education and Research Center (ERC). It has continued as a NIOSH Center to the present, being one of only 16 such NIOSH Centers in the nation. At the most recent NIOSH site visit in February 2007, the Center received a score of 140 (scale: 100 no concerns-500 not fundable), one of the best scores any ERC has obtained. The score means continued funding support for another five years with a 17 percent increase in a tight funding environment. The Center currently receives approximately \$1.3 million per year in NIOSH support, with 60 percent of individual academic program funding restricted to student support. Faculty have been advised that this is the largest educational grant in the School of Medicine.

Faculty

Faculty for this proposed program have extensive experiences in robust curriculum design (baccalaureate, master's, doctoral, residency), administration, quality mentorship, monitoring progress, instructional methods, evaluation strategies, accreditation compliance, and assuring that students graduate with a quality educational experience and credentials. Together, they have over 100 years of combined academic experience. All have current or past responsibilities for student advising and service on committees.³ Adjunct Faculty will also serve such roles as needed to serve the needs of the students.

Staff

No new staff will be required for the MSOH/MOH programs.

Library and Information Resources

The current library and information resources available in the RMCOEH and University collections will be available to MSOH/MOH students. New resources will be obtained as needed.

Admission Requirements

MSOH students will typically have completed bachelor's training, usually sciences-based, although occasional students matriculate with other degrees. Typical IH students will have backgrounds in chemistry or biology. Typical Ergonomics students will have Physical Therapy or Occupational Therapy backgrounds. Typical Safety MSOH students will generally have a science-related baccalaureate degree. Those interested in the E & S options with engineering backgrounds are more likely to retain the option of a Master's of Mechanical Engineering, which is the only option currently available, though it necessitates a much stronger calculus and physics background than that required for the majority of current job positions. Entering MSOH students will have had to achieve competitive GRE scores.

The MOH program is for physicians seeking additional training in OM and aerospace medicine residents to become qualified to sit for the Board Examination (American Board of Preventive Medicine) in the specific sub-specialty. Entering MOH students who have an MD or DO will not be required to take the GRE.

Student Advisement

The MSOH/MOH program will assign faculty advisors from existing faculty.

³ See Appendix D.

Justification for Graduation Standards and Number of Credits

The MSOH and the MOH are programs comparable to the Master of Science in Public Health and the Master of Public Health. Currently, the MSPH requires 59 credits; in comparison, the MSOH will require 43 credits.⁴ The MPH requires 49 credits; whereas the MOH will require 32.⁵

The difference between the MSOH/MOH is a research project (either thesis or publishable paper option). The MOH would primarily be OM and Aerospace Medicine residencies. There are expected to be few other students qualified for this option, as unless they have equivalent professional experiences such as several years of full-time practice in an Occupational Safety and Health discipline, they would need the MSOH for reasons of establishing qualifications in those fields.

External Review and Accreditation

Curriculum development is guided by external Advisory Boards and committees, including the Rocky Mountain Center for Occupational and Environmental Health Advisory Board, the Industrial Hygiene & Hazardous Substances Advisory Committee, the Occupational Medicine Residency Advisory Committee and the Ergonomics and Safety Advisory Committee. All have active and ongoing input into curricular design, implementation and evaluation.

Accreditation is planned through the American Board of Engineering Technologies (ABET) Applied Science Accreditation Commission (ASAC), which already accredits the U of U's Industrial Hygiene, Hazardous Substances Academic Training, and Ergonomics and Safety programs. The Occupational Medicine residency program is also accredited through the Accreditation Council for Graduate Medical Education (ACGME)'s Preventive Medicine Residency Review Committee.

Projected Enrollment

A conservative estimate would be 12 -15 students enrolled in the first year and 12 enrolled in the second year in the combined IH and HSAT programs alone. The OM emphasis will most likely have three students per year. Within two years, the E & S emphasis will have between four and seven full-time student equivalents. Approximately five to eight aerospace medicine residents are anticipated within two to three years of initiating the proposed program.

MSOH/MOH Full Time Effort Students per Year		
Program	Matriculating Students per Year	Full Time Student Totals
IH/HSAT	6-8	12-15
Ergonomics	2	4
Safety	2	3
Occupational Medicine	3	3
Aerospace Medicine	5-8	5-8
Totals	18-23	27-33

⁴ See Appendix C.

⁵ See Appendix B.

Five Year Projection for MSOH/MOH Full Time Effort Students per Year					
Program	Year 1	Year 2	Year 3	Year 4	Year 5
IH/HSAT	12-15	20	20	20	20
Safety	3	4	5	6	7
Occupational Medicine	3	3	3	3	3
Aerospace Medicine	5-8	5-8	5-8	5-8	5-8
Totals	27-33	36-39	38-40	40-43	42-49

Expansion of Existing Program

The MSOH and MOH programs will fill an unmet need at the U of U. Though occupational health training has been available for 29 years, changes in external accreditation standards have affected the quality of education. These programs target previously identified areas for Utah State Higher Education (USHE) development involving health, engineering, and the environment through enhancing and preserving a renowned program; retaining access of students to such programs in Utah; providing businesses in Utah with access to a supply of diverse, well trained occupational safety and health professionals; and continuing to improve the business climate of the State of Utah. The improved competitiveness for business is provided through programs that prevent occupational injuries and illnesses, lower workers compensation costs, and make Utah more competitive than other states as businesses seek expansion sites.

As a National Institute for Occupational Safety and Health (NIOSH) Center, the RMCOEH is required to provide graduate programs in the diverse aspects of OH. These aspects/emphases include IH, HSAT, OM, OIPRT, ergonomics and safety (E&S), and OIPRT.⁶ The Center also has an extensive continuing education program providing over 60 courses a year to over 2,500 registrants. Each emphasis is separately supported by NIOSH funds. Until recently, the students graduating from the OM, IH, and HSAT programs received master's-level Public Health degrees [Master of Public Health (OM) or Master of Science in Public Health (IH)] from the Department of Family and Preventive Medicine's Public Health Program. During the past few years, the Council on Education for Public Health has dramatically increased the number of credit hours required for an MPH or MSPH degree. Currently, the MPH requires 49 credit hours compared to 32 previously and the MSPH 59 credit hours compared to 42 previously. In addition to increasing the total number of hours, CEPH has also markedly increased the public health content hours. These changes have had the following impact on the Center's programs.

1. It is no longer possible for residents in OM or aerospace medicine to complete the academic phase (leading to a master's degree) required by the Accreditation Council for Graduate Medical Education (ACGME) for those specialties in two semesters. As a result:
 - a. The U of U occupational medicine residency, regarded as one of the premiere programs in the country (in view of 100 percent pass rates on certification examinations and no citations during the last two ACGME site visits) is now less competitive in attracting top applicants since they can obtain other master's degrees in two semesters.
 - b. The US Air Force previously sent high quality OM and aerospace medicine residents to the Center to obtain master's degrees in recognition of the fact that Center faculty have significant expertise in both areas, residents obtain a firm foundation in the specialties and the proximity of Hill AFB. However, the Air Force will only fund two semesters so the Center is no longer able to have Air Force residents in the program.

⁶ See Appendix A for a brief description of each field.

2. The increase in Public Health content has necessitated deleting quality courses with occupational medicine or industrial hygiene content. Thus, neither the occupational medicine residents nor the industrial hygiene graduates are as well prepared to provide appropriate services on graduation.

In view of these factors, RMCOEH faculty developed the proposal for the closely related MSOH/MOH degrees. The MSOH requires 43 credit hours and the MOH requires 32 credit hours. Both degrees can be taught with current RMCOEH and departmental faculty. Although eight to ten students may move from the current Public Health Program to the MSOH/MOH, there will not be any net impact on the Department since both programs are located there and plans for this potential transition have already begun. Additionally, increased applications because of the attractiveness of the MSOH/MOH programs, including significant numbers of Air Force residents⁷ could increase the number of matriculated students.

Section III: Need

Program Need

Demand for RMCOEH graduates is robust. However, the jobs are increasingly complex and necessitate interdisciplinary problem solving. For example, prevention of injuries in a particular area of a manufacturing facility often requires the combination of a safety specialist, industrial hygienist and the plant medical personnel. These increasing complexities have been taken into consideration when designing this program by including coursework that actually addresses such problem solving situations.

The importance of occupational health and safety (OHS) is supported by the Institute of Medicine (IOM, 2000) which states that the number of new cases of occupational illness (1992) was 860,000, with 60,000 annual deaths. In 1997 over 6 million Americans were injured on the job, with over 7,000 deaths. The economic costs were \$26 billion related to illness, and \$145 billion related to injury. Thus, the tangible benefits of occupational health professionals reducing those injuries are very high.

Labor Market Demand

This proposed master's program has extensive, demonstrable market demand. National and regional demand for Industrial Hygiene and Hazardous Substances trainees has not been quantified. However, the demand for the RMCOEH's Industrial Hygiene trainees is such that most are placed in advanced career jobs before they complete the training program. As well, requests for RMCOEH Industrial Hygiene students are so high that it is not possible to fill the summer externship positions that local, regional and national industry would like the RMCOEH to fill each summer.

The shortage of trained Occupational Medicine Physicians has been estimated at 3,000-5,000 (Institute of Medicine). Consequently, there is no problem with placement of U of U OM residents and most jobs in the US go unfilled. Ergonomics and Safety students are similarly placed without difficulty prior to graduation. Occupational Injury Prevention Research is a relatively new field involving interdisciplinary solutions to workplace injury problems. The RMCOEH has successfully received PhD funding for this program, but needs to develop a master's emphasis to remain competitive. Job demand is believed to be flourishing.

⁷ A letter from the US Air Force Surgeon General is available upon request.

Program	Ave. Students Placed/Year
Industrial Hygiene	4
Hazardous Substances Academic Training	1.5
Occupational Medicine	3
Ergonomics & Safety ⁸	4
Occupational Injury Prevention Research Training (PhD)	1

Many of the initial graduates from the RMCOEH in the 1970s are now at retirement age; this information has begun to show up in the RMCOEH Graduate Surveys. It is believed that a coming wave of retirements is likely to exacerbate these shortfalls of occupational health and safety professionals.

Student Demand

The numbers of students interested in the RMCOEH's programs has been rising. Currently, there are five new IH and HSAT students who entered Fall 2007 and another three are interested in entering January 2008. There is an average of approximately 10 applications for 3 OM positions each year. Each year multiple telephone calls are received from students without engineering backgrounds who seek graduate training in ergonomics and/or safety. Currently, training cannot be provided to them, a need which this proposed program will fill. Aerospace medicine residents are sent by the US Air Force for training, have their tuition and living expenses paid by the Air Force and therefore the Air Force does to a significant extent direct where they may train.

The RMCOEH has graduated over 363 graduate students from its programs since founding of the Center at the U of U in 1977. However, RMCOEH students are not satisfied with the increased general public health requirements which have detracted from a quality OHS academic experience.⁹

Similar Programs

There are no similar programs at any USHE campus.

This proposal is expected to result in no net loss of students in the Public Health programs (MSPH or MPH). While the proposal for the new MSOH/MOH estimates the MSPH and MPH will lose about 10 students per year from existing enrollments, the RMCOEH has been informed by Public Health Programs Administration that they have far more qualified applicants for positions than can be accepted, thus filling any vacancies created will be easy and will result in no net loss. There is no negative impact on the Department of Mechanical Engineering programs; rather, they anticipate broadening the curricular offerings and involvement in training additional students in the proposed MSOH/MOH programs. The Departments of Physical Therapy and Occupational Therapy anticipate no net negative loss; rather, this proposed program broadens potential offerings to help train their students in additional competencies involving ergonomics.¹⁰

This program will work with the Public Health programs to identify areas of mutual interest, including research areas. This program will continue to rely on the Public Health Programs for the Biostatistics core curriculum. It is anticipated that the staff to run these programs would be shared and the programs will be closely coordinated. This program will also maintain close ties with the Mechanical Engineering program.

⁸ Ergonomics and Safety is combined in the engineering department, but they are different yet related fields and are separate in this proposed curriculum as the main target students (PT & OT) do not typically have substantial interest in safety.

⁹ 2006 Graduates survey performed for NIOSH training grant competitive renewal.

¹⁰ Letters of support from the Deans of the Colleges of Engineering and Health are available upon request.

Collaboration with and Impact on Other USHE Institutions

Because there are no similar programs at any USHE campus, there is no need for collaboration and there will be no apparent impact on other USHE institutions.

Benefits

It is possible that some may consider this proposal as an exceptional program as it has features of unique content in the State of Utah and region, the coverage of the entire working-age population, transdisciplinary, transcampus education and research components, provision of improvements in the business climate in Utah through lowering injuries and worker's compensation costs, and high student demand combined with the need to protect what is reportedly the largest training grant at the U of U.

A fortuitous aspect of the planning effort was the recognition that other U of U students could be attracted to the new program. Occupational and physical therapists, those without an engineering degree who desire training in safety, ergonomics, or occupational health, and others may find the MSOH/MOH degrees particularly attractive to meet their needs.

Consistency with Institutional Mission

The proposed MSOH/MOH programs will further increase the educational and research missions. This proposal addresses a unique need at the U of U and in the State of Utah that include prevention of and reductions in work-related deaths and injuries, reductions in workers compensation costs, reduced injuries among U of U employees, major research projects including support for the National Children's Study through providing the environmental measurements necessary for that project, as well as several other extramurally-funded research projects. The RMCOEH is also unique in the breadth and extent of the interdisciplinary, cross-campus collaborations that are utilized for both educational and research missions.

Section IV: Program and Student Assessment

Program Assessment

Assessment standards are determined by several accrediting bodies and the Rocky Mountain Center for Occupational and Environmental Health. The accreditors are: the American Board of Engineering Technologies (ABET) Applied Science Accreditation Commission (ASAC) and the Accreditation Council for Graduate Medical Education (ACGME)'s Preventive Medicine Residency Review Committee.

Section V: Finance

Budget

For budget purposes, the MOH and MSOH programs are inseparable. Students will take the same coursework taught by the same instructors at the same times; the programs share the same administrative support structure. The sole significant difference for budget purposes is the added time, student credit hours, and ultimately the expense involved in the thesis component of the MSOH curriculum. The MSOH and MOH are therefore presented together in the following revenue and expense projections.

Because of overlaps in funding sources for the whole of RMCOEH and of the MOH/MSOH degrees, the following table represents the entire RMCOEH budget with the MOH/MSOH. The next table is an estimated

stand-alone budget for the MOH/MSOH programs, applying approximate portions of the ERC grant and other RMCOEH funding that would be relevant to these programs.

RMCOEH - Five-Year Revenue & Expense¹¹					
	2007-08	2008-09	2009-10	2010-11	2011-12
Revenue					
NIOSH Education and Research Center Training Grant	\$1,320,900	\$1,320,900	\$1,320,900	\$1,320,900	\$1,320,900
Research Grants	\$954,000	\$960,000	\$970,000	\$980,000	\$990,000
Contracts	\$380,000	\$380,000	\$380,000	\$380,000	\$380,000
Continuing Education	\$450,000	\$455,000	\$460,000	\$465,000	\$470,000
MBM start-up ¹²	\$120,000	\$120,000	\$57,216		
MBM Formula	0	0	\$62,784	\$238,056	\$244,596
Tuition Course Fees	\$2,000	\$6,000	\$8,000	\$20,000	\$22,000
Tax Credit Donations ¹³	\$250,000	\$270,000	\$280,000	\$300,000	\$300,000
Income	\$3,476,900	\$3,511,900	\$3,538,900	\$3,703,956	\$3,727,496
Expenses					
Faculty Salaries	\$1,547,126	\$1,593,540	\$1,641,346	\$1,690,586	\$1,741,304
Staff Salaries	\$927,752	\$955,585	\$984,252	\$1,013,780	\$1,044,193
Student tuition/stipends, etc from the RMCOEH's NIOSH Training Grant	\$300,000	\$300,000	\$300,000	\$300,000	\$300,000
Operations	\$672,022	\$630,776	\$579,302	\$663,590	\$603,999
MSOH/MOH Operational Expense	\$30,000	\$32,000	\$34,000	\$36,000	\$38,000
Expenses	\$3,476,900	\$3,511,900	\$3,538,900	\$3,703,956	\$3,727,496
Net (loss)	\$0	\$0	\$0	\$0	\$0

¹¹ The budget is spread across all the programs. There are no adverse budgetary impacts anticipated from the MSOH/MOH programs. It is anticipated that the MSOH/MOH programs will modestly enhance RMCOEH-related revenues. Those revenues will be needed to offset the higher faculty and staff costs for increased student headcounts and programmatic operations.

¹² Proposed MBM Start-up support until MBM SCH funds are received (two year initial delay)

¹³ Primarily dollar for dollar tax credits against workers compensation premiums paid by qualified donors under S.B. 159, 2005 General Legislative Session

MS Occupational Health and MOH Programs Combined - Five-Year Revenue & Expense Projections ¹⁴					
	2007-08	2008-09	2009-10	2010-11	2011-12
Revenue					
NIOSH Education and Research Center Training Grant ¹⁵	\$740,000	\$762,200	\$785,066	\$808,618	\$ 832,877
MBM Start-up ¹⁶	\$120,000	\$120,000	\$57,216		
MBM Formula			\$62,784	\$238,056	\$244,596
Tuition Course/fees	\$2,000	\$6,000	\$8,000	\$20,000	\$22,000
Tax Credit Donations ¹⁷	\$37,056	\$38,168	\$39,313	\$40,492	\$41,707
Income	\$899,056	\$926,368	\$952,379	\$1,107,166	\$1,141,179
Expenses					
Faculty Salaries	\$256,000	\$264,030	\$270,331	\$353,441	\$366,638
Staff Program Support	\$176,056	\$181,338	\$186,778	\$243,907	\$249,888
MS Student tuition/stipends & fees	\$300,000	\$309,000	\$318,270	\$327,818	\$337,653
MS Tuition/Fees	\$137,000	\$140,000	\$143,000	\$146,000	\$149,000
MSOH/MOH Operational Expense	\$30,000	\$32,000	\$34,000	\$36,000	\$38,000
Expenses	\$899,056	\$926,368	\$952,378	\$1,107,166	\$1,141,179
Net (loss)	\$0	(\$0)	\$0	(\$0)	(\$0)

Year 1 – MSOH/MOH Estimated MBM Funding (Reflected in 2010-11)				
Program	Number of Students	MSOH/MOH Course credit Student Contact hours per year	\$460 per hr/per student (minus 29% Dept overhead)	MBM Funding
IH/HSAT	20	20	\$327	\$130,800
Ergonomics	6	8	\$327	\$ 15,696
Safety	6	12	\$327	\$ 23,544
Occupational Medicine	3	26	\$327	\$ 25,506
Aerospace Medicine	5	26	\$327	\$ 42,510
Totals	40			\$238,056

Tuition courses/fees are directly related to conservative projections of enrollments in the MSOH/MOH programs, budgeting at in-state tuition rates. Students in the Safety and Ergonomics will pay tuition. Occupational Medicine, Industrial Hygiene, Hazardous Substances Academic Training would have tuition paid by the NIOSH grant. Aerospace medicine residents would have their tuition paid by the US Air Force.

The Mission Based Management (MBM) formula for funding allocations is a student contact hours driven formula in the U of U's Health Sciences Center that is routed to the Department chair for purposes of

¹⁴ The MSOH/MOH have been combined in the tables as there is not a meaningful way to separate those out as there is such extensive administrative and course overlap.

¹⁵ Actual faculty and staff salary support of the \$1.1M training grant. Remainder is graduate student support.

¹⁶ Proposed Start-up Support until MBM support is received. The MBM formula is a student contact hours driven formula in the U of U's Health Sciences Center that is routed to the generating Department chair for purposes of budgeting with HSC. These figures are the estimates of revenues for the MSOH/MOH programs that would devolve to the RMCOEH's budget based on these conservative projections.

¹⁷ Primarily dollar for dollar tax credits against workers compensation premiums paid by qualified donors under S.B. 159, 2005 General Legislative Session

budgeting with HSC. These figures are the estimates of revenues for the MSOH/MOH programs that would devolve to the RMCOEH's budget based on these conservative projections. The MBM start-up funds will support the programs for the first two years until the MBM formula based revenue takes effect.

Student contact hours for the MSOH/MOH are estimated to be at an average of 18.4 credit hours per student, per year. For budget purposes, MBM educational funding projections are based on current dollar per SCH figures. This formula is \$327 per credit hour multiplied by student contact hours multiplied by the number of students per year (with \$327 being the balance of \$460 per student contact hours minus a departmental overhead of 29 percent). It is projected that there will initially be 10-12 students entering the MSOH/MOH programs each year, with an annual total active student headcount of 27-33, rising to 42-49 over the next five years.

Funding Sources

All these programs are currently funded and have been developed under the 29-year old RMCOEH. The Center is sponsored by a federal grant from the National Institute for Occupational Safety and Health that is over \$1,300,000/year. The RMCOEH receives no direct allocation of state funds and no additional state funds are requested to fund the MOH/MSOH programs.

The tax credit donation has been footnoted in the tables. It is a dollar for dollar tax credit against the tax on state workers compensation premiums paid by qualified donors that is then routed to the RMCOEH in support of occupational safety and health programs at the center. Potential donors include workers compensation insurers and self-insured companies. This tax credit was enacted in the 2005 General Legislative Session (S.B. 159).

Host departments of educational activities and programs within the University Health Sciences Center receive educational funds (state, tuition, and other) through a formula developed and administered by the HSC Mission Based Management Advisory Committee (MBMAC). The relevant funding formula for allocations associated with the MOH/MSOH program would be derived from student contact hours (SCHs). Currently, the Department of Family and Preventive Medicine already receives the SCH related funds for the existing RMCOEH-based courses destined for the MOH/MSOH programs.

As a NIOSH Education and Research Center, faculty time (in FTE's), including time spent teaching courses, is supported in part by the ERC grant. It is difficult to separate ERC supported teaching time, as would be associated with the MOH/MSOH program, from other faculty activities. It is the faculty FTE (up to 40 percent) that is supported by the grant and not their specific activities. The relationship between the ERC grant funding and support of the MOH/MSOH programs is therefore substantial, but difficult to separate as a specific MOH/MSOH revenue source.

Reallocation

With few exceptions, the MOH/MSOH curriculum is already taught as courses through the DFPM Graduate Program in Public Health. Implementation of the MOH/MSOH curriculum does not require extensive preparation or teaching of new courses. The budgetary impact on the RMCOEH of teaching costs of implementing the new degrees is relatively minimal.

Impact on Existing Budgets

There will be no further impact on existing budgets than those described in the above budget sections.

Appendix A. Brief Descriptions of MSOH/MOH programs emphases.

Industrial Hygiene includes education in the sciences associated with determination of risks to human health, development and/or use of measurement methods to evaluate the hazards to which people are or may be exposed, setting allowable limits, and implementation of exposure controls (e.g., personal protection, and/or engineering or administrative controls) when needed. This program is heavily involved in the National Children's Study (Ed Clark, MD, PI) to perform the measurements that will be used to ascertain environmental and occupational exposures.

Hazardous Substances is a parallel or co-discipline of Industrial Hygiene and involves training on acceptable methods for handling and disposing of hazardous chemicals (e.g., protection of workers at Superfund sites).

Occupational Medicine is a subspecialty of Preventive Medicine and involves preventing workplace injuries among workers and the medical treatment of them when injuries and illnesses occur. This is MD/DO residency training program that requires a master's degree. This training is analogous to that of Aerospace Medicine Residents, which is reflected in the Air Force's interests in this program for training its residents.

Occupational Injury Prevention Research Training is a more recent discipline that involves studying injuries and working to prevent them (it is analogous to the Injury Center at the U of U, but this discipline is particularly focused on workers).

Occupational Safety involves the prevention of more acute accidents and events (e.g., eye protection, fall protection) that when neglected result in injuries or fatalities.

Ergonomics involves the fitting of the work to the worker and typically deals mostly with musculoskeletal disorders as they relate to job physical factors.

There is also a planned General Occupational Health emphasis designed to give students a broad background without concentration in one area.

Appendix B. Proposed Curricular Plans for the Master of Science in Occupational Health & Master of Occupational Health by Emphasis.

MSOH – Industrial Hygiene (IH): IH Emphasis Course Requirements

Course #	Required Courses	Credits	Offered
FPMD 6100	Introduction to Biostatistics	3	F & Sp
FPMD 6XXX	Introduction to Occupational Epidemiology	3	F
FPMD 6760	Occupational Health and Safety Administration	3	Sp
FPMD 6750	Fundamentals of Industrial Hygiene	2	F
FPMD 6751	Advanced Industrial Hygiene	3	Sp
FPMD 6752	Introduction to Occupational and Environmental Aspects of Toxicology	3	F
FPMD 6753	Industrial Ventilation	2	Sp (odd yrs)
FPMD 6754	Noise and Other Physical Agents	2	Sp (even yrs)
FPMD 6758	Occupational Environmental Health Clinic	1	F, Sp, & Su
MEEN 6960	Occupational Health and Safety Solutions	3	Sp
FPMD 67XX	Occ. Health Practicum	3	F, Sp & Su
FPMD 6975	Project Research – MSOH OR	6	F, Sp & Su
FPMD 6977	Thesis Research - MSOH	6	F, Sp & Su
	Core Credits	34	
	Electives Students Choice (see below)	9	
	MSOH-IH Total Credit Hours	43	

IH Electives (desired by Student):			
Course #	Course Title	Credits	Offered
FPMD 6756	Hazardous Substances	3	F
FPMD 6730	Quantitative Risk Assessment	3	Sp
MEEN 6100	Ergonomics	3	Sp
MEEN 6110	Safety	3	Sp

MSOH – Hazardous Substance Academic Training (HSAT): HSAT Emphasis Course Requirements

Course #	Required Courses	Credits	Offered
FPMD 6100	Introduction to Biostatistics	3	F & Sp
FPMD 6XXX	Introduction to Occupational Epidemiology	3	F
FPMD 6760	Occupational Health and Safety Administration	3	Sp
FPMD 6750	Fundamentals of Industrial Hygiene	2	F
FPMD 6751	Advanced Industrial Hygiene	3	Sp
FPMD 6752	Introduction to Occupational and Environmental Aspects of Toxicology	3	F
FPMD 6756	Hazardous Substances	3	F
FPMD 6730	Quantitative Risk Assessment	3	Sp
FPMD 6758	Occupational Environmental Health Clinic	1	F, Sp, & Su
MEEN 6960	Occupational Health and Safety Solutions	3	Sp
FPMD 67XX	Occ. Health Practicum	3	F, Sp & Su
FPMD 6975	Project Research – MSOH OR	6	F, Sp & Su
FPMD 6977	Thesis Research - MSOH	6	F, Sp & Su
	Core Credits	36	
	Electives Students Choice (see below)	7	
	MSOH-HSAT Total Credit Hours	43	

IH Electives (desired by Student):			
Course #	Course Title	Credits	Offered
FPMD 6753	Industrial Ventilation	2	Sp (odd yrs)
FPMD 6754	Noise and Other Physical Agents	2	Sp (even yrs)
MEEN 6100	Ergonomics	3	Sp
MEEN 6110	Safety	3	Sp

MSOH - Ergonomics Emphasis Course Requirements

Course #	Course Title	Credits	Offered
MEEN 6100	Introduction to Ergonomics	3	F
FPMD XXX	Introduction to Occupational Epidemiology	3	F
FPMD 6100	Introduction to Biostatistics	3	F
MEEN 6130	Design Implications for Human Machine Systems (or 6120)	3	F
MEEN 6120	Human Factors in Engineering Design (or 6130)	3	Sp
MEEN 6960-6	Interdisciplinary Seminar in Occupational Injury Prevention	1	F
MEEN 7100	Advanced Ergonomics	3	Sp
FPMD 6760	Occupational Health and Safety Administration	3	Sp
FPMD 6750	Fundamentals of Industrial Hygiene	2	F
MEEN 6960	Occupational Health and Safety Solutions	3	Sp
FPMD 6975	Project Research – MSOH OR	6	F, Sp & Su
FPMD 6977	Thesis Research - MSOH	6	F, Sp & Su
	MSOH-Ergonomics Credit Hours	33	
	Electives Students Choice	10	
	MSOH-Ergonomics Total Credit Hours	43	

Occupational Safety Emphasis Course Requirements

Course #	Course Title	Credits	Offered
FPMD 6607	Injury Surveillance	2	Sp
MEEN 6110	Introduction to Industrial Safety	3	Sp
DFPM 7100	Biostatistics II	3	Sp
MEEN 6960-4	Work Physiology and Occupational Heat Stress	3	Su
MEEN 7120	Musculoskeletal Functional Anatomy for Engineers	3	Sp
FPMD 6760	Occupational Health and Safety Administration	3	Sp
FPMD 6311	Research Design	3	F
FPMD 7310	Epidemiology II	3	Sp
FPMD 7530	Design Implementation and Evaluation of Public Health Programs	3	Sp
MEEN 6960-6	Interdisciplinary Seminar in Occupational Injury Prevention	1	F
MEEN 6960	Occupational Health and Safety Solutions	3	Sp
MEEN 7960	Computer Applications & Research Methods in Occupational Injury Prevention	3	Sp
FPMD 6975	Project Research – MSOH OR	6	F, Sp & Su
FPMD 6977	Thesis Research - MSOH	6	F, Sp & Su
	MSOH-Occupational Safety Credit Hours	39	
	Electives Students Choice	4	
	MSOH-Occupational Safety Total Credit Hours	43	

MOH – Occupational Medicine: OM Emphasis Course Requirements

Course #	Required Courses	Credits	Offered
FPMD 6100	Introduction to Biostatistics	3	F & Sp
FPMD 6XXX	Introduction to Occupational Epidemiology	3	F
FPMD 6760	Occupational Health and Safety Administration	3	Sp
FPMD 6750	Fundamentals of Industrial Hygiene	2	F
FPMD 6752	Introduction to Occupational and Environmental Aspects of Toxicology	3	F
FPMD 6703	Occupational Injuries and Diseases	3	F
MEEN 6960	Occupational Health and Safety Solutions	3	Sp
FPMD 67XX	Occupational Health Practicum	3	F, Sp & Su
MEEN 6100	Ergonomics	3	Sp
FPMD 6504	Clinical Prevention and Behavioral Aspects of Occupational Medicine	3	Sp
FPMD 6702	Advanced Topics in Occupational & Environmental Medicine	3	Sp
	MOH-OM Total Credit Hours	32	

MOSH – Occupational Injury Prevention (OIP): OIP Emphasis Course Requirements

Course #	Required Courses	Credits	Offered
FPMD 6XXX	Intro to Occupational Epidemiology	3	Sp
FPMD 6100	Introduction to Biostatistics	3	F, Sp
FPMD 6607	Injury Surveillance	2	Sp
FPMD 6703	Occupational Injuries and Diseases	3	F
FPMD 6730	Quantitative Risk Assessment	3	Sp
FPMD 6750	Fundamentals of Industrial Hygiene	2	F
FPMD 6753	Industrial Ventilation	2	Sp (odd yrs)
FPMD 7300	Epidemiology II	3	Sp
MEEN 6100	Ergonomics	3	Sp
MEEN 6110	Introduction to Industrial Safety	3	Sp
MEEN 6960	Occupational Health and Safety Solutions	3	Sp
MEEN 6960-6	Interdisciplinary Seminar in Occupational Injury Prevention	1	F
MEEN 7110	Systems Safety	3	Sp (odd yrs)
MEEN 7960	Computer Applications & Research Methods in Occupational Injury Prevention	3	Sp
FPMD 6975	Project Research – MOSH OR	6	F, Sp, Su
FPMD 6977	Thesis Research - MOSH	6	F, Sp, Su
	MOSH – OIP Credits	43	

MSOH – General Occupational Health: GOH Emphasis Course Requirements

Course #	Required Courses	Credits	Offered
FPMD 6XXX	Intro to Occupational Epidemiology	3	Sp
FPMD 6100	Introduction to Biostatistics	3	F, Sp
FPMD 6703	Occupational Injuries and Diseases	3	F
FPMD 6730	Quantitative Risk Assessment	3	Sp
FPMD 6750	Fundamentals of Industrial Hygiene	2	F
FPMD 6758	Occupational Environmental Health Clinic	1	F, Sp & Su
FPMD 67XX	Occ. Health Practicum	3	F, Sp & Su
FPMD 6790	Occupational Health and Safety Administration	3	Sp
MEEN 6100	Ergonomics	3	Sp
MEEN 6110	Introduction to Industrial Safety	3	Sp
MEEN 6960	Occupational Health and Safety Solutions	3	Sp
MEEN 6960-6	Interdisciplinary Seminar in Occupational Injury Prevention	1	F
MEEN 7110	Systems Safety	3	Sp (odd yrs)
MEEN 7960	Computer Applications & Research Methods in Occupational Injury Prevention	3	Sp
FPMD 6975	Project Research – MSOH OR	6	F, Sp, Su
FPMD 6977	Thesis Research - MSOH	6	F, Sp, Su
	MSOH – GOH Credits	43	

Appendix C. Generic Comparison between the MPH and MOH degrees¹⁸

	Master of Public Health	Master of Occupational Health ¹⁹
	49 credits	32 credits
Core Courses	Intro to Public Health	Occupational Health and Safety Solutions
	Epidemiology I	Introduction to Occupational Epidemiology
	Biostatistics I	Biostatistics I
	Health Policy and Managed Care	Intro to Ergonomics
	Environmental Health Problems	Occup. Health and Safety Administration
	Public Health Administration	Occupational Injuries and Diseases
	Social Context of Medicine	Fundamentals of Industrial Hygiene
	Public Health Practicum	Intro to Occup. & Env. Toxicology
	Occupational Injuries & Diseases	Occupational Health Practicum
		Clinical Prevention & Behav. Aspects of OM
		Advanced Topics in Occup & Env Medicine
Elective Courses	Infectious Disease Epidemiology	
	Epidemiology II	
	Biostatistics II	
	Introduction to SAS	
	No summative course	Summative course on Occupational Safety and Health problems solving in Utah Businesses

¹⁸ Note that the MSPH/MSOH degrees add a thesis or publishable paper, with credits for the MSPH of 59 credits and MSOH of 43 credits.

¹⁹ This is the Occupational Medicine Emphasis, which is also taken by the Aerospace Medicine residents. There are 6 other closely related proposed emphases (Industrial Hygiene, Hazardous Substances, General Occupational Health, Ergonomics, Industrial Safety, and Occupational Injury Prevention). All receive separate funding support from NIOSH. Also, the mixture of courses is substantially different in the different emphases.

Appendix D. Faculty

Full Professional Effort Faculty

Kurt T. Hegmann, MD, MPH will head the M.S. in Occupational Health Program. Dr. Hegmann is Associate Professor and Center Director of the Rocky Mountain Center for Occupational and Environmental Health (RMCOEH). Dr. Hegmann teaches Occupational Injuries and Diseases (FPMD 6703, 3 credits), and Clinical Prevention (FPMD 6504, 3 credits). He will develop the Occupational Epidemiology course (FPMDXXXYY, 3 credits) for this proposed program, which will be the core epidemiology course for this curriculum. He has experience teaching this graduate course at introductory and advanced levels. Dr. Hegmann has had extensive experience in accreditation site visits including at two institutions, involving approximately seven programs and five different accreditation organizations. He has completed a Medical Education Fellowship program.

Edward Holmes, MD, MPH is Associate Professor and Director of the Occupational Medicine Program. Dr. Holmes teaches Occupational and Environmental Health (FPMD XXX, 2 credits), which is an adaptation of an existing course.

Rod Larson, PhD, MS, CIH is Assistant Professor and Director of the Industrial Hygiene Program and the Hazardous Substance Academic Training Program. Dr. Larson has extensive prior, real world experience as a lead Industrial Hygienist for Exxon. Dr. Larson teaches the Introduction to Industrial Toxicology course (FPMD 6752, 2 credits) with assist from Dr. Eric Wood, MD, MSPH; and the Quantitative Risk Assessment course (FPMD 6730, 3 credits).

Royce Moser, Jr., MD, MPH is Professor and Deputy Center Director for the RMCOEH. Dr. Moser has world-wide expertise in bioterrorism. He also has administrative acumen derived from years of experience and his textbook serves as the primary instructional source for his course. He teaches the Occupational Safety and Health Administration course (FPMD 6760, 3 credits).

Leon Pahler, PhD, MSPH, CAIH is an Instructor in the Industrial Hygiene Program. He has a Ph.D. in Organic and Heterocyclic Chemistry. His prior experience includes work as a Senior Environmental Specialist at a major petroleum company's shale oil facility in Colorado. Dr. Pahler will be teaching the Hazardous Substance course (FPMD 6756, 3 credits).

Eric Wood, MD, MSPH is an Assistant Professor in the Occupational Medicine Program. However, he is dual trained, having completed prior training in Industrial Hygiene. He co-teaches the Introduction to Industrial Toxicology course (FPMD 6752, 2 credits) with Dr. Larson. He also teaches the Occupational and Environmental Health Clinic course (FPMD 6758, 1 credit).

Scott Collingwood, PhD, BSE is an Instructor in the Industrial Hygiene Program pending defense of his dissertation. He has a prior Master of Science degree in Mechanical Engineering from Iowa, and worked as an industrial hygienist for the University of Iowa Dept. of Occupational and Environmental Health. Scott Collingwood teaches the Fundamentals of Industrial Hygiene course (FPMD 6750, 2 credits); and co-teaches the Occupational Health and Safety Solutions course with Dr. Sesek and Dr. Wood (MEEN 6960).

Hannah Edwards, MD, MPH is Instructor in the Occupational Medicine Program. She is co-teaching the Occupational Injuries and Diseases (FPMD 6703, 3 credits), and Clinical Prevention (FPMD 6504, 3 credits) courses.

Adjunct Faculty

Donald Bloswick, PhD, CPE is Professor and Director of the Ergonomics and Safety Programs at the U of U. He teaches the Introduction to Ergonomics course (MEEN 6100, 3 credits).

Richard Sesek, PhD, MSPH, CPE, CSP is Assistant Professor of the Ergonomics and Safety Programs at the U of U. He teaches the Safety course (MEEN 6110, 3 credits) and OEH&S Field Trips (FPMD 6759, 1 credit). Dr. Sesek will take the OEHS Field Trips class and work with Scott Collingwood to develop the core Interdisciplinary Occupational Safety and Health Problems Solving course (MEEN 6790-3, 3 credits). This course involves taking problems in industry, researching the problems and implementing solutions to attempt to solve them. Students are planned to be divided into appropriate sized teams and then work with faculty to solve them. Industrial and workplace problems are to be submitted from any of the approximately 500 companies with which the RMCOEH has contacts.

Stephen Alder, PhD is Assistant Professor in the Department of Family and Preventive Medicine. He teaches the core Introduction to Biostatistics course (FPMD 6100, 3 credits), Research Design elective (FPMD 6958, 2 credits) and Biostatistics II (FPMD 7110, 3 credits).

Dean A. Byrd, MD is a Professor in Psychiatry and teaches the Social Context of Medicine course (FPMD 6600, 3 credits).

George White, Jr., PhD, MSPH is Professor of Family and Preventive Medicine and Director of the Public Health Programs. He teaches the Introduction to Public Health Course which is an elective (FPMD 6500, 2 credits).

Dean R. Lillquist, PhD, MSPH, CIH is a visiting lecturer for the Fundamentals of Industrial Hygiene course (FPMD 6750) and Introduction to Industrial Toxicology course (FPMD 6752). He is the past IH Program Director for the Rocky Mountain Center, and is now the Director of the (federal) OSHA Technical Center that is located in Salt Lake City, Utah.

Jeff Burton, MS, PE, CIH is a part-time instructor for the Industrial Hygiene Program. He is a past president of the American Industrial Hygiene Association. He is also internationally recognized for his expertise in ventilation design and evaluation, having written a number of books on the subject. He teaches the ventilation course (FPMD 6753).

Frank D. DeRosso, MSPH, CIH was an instructor at the Rocky Mountain Center and as an adjunct co-teaches the Advanced Industrial Hygiene course (FPMD 6751). Mr. DeRosso has twenty years of professional IH experience including a strong background in safety and environmental compliance. He is board certified in the comprehensive practice of IH.

James Nelson, PhD, CIH was a part-time RMCOEH faculty member in previous years, starting when the IH Program was first established. Now as an adjunct, he teaches the chemistry portion of the Advanced Industrial Hygiene course (FPMD 6751). Dr. Nelson is the Past-President of DataChem Laboratory, which is one of the largest occupational and environmental hygiene laboratories in the world. He is certified in chemical aspects by ABIH and has served as Chairman of the AIHA Laboratory Accreditation Committee.

January 9, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah Valley State College – Bachelor of Science in Dental Hygiene – Action Item

Issue

Officials at Utah Valley State College (UVSC) request approval to offer a Bachelor of Science in Dental Hygiene, effective Fall Semester 2008. The UVSC Board of Trustees approved the proposed program on October 10, 2007. The Program Review Committee approved the proposed program on December 4, 2007.

Background

Health care is an ever changing, ever evolving field. One of these changes revolves around the American Dental Hygiene Association (ADHA) and its vision for the near future of the profession. The association is calling for a move from a two-year associate degree to a four-year bachelor's degree, as the entry level into the profession. The association is also recommending that more research be conducted in the field by hygienists with advanced degrees. Additionally, they are encouraging a new form of oral health care provider that will involve dental hygienists being at a master degree level of education.

These proposed changes are in response to changes occurring in the delivery of health care nationwide. These changes are in a response to an explosion in new information, technologies, protocols, discoveries, regulations, and the equally important societal, economical, and cultural needs of the populations at large that the hygiene profession serves.

The proposed program builds on the existing AAS degree already in place. The proposed program will have three different emphases, which reflect the three areas that hygienists usually explore and develop in their professional and personal growth. These three areas are: 1) Education, 2) Public Health, and 3) Business.

The Utah Department of Workforce Services lists dental hygiene as one of its Five Star Careers for 2004 through 2014. A Five Star Career is one that has the highest employment outlook and the highest wages.

Graduates with a bachelor's degree in dental hygiene currently find employment in clinical practice, education, public health, private industry, and research.

Policy Issues

The proposed degree in Dental Hygiene has been reviewed by other USHE institutions. Although the other institutions support UVSC's proposal, several questions and suggestions were made, which have been addressed by UVSC. A question was raised concerning the labor market demand for more dental hygienists and that adding the bachelor's degree would not add to the labor pool. UVSC responded that the proposed degree would increase manpower in the labor market in several areas which are pertinent to the proposed three emphases; education, public health and business. First, there is a critical shortage of qualified dental hygiene educators nationwide. Second, the American Dental Hygiene Association states: "There is an ever growing need for professionals in the community/public health arena with a strong foundational knowledge in oral health. A bachelor's degree or higher is required for these positions." Third, dental hygienists are needed in the business world with a bachelor's degree.

Another question was raised concerning the source of funding for the program. UVSC has detailed in the proposal how the program funding fits with UVSC's legislative request and plan for implementing the University mission.

There are no remaining concerns by other institutions concerning the proposed degree.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve the Request to Offer a Bachelor of Science Degree in Dental Hygiene at Utah Valley State College, effective Fall 2008.

David L. Buhler, Interim Commissioner

REK/GW
Attachment

Academic, Career and Technical Education and Student Success Committee

Action Item

Request to Offer a Bachelor of Science Degree in Dental Hygiene

Utah Valley State College

Prepared for
David L. Buhler
By
Gary Wixom

January 9, 2008

SECTION I: The Request

Utah Valley State College requests approval to offer a Bachelor of Science in Dental Hygiene effective Fall Semester 2008. This program was approved by the institutional Board of Trustees on October 10, 2007.

SECTION II: Program Description

The proposed program will consist of 126 credit hours, building on the successful AAS degree program of 81 credit hours already in place. The proposed program will have three different emphases, which reflect the three areas that hygienists usually explore and develop in their professional and personal growth. These three areas are: 1) Education, 2) Public Health, and 3) Business. The degree will better equip the graduates to meet the demands of the present and future of the dental hygiene profession and oral health care. Details of the proposed degree, and the three emphases, are included in Appendix A. Details of the proposed dental hygiene courses included as part of the degree proposal are included in Appendix A.

Purpose of Degree

The proposed bachelor's degree in Dental Hygiene is designed to: 1) provide students with a broader knowledge of dental hygiene, 2) address the growing body of new knowledge and protocols in the profession, 3) prepare students for probable changes in the profession (to include an entry level bachelor's degree and a new hybrid oral health care practitioner), 4) facilitate entry into graduate school, 5) develop a larger pool of qualified dental hygiene educators, 6) meet the demand of local dental hygienists to obtain a bachelor's degree and help aid in fulfilling their individual career and personal growth 7) and further develop students problem solving and critical thinking skills.

The proposed degree will help satisfy a proven market demand as demonstrated by student and community surveys. The bachelor's degree program will help UVSC attain the goal of a more comprehensive undergraduate institution.

The proposed degree will contain six new courses taught by the Department of Dental Hygiene and address areas such as education of the patient, the community, and the hygiene student; oral public health issues; seminars in new discoveries and advances; and research.

The proposed degree is inter-disciplinary in nature with its three emphases taught by other departments. This interdisciplinary approach will help broaden the students' knowledge base, discover the connections between the areas, and heighten their ability to think creatively and approach challenges with greater resource.

Each emphasis is twelve credits and consists of four courses that will further explore the students' interest and goals, develop their talents and skills, and lay the foundation for future study while benefiting their patient and the community. The three emphases are intended to be holistic in nature, connecting other, yet related fields to dental hygiene and producing a graduate who can see these connections between fields and work with them with a truly synergistic result.

Institutional Readiness

The degree will be part of the existing Department of Dental Hygiene, which is in the School of Science and Health. The addition of this degree will have limited budgetary and personnel impact. Most of the faculty and resources are already in place with the successful AAS degree in dental hygiene. The bachelor's degree will require the addition of one full-time faculty member.

The proposed new dental hygiene courses will be taught by the current faculty members, who are well prepared to do so. All of the emphases courses, except one, are already in place and have been successfully taught by other departments. There is no negative impact on other departments, as the number of projected students registering for courses will result in a more robust enrollment in course sections.

The proposed degree does not have a clinical component and, as such, will not require additional funds to support additional clinical operation.

As stated above, the degree is in harmony with the mission of the college and well placed in the confluence of the coming changes of the institution becoming a regional teaching university.

Faculty

The Department of Dental Hygiene currently has three full-time faculty, including the chair, who will be directly involved with the delivery of this degree. The full time faculty all have terminal degrees for their profession: one has a DDS, and two have master degrees. All three current faculty members have Master Degrees in Education. They will teach the proposed new courses in the degree. A new full-time faculty member will be needed to teach some of the existing courses, as well as clinic sections. The new faculty member will contribute to the various other duties of full-time faculty members. This addition of one full-time faculty member will allow the department to maintain the healthy 65/35 ratio of part-time to full-time faculty members.

Staff

The department currently has a full-time administrative assistant and a part-time clinic secretary. The department chairperson serves as the advisor for the small 28-student AAS degree program. No additional staff will be needed in each of the first five years of the program.

Library and Informational Resources

The department has an excellent working relationship with the library. The library has always been eager and helpful in fulfilling departmental requests for new books, DVD's, journals, and other learning aids. Last year the library added over \$1,500 in new materials.

The new Digital Learning Center will help maintain the already excellent learning resources available to our students and faculty as the department and college continues to grow. The department recently underwent its special accreditation process and the library and informational resources were found to fit the needs of the program.

The department also maintains its own collection of books, DVD's, tapes, journals and other instructional/informational resources for the benefit of students and faculty. The emphasis courses are already in place in other department bachelor programs so the library resources for those courses have been provided.

Faculty will request all new library resources needed to support the new bachelor's degree.

Admission Requirements

Admission to the current AAS program and the vast majority of entry-level dental hygiene programs nationwide is competitive. Being accepted and then graduating from an accredited dental hygiene program reflects a high level of academic achievement.

Admission to the proposed BS program will also be competitive. Admission will require:

- 1) graduation from an accredited entry-level dental hygiene program with the applicant receiving either an AA/AS or an AAS in dental hygiene;
- 2) a minimum cumulative GPA of 3.0 for their AA/AS or AAS dental hygiene degree;
- 3) a personal statement of the applicant's reasons for wanting to be in the program.

Selection will be based on the level of the GPA, rubric evaluation of the personal statement and, if necessary, an interview. The maximum number of accepted students per year will be 25.

Student Advisement

The Department Chair functions as the departmental advisor, with support from the department administrative assistant. The advising process for the proposed program will remain the same and the resources available will be appropriate for the anticipated number of new students.

As is done now, the department will hold informational sessions for potential applicants, post the new program information, and application process and procedures online, meet individually with those interested in the program, and continue to present at student meetings and career fairs in the college, as well as in the community.

Once in the program, the department has the resources to advise its students in all areas of the program, as well as the profession. Students will periodically meet with the advisor to discuss their progression in the program, fulfillment of program requirements, and any other topics of concern or interest.

The department has an outstanding record of student success. The department will continue to focus success through its advisement and other efforts with the proposed program's students.

Justification for Number of Credits

The proposed degree program is within the regular guidelines in USHE policy for BS degrees.

External Review and Accreditation

No external consultants were involved in the development of the proposed program.

The department has an active Advisory Committee with whom the proposed program has been discussed at Advisory Committee meetings and with whom advice has been solicited.

The Advisory Committee has voiced strong support for the proposal. In the recent accreditation process, the Advisory Committee met with the site visitors to discuss the program. One of the commendations given to the program was acknowledgment of a strong, engaged, and supportive Advisory Committee.

The members of the advisory Committee are:

- Dr. Alex Larsen DDS
- Dr. Gary Weist DDS
- Dr. George Bailey DDS

Dr. Rella Christensen RDH, PhD
Melinda Tate RDH, AAS
Karen Preston RDH, BS
Dee Webb RDH, AAS
John Gerhauser RDH, AAS
Trisha Seamons RDH, AAS

There is a special accreditation process for all dental hygiene programs that only offer an AA/AS or an AAS degree, or those that only offer a bachelor's degree, but do not offer an AA/AS or an AAS degree. Because UVSC already offers, and will continue to offer an AAS degree, UVSC will continue to be accredited based on their AAS degree and not on the proposed bachelor's degree.

Projected Enrollment

A significant amount of junior and senior course work in the proposed degree is offered in an interdisciplinary way through other departments. The additional courses in the Department of Dental Hygiene will generate the projected enrollment figures.

Projected	Year 1	Year 2	Year 3	Year 4	Year 5
FTE Students	6.66	9.66	10.13	10.59	10.79
Headcount	20	41	43	45	46

Expansion of Existing Program

The proposed degree program will be an expansion of the existing AAS Degree. The data for the past five years are as follows:

	2003	2004	2005	2006	2007
Graduation Head Count	14	14	14	14	14
Graduation Rate	100%	100%	100%	100%	100%
National Board Pass Rate	100%	100%	100%	100%	100%
Anesthesia Board Pass Rate	100%	100%	100%	100%	100%
Clinic Board Pass Rate*	100%	100%	100%	100%	100%

* Represents pass rate within 3 months of graduation date.

SECTION III: Need

Program Need

Health care is an ever changing, ever evolving field. One of these changes revolves around the American Dental Hygiene Association (ADHA) vision for the near future of the profession. One of the changes they are calling for is a move from a two-year associate degree to a four-year bachelor's degree, as the entry level into the profession. They also recommend that more research be conducted in the field by hygienists with advanced degrees. Additionally, they are encouraging a new form of oral health care provider that will involve dental hygienists being at a master degree level of education.

These coming changes are in response to the recent and future changes occurring in the delivery of health care nationwide. They are a response to explosion in new information, technologies, protocols,

discoveries, regulations, and the equally important societal, economical, and cultural needs of the populations at large that the hygiene profession serves.

The proposed degree will help meet these challenges by producing a graduate even better equipped to deal with both recent and future coming changes. The degree will not only be informational in nature, but will help develop the graduates critical thinking and problem solving skills when dealing with their patients, new protocols or issues of access, public health and patient education.

The ADHA also warns of the present and future shortage of qualified dental hygiene educators nationwide and encourages graduate level education of hygienists to meet this need.

In the ADHA 2001 Position paper on educational standards, the association notes: "The health care delivery climate changes. Mounting scientific evidence associating periodontal (gum) disease and systemic diseases, increased demand for access to oral health services, and ongoing technological advances, make it imperative that dental hygiene education standards not be reduced, but at a minimum, maintained and enhanced to meet the future health care needs of the public." www.adha.org

Labor Market Demand

The Utah Department of Workforce Services lists dental hygiene as one of its Five Star Careers for 2004 through 2014. A Five Star Career is one that has the highest employment outlook and the highest wages.

In its 2006-2007 report, the U.S. Department of Labor states "Employment of dental hygienists is expected to grow much faster than the average for all occupations through 2012."

The August 2006 issue of the American Dental Hygiene Association (ADHA) publication, Access, speaks of the critical shortage of dental hygiene educators, "which will get worse before it gets better."

The 2006 ADHA report, "Focus on the Profession," recommends dental hygienists get their bachelor's degree and within five years recommends a move toward the bachelor's degree as the entry point into the profession, (www.adha.org).

Graduates of bachelor's degree programs currently offered find employment in clinical practice, education, public health, private industry, and research.

Student Demand

Surveys were recently conducted of our current students as well as the dental hygiene community in Utah County and closely surrounding areas. The survey asked:

- 1) Would you be interested in attending a UVSC bachelor's degree program and
- 2) Is there a need for a quality bachelor's degree program in dental hygiene in Utah County and surrounding areas?

The response of current students was 100% positive to question one and question two.

Out of the 79 surveys returned from the surrounding dental hygiene community:

- 1) Eight, (10%) already had a bachelor's degree, but all eight thought there was a need for a quality BS degree program in the area.
- 2) Four respondents, (5%), did not have interest and did not think there was a need for a quality BS degree program in the area.

- 3) 67, (85%) are interested in attending and also think there is a need for a quality BS degree program in the area.

AAS Degree graduates in Dental Hygiene have completed more than 80 semester hours largely because of accreditation requirements. The completion of just 40-45 more credit hours for the baccalaureate degree is attractive and efficient.

Similar Programs

Weber State University is the only other USHE institution currently offering a bachelor's degree program in dental hygiene. They also offer an associate degree in dental hygiene. Dixie State College has been approved for a Bachelor's degree in Dental Hygiene and will begin the program in the Fall of 2008.

There are other bachelor's degree programs in the intermountain area. Idaho State University, Northern Arizona University, and the University of Colorado offer bachelor's degrees in dental hygiene. The University of New Mexico offers both a bachelor and a master degree in dental hygiene but does not offer an associate degree.

A bachelor's degree program in dental hygiene is needed at UVSC because:

- 1) The locations of the above are problematic for attendance by Utah Valley residents and those in surrounding areas.
- 2) The proposed UVSC program, though similar in some ways to Weber's successful program, is different in one way. They both grew out of successful associate degree programs and both retain the associate degree offering in their respective dental hygiene departments. However, the proposed UVSC program will offer the three emphases where as the Weber State program does not.
- 3) The survey performed shows a serious interest by potential students and community support.
- 4) The above information seems to show that the Bachelor of Science Degree in Dental Hygiene fits in with university status, as all of the other programs are offered through an institution with university status.

Collaboration with, and Impact on, Other USHE Institutions

In conversations with Weber State University, the program director gave a favorable view of the UVSC degree proposal. A letter of support from Weber State University is in Appendix D. Additional letters of support from the industry and advisory committee are on file in the Commissioner's Office.

Benefits

The proposed bachelor's degree program will contribute to the on-going effort of UVSC to become a comprehensive undergraduate, teaching institution in Utah Valley. The cost to the college and state will be minimal, as the only major expense will be the addition of one full-time faculty member to the department, because the program will build on the already successful AAS program, which is in place and will use many courses from other existing successful programs.

The proposed bachelor's degree program will help meet the demonstrated needs of the community members who want to attend the program. Some of the graduates of the program will go on to attend other USHE institutions to take graduate level coursework in areas of interest, sparked by their attendance in the dental hygiene bachelor's degree program. Some of the graduates of the program will become a resource for future faculty members in the various USHE dental hygiene programs, thus helping to address the

critical shortage of qualified dental hygiene educators and researchers. The proposed bachelor's degree program is also consistent with the current mission and goals of the institution, as explained in the following section.

Consistency with Institutional Mission

The degree is in harmony with the current UVSC mission in the following ways: 1) the proposed program leads to a Bachelor's degree in an area of high demand; 2) the proposed program encourages students to attain their goals, while realizing their talents both personally and professionally; 3) the proposed program is very student centered and responsive to student needs; 4) the proposed program is innovative; 5) the proposed program has courses that examine diversity and various cultures; 6) the proposed program will provide an increasingly educated work force; 7) the proposed program is designed to encourage critical thinking and problem solving skills; and 8) the proposed program will promote engaged learning through service learning.

The proposed bachelor's degree program will help UVSC attain the goal of a comprehensive undergraduate institution.

SECTION IV: Program and Student Assessment

Program Assessment

The program goals for the Bachelor of Science Degree Program in Dental Hygiene are:

1. The program will be staffed by faculty who will be role models of life-long learning, professional development and community involvement.

Assessment: Faculty will periodically formally self-assess and discuss with the chair and other faculty, their attendance at continuing education courses, their professional development and their community involvement, meeting standards devised by the department.

2. The program will be academically challenging, yet address the professional needs of the students and foster student success.

Assessment: The graduation rates will be monitored and student performance will regularly be discussed at faculty meetings. Student surveys and self-assessment will be evaluated regularly.

3. The program will address the social, cultural and economic aspects of oral health care.

Assessment: The curriculum and course objectives will address the above areas. Student performance on papers and projects relating to the above will be evaluated and discussed. Input from the advisory committee will be solicited. Service learning will be part of the curriculum.

4. The program will be holistic in nature, involving various disciplines while encouraging creativity and problem solving.

Assessment: Evaluation tools such as reflective journals, capstone papers, case studies, poster presentations and projects will be used, examined and reviewed. Student performance on these tools will be assessed. The faculty will interact with the faculty from other departments in areas of

the emphases.

Expected Standards and Competencies and Evaluation Tools

1. The student will be able to identify current issues in oral public health and develop a plan to address the issues.

Formative evaluation: Classroom discussion, student questions/answers, initial work on projects, student self-evaluations.

Summative evaluation: Completed projects, presentations, tests.

2. The student will be able to recognize the social, economic and cultural implications involved in health care education and delivery.

Formative evaluation: Classroom discussion, student questions/answers, initial work on projects, student self-evaluations.

Summative evaluation: Completed projects, presentations, tests.

3. The student will be able to apply teaching and learning strategies to diverse populations of patients and communities.

Formative evaluation: Classroom discussion, student questions/answers, initial work on projects, student self-evaluations, journal entries.

Summative evaluation: Completed projects, presentations, journals, tests.

4. The student will be able to describe new advances, protocols, discoveries and regulations in the dental hygiene profession.

Formative evaluation: Classroom discussion, student questions/answers, initial work on journal, student self-evaluations.

Summative evaluation: Completed journals, essays.

5. The student will be able to compare and contrast the realities of private practice with knowledge and skills gained from their dental hygiene education.

Formative evaluation: Classroom discussion, student questions/answers, initial work on projects, student self-evaluation.

Summative evaluation: Completed projects, presentations, tests.

6. The student will be able to explore one of three areas (Education, Public Health, or Business) and relate that area to their interests and/or professional goals.

Formative evaluation: Classroom discussion, student questions/answers, initial work on projects,

student self-evaluations.

Summative evaluation: Completed projects, tests, portfolios, final capstone paper.

The above standard levels of performance were selected to reflect the majority of course and associated learning objectives of the program. It is believed that the variety of evaluation tools will accurately measure the standards in a valid fashion.

SECTION V: Finance

Budget

Five-Year Budget Projection:

	Year 1	Year 2	Year 3	Year 4	Year 5
Students					
Projected FTE Enrollment	6.66	9.66	10.13	10.59	10.73
Cost per FTE	\$12,920	\$9,226	\$9,142	\$ 9,079	\$ 9,315
Student/Faculty Ratio	6.666	9.66	10.13	10.59	10.73
Projected Headcount	20	41	43	45	46

Projected Tuition					
Gross Tuition	\$19,980	\$28,979	\$ 30,378	\$31,777	\$32,177
Tuition to Program					

	Year 1	Year 2	Year 3	Year 4	Year 5
Expense					
Salaries & Wages	\$55,000	\$57,200	\$59,488	\$61,868	\$64,342
Benefits	\$28,050	\$29,172	\$30,339	\$31,552	\$32,185
Total Personnel Costs	\$83,050	\$86,372	\$89,827	\$93,420	\$97,157
Current	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500
Travel	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
Capital	\$0	\$0	\$0	\$0	\$0
Library	\$500	\$250	\$250	\$250	\$250
Total	\$86,050	\$89,122	\$92,577	\$96,170	\$99,907

	Year 1	Year 2	Year 3	Year 4	Year 5
Revenue					
Legislative Appropriation	\$86,050	\$89,122	\$92,577	\$96,170	\$99,907
Grants					
Re-allocation					
Tuition to program					

Total Revenues	\$86,050	\$89,122	\$92,577	\$96,170	\$99,907
Difference					
Revenue-Expense	\$0	\$0	\$0	\$0	\$0

Funding Source

The funding source will be through Legislative Appropriation. UVSC has requested funding as part of the Regents budget request under Workforce Development—Health Professions Initiative. If that Initiative is not funded, UVSC will allocate funds from the University Status—Enhance Quality of Existing and Proposed Academic Programs.

The nature of a regional university also includes meeting student needs and contributing to economic development. The proposed BS Degree in Dental Hygiene addresses some specific elements of the Utah Valley University mission statement to "meet regional educational needs," to "prepare professionally competent people," and to "foster engaged learning" which this degree does with a specific requirement. For at least these factors of meeting the mission and expanding the comprehensive offerings, use of university status funding is justified.

The \$10 million budget presented to the Board of Regents in "The Rationale for a University Mission" in December 2006 included \$2,568,300 to Enhance Quality of Existing and Proposed Academic Programs (Undergraduate Experience). Beyond enhancing the general academic experience at UVSC, this funding is to "ensure adequate faculty and support staff for most recent and proposed degree programs." UVSC has reviewed R401 budgets for previously approved degrees as well as for proposed degrees in the planning and approval process. The commitment of "university" funds toward the Dental Hygiene BS degree is consistent with the December 2006 proposed "university budget" as well as Academic Affairs master plan and priorities. This allocation is part of the \$8 million already appropriated to UVSC.

Impact on Existing Budgets:

The new faculty member, with associated costs, will increase the department budget. The library will focus at least \$500 of its acquisitions budget to new and expanded materials for this program. Supporting programs will have no budget impact but will see some slightly larger sections.

Appendix A: Program Curriculum

New Courses to be Added in the next Five Years:

Course Number	Title	Credit Hours
DENT 3060	Advanced Dental Hygiene - Public Health	3
DENT 3200	Teaching the Dental Hygiene Patient	2
DENT 4010	Cutting Edge Seminar	1
DENT 4200	Teaching the Dental Hygiene Student	3
DENT 481R	Internship in Dental Hygiene	1- 4
DENT 489R	Undergraduate Research in Dental Hygiene	3

All Program Courses:

Matriculation Requirements

Completion of an AA/AS or AAS degree in dental hygiene from an accredited Program and with Department permission.

General Education Requirements - Credits (38)

ENGL 1010 Introduction to Writing (3.0)

ENGL 2010 Intermediate Writing–Humanities/Social Science (3.0)

OR

ENGL 2020 Intermediate Writing –Science and Technology (3.0)

MATH 1050 College Algebra (4.0)

Complete one of the following: Credits (3)

HIST 1700 American Civilization (3.0)

HIST 2700 US History to 1877 (3.0)

HIST 2710 US History since 1877 (3.0)

HIST 1740 US Economic History (3.0)

POLS 1000 American Heritage (3.0)

POLS 1100 American National Government (3.0)

Complete the following: Credits (5)

PHIL 2050 Ethics and Values (3.0)

HLTH 1100 Personal Health and Wellness (2.0)

OR

PES 1097 Fitness for Life (2.0)

Distribution Courses: Credits (20)

BIOL 1010 General Biology (fulfills biology) (3.0)

CHEM 1110 Elementary Chemistry for the Health Sciences (fulfills
Physical Science) (4.0)

ZOOL 2320 Human Anatomy (fulfills additional Biology or Physical Science) (4.0)

Fine Arts: Credits (3)

COMM 1050 Introduction to Speech Communication (fulfills

- Humanities) (3.0)
 SOC 1010 Introduction to Sociology (fulfills Social/Behavioral Science) (3.0)
 OR
 SOC 1020 Modern Social Problems (3.0)

Discipline Core Requirements: Credits (67)

Complete the following:

- DENT 1010 Dental Hygiene I (4.0)
 DENT 1020 Oral Anatomy and Physiology (4.0)
 DENT 1030 Dental materials (2.0)
 DENT 1040 Dental Hygiene II (6.0)
 DENT 1050 Clinical Dental Radiology (2.0)
 DENT 1060 General and Oral Pathology (3.0)
 DENT 2010 Dental Hygiene III (6.0)
 DENT 2020 Dental Pharmacology (3.0)
 DENT 2050 Dental Hygiene Seminar (1.0)
 DENT 2060 Community Dental Hygiene (3.0)
 DENT 3030 Periodontology (3.0)
 DENT 3040 Dental Hygiene IV (6.0)
 DENT 3060 Advanced Dental Hygiene Public Health (3.0)
 DENT 3200 Teaching the Dental Hygiene Patient (2.0)
 DENT 4010 Cutting Edge Seminar (1.0)
 DENT 481R Internship in Dental Hygiene (1.0-4.0)
 MICR 2060 Microbiology for Health Professions (4.0)
 NUTR 1020 Foundations of Human Nutrition (3.0)
 PSY 1010 General Psychology (3.0)
 ZOOL 2420 Human Physiology (4.0)

Elective Requirements: Credits (9)

Choose any 3000 level courses or higher for 9 credits (DENT 489R recommended)

Emphases Requirement: Credits (12)

Choose one of the three emphases:

Education

- EDSC 3000 Educational Psychology (3.0)
 DENT 4200 Teaching the Dental Hygiene Student (3.0)
 HLTH 4200 Health Education Teaching Methods (3.0)
 SOC 3430 Sociology of Education (3.0)
 OR

Public Health

- HLTH 3200 Principles of Community Health (3.0)
 HLTH 3260 Modifying Health Behavior (3.0)
 HLTH 3800 Epidemiology (3.0)

HLTH 4300 Community Health Ethics (3.0)

OR

Business

MGMT 3000 Organizational Behavior (3.0)

MGMT 3600 Principles of Marketing (3.0)

MGMT 3170 Entrepreneurship (3.0)

MGMT 3210 Convention and Events Management (3.0)

Total Number of Credits: 126

Graduation Requirements:

- 1 Completion of a minimum of 126 semester credits.
- 2 Overall grade point average of 2.5 or above. All courses must have "C-" or higher.
- 3 A minimum of 30 credit hours in residence through course attendance at UVSC, with 10 hours earned during the last 45 hours.
- 4 Completion of GE and specified departmental requirements.
- 5 A minimum of 40 upper division credit hours.

Course Descriptions:

DENT 3060 Advanced Dental Hygiene Public Health - Examines current and future issues in oral public health. This course examines barriers and solutions to health concerns and teaches students to produce a program or process to address issues.

DENT 3200 Teaching the Dental Hygiene Patient - Addresses areas such as learning theories, teaching strategies, societal-cultural considerations and evaluates and applies them specifically to the needs of the dental hygienist when teaching his/her patients and communities at large.

DENT 4010 Cutting Edge Seminar - This seminar discusses and exposes the students to the latest in technology, information, discoveries, protocols, and procedures in the field of dental hygiene . Guest speakers in the field will be an important part of the seminar.

DENT 4200 Teaching the Dental Hygiene Student - Prepares the dental hygienist to become a successful dental hygiene educator in a dental hygiene program by addressing areas such as: learning theories, teaching strategies, learning objectives, lesson plans, syllabi, curriculum design, evaluation tools and the roles of an educator.

DENT 481R Internship in Dental Hygiene - Refers to and utilizes the student's current private practice situation as a practicing dental hygienist to further apply and develop their skills and knowledge. Requires the student to keep a reflective journal and produce a paper relating to his/her experiences. This course may be repeated for up to eight hours, with only four credits applying towards the BS in dental hygiene.

DENT 489R Undergraduate Research in Dental Hygiene - Provides students with the opportunity to conduct research under the mentorship of a faculty member. Students will put into practice the theoretical knowledge gained in their previous major courses. Students will create a significant intellectual or creative product that is characteristic of the dental hygiene discipline and worthy of communication to an audience.

ENGL 2010 Intermediate Writing - Explores interfaces between the personal and the public and invokes problems for exploration. Emphasizes the production of well-reasoned and carefully researched written arguments that embody the spirit of inquiry, explore and interrogate multiple perspectives, and negotiate meanings across a diverse array of positions.

HIST 1700 American Civilization - Stresses movements and developing institutions that are important for an appreciation of American History from the Pre-Colombian period to the present. Discussions include analysis of developing political, economic, and social institutions and their interrelationships with, and impact upon, the geographical features of the land.

HLTH 1100 Personal Health and Wellness - Examines the basic health "wellness" concept of good health through healthy living. Develops a greater appreciation for bodies and understanding of requirements to maintain or achieve good physical, mental, emotional, social, and spiritual health.

HLTH 4200 Health Education Teaching Methods - Examines teaching methods, materials and techniques. Studies secondary education health curriculum, program planning, development, implementation, and evaluation.

EDSC 3000 Educational Psychology - Stresses research-based teaching/learning principles used in a classroom setting to enhance learning. Includes study of parent education, involvement, and support strategies, and collaboration with community agencies and professional. Emphasizes the application of theory to practice with emphasis on teacher-student instructional interaction and teacher/parent/community agency interactions.

SOC 3430 Sociology of Education - Examines and investigates educational trends and issues such as private vs. public systems; dropout rates; desegregation; student achievement/failure; education policies; race; class; gender issues; the 'Hidden Curriculum'; and education reform using Sociological theory and empirical research.

HLTH 3200 Principles of Community Health - Presents the role and function of various community health services and agencies and how they interface. Examines health care models and agencies, health care reform, health objectives for the nation, and health planning and promotion. Explores life style risk reduction, environmental issues, ethical health issues, and other appropriate topics.

HLTH 3260 Modifying Health Behavior - Investigates holistic health and behavioral changes that can positively influence total human well-being. Discusses factors that impact personal health behavior.

Focuses on behavioral change models and theories including planning, implementation and evaluation. Examines health counseling approaches, group process, and strategies related to specific health problems.

HLTH 3800 Epidemiology - Introduces epidemiologic principles and methods. Examines the historical and theoretical bases of epidemiology; statistical methods; distribution of disease over person, place and time; research methods utilized in epidemiology; and the application of epidemiology to the prevention of disease and the promotion of health.

HLTH 4300 Community Health Ethics - Explores and interprets ethical codes of conduct as set forth by health professions and/or organizations. Emphasis will be given to the Code of Ethics for the Health Care profession. Examines various health care issues such as: health care allocation, health care costs, death and dying issues, patient rights, informed consent, confidentiality, etc. Investigates conflicts arising from existing and evolving codes of conduct using case studies as an arena for discussion.

MGMT 3000 Organizational Behavior - Studies behavioral theories and concepts for creating effective organizations. Deals with knowledge of individual, group, and organizational processes and variables focusing on practical application of how people work. Presents topics on communication, leadership, motivation, conflict management, socialization, team building, decision making, diversity, ethics, and culture.

MGTM 3600 Principles of Marketing - Studies consumers, markets, and environments from the perspective of the marketing manager. Covers consumer behavior, marketing research, product management, and channels of distribution. Explores pricing, advertising, and personal selling.

MGTM 3170 Entrepreneurship - Studies a comprehensive business plan including business strategy, location selection, and building design. Covers market potential, capital requirements, business organization, merchandise buying, and price and service policies. Includes communication policies, accounting and finance procedures, and legal environment.

MGTM 3210 Convention and Events Management - Analyzes the meeting, convention, and events history. Covers the various disciplines of planning including site selection, organizing, budgeting, catering, entertainment, and promotion. Introduces career opportunities through guest speakers who are industry professionals.

Appendix B: Program Schedule

As shown, the student must meet the requirement of an AAS or AA/AS degree in order to matriculate. The typical student will have at least 85 credits when beginning the program and will then have to complete approximately 41 additional credits hours to obtain the bachelor's degree.

The typical student can complete the degree in three semesters, (Fall, Spring, Fall) or four semesters (to include a summer semester). This student will likely be working at least part time.

Education Emphasis

Fall - First Semester:

DENT 3060 Advanced Dental Hygiene Public Health	3.0
DENT 3200 Teaching the Dental Hygiene Patient	2.0
EDSC 3000 Educational Psychology	3.0
ENGL 2010 Intermediate Writing	3.0

Spring - Second Semester

DENT 4200 Teaching the Dental Hygiene Student	3.0
DENT 481R Internship in Dental Hygiene	4.0
SOC 3430 Sociology of Education	3.0
HIST 1700 American Civilization	3.0

Summer

Electives	6.0
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Fall - Third Semester

DENT 4010 Cutting Edge Seminar	1.0
HLTH 4200 Health education teaching Methods	3.0
HLTH 1110 Personal Health and Wellness	2.0
Electives	3.0

Public Health Emphasis

Fall - First Semester:

DENT 3060 Advanced Dental Hygiene Public Health	3.0
DENT 3200 Teaching the Dental Hygiene Patient	2.0
HLTH 3200 Principles of Community Health	3.0
ENGL 2010 Intermediate Writing	3.0

Spring - Second Semester

HLTH 3260 Modifying Health Behavior	3.0
DENT 481R Internship in Dental Hygiene	4.0
HLTH 3800 Epidemiology	3.0
HIST 1700 American Civilization	3.0

Summer

Electives	6.0
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Fall - Third Semester

DENT 4010 Cutting Edge Seminar		1.0
HLTH 4300 Community Health Ethics	3.0	
HLTH 1110 Personal Health and Wellness		2.0
Electives		3.0

Business Emphasis:**Fall - First Semester**

DENT 3060 Advanced Dental Hygiene Public Health		3.0
DENT 3200 Teaching the Dental Hygiene Patient		2.0
MGMT 3000 Organizational Behavior		3.0
ENGL 2010 Intermediate Writing		3.0

Spring - Second Semester

MGMT 3600 Principles of Marketing		3.0
DENT 481R Internship in Dental Hygiene	4.0	
MGMT 3210 Convention and Events Management		3.0
HIST 1700 American Civilization		3.0

Summer

Electives		6.0
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Fall Third Semester

DENT 4010 Cutting Edge Seminar		1.0
MGMT 3170 Entrepreneurship		3.0
HLTH 1110 Personal Health and Wellness		2.0
Electives		3.0

Appendix C: Current Department Faculty

George F. Veit DDS, New York University; MS Education, Nova Southeastern University; Associate professor and faculty member at UVSC since 2000. Chairperson since 2001.

Christina Veit RDH; BS Dental Hygiene, Fairleigh Dickinson University; Graduate Diploma-Adult Education, University of South Australia; MS Education, Nova Southeastern University; Associate professor and faculty member at UVSC since 1998.

Kristen Kinatader-Mecham RDH; AAS Dental Hygiene, Utah Valley State College; BS Psychology, Brigham Young University; MEd Brigham Young University; Assistant professor and faculty member since 2002.

Faculty to be Hired: RDH; Master Degree level trained.

Examples of Department Adjunct Faculty:

Richard Reiser DDS MS Northwestern University; Clinical Instructor at UVSC since 1999.

Craig Ord DDS University of Nebraska; Adjunct Instructor at UVSC since 2003.

Donald Schiffman PhD; Pharmacology, Purdue University; Adjunct Instructor at UVSC since 2005.

Cynthia Hamman RDH BS University of Utah, Clinical Instructor at UVSV since 1999.

Full Time Faculty from Other Departments:

Community Health

Vance Hillman PhD; Community Health Education, Southern Illinois University; Professor and faculty member at UVSC since 1994.

Robert Walsh EdD University of Idaho; Professor and faculty member at UVSC since 2002.

Brian Barthel PhD Health Education, Southern Illinois University; Associate Professor and faculty member at UVSC since 1998.

Education

Elaine Byrd EdD in Reading from Brigham Young University; Professor and faculty member at UVSC since 2003.

Business

Harry Taute PhD New Mexico State University; Assistant Professor and faculty member at UVSC since 2004.

Ramendra Thakur PhD Southern Illinois University-Carbondale; Assistant Professor and faculty at UVSC since 2004.

Peter Robinson PhD Brigham Young University; Professor and faculty member at UVSC since 2002.

Yang Huo PhD Virginia Tech University; Associate Professor and faculty member at UVSC since 2001.

Appendix D



WEBER STATE UNIVERSITY

DR EZEKIEL R. DUMKE
COLLEGE OF HEALTH PROFESSIONS
DENTAL HYGIENE

August 13, 2007

UVSC Dental Hygiene Program
Dr. George Veit, Program Director - Dental Hygiene
Mail stop 238
800 West University Parkway
Orem, Ut 84058

RE: Letter of Support for Baccalaureate completion program in Dental Hygiene

I am pleased to offer this letter of support as the Utah Valley State College Dental Hygiene Program prepares its bid for a baccalaureate degree completion in dental hygiene. This degree offering would be a great asset to the dental hygienists in Utah county and others, regionally and nationwide. The complexity and challenges of a growing population in our country calls out for increased knowledge and skills to be provided by qualified dental hygiene professionals. With the technology that is being introduced on a daily basis, dental hygienists need additional avenues to increase their education level. The American Dental Hygienists' Association has stated in their policy that the 'Baccalaureate degree will be the entry level degree in the future' as dental hygiene practice expands to meet the needs of all.

Weber State University has a baccalaureate degree completion program and we are fortunate to have increased our baccalaureate degree level graduate numbers to over 90% of our graduates each year. Our professional practice entry level continues to be at the Associate of Science degree in dental hygiene, the need and requests for additional education is growing. I do not believe this degree offering would compete, but compliment the choices for students to complete their educational goals.

The timing of this degree offering is optimum as Utah Valley State College (University) enjoys record growth along with local, regional and national attention. The demand of services of health care professional workers is on the increase with the population growth in Utah. The UVSC dental hygiene program has evidenced their teaching expertise as they continue to have excellent graduate outcomes. They perform effectively in dental auxiliary education and are recognized as leaders within our national professional organizations.

In my judgment, as a colleague and fellow educator, the Baccalaureate degree completion program offered by UVSC Dental Hygiene Program would be an asset to your university and student / graduates. I commend you for your excellence in teaching and your professional commitment to advancing the education of dental hygienists.

Sincerely,

A handwritten signature in cursive script that reads "Stephanie Bossenberger".

Stephanie Bossenberger, RDH, MS
Professor and Department Chair

WEBER STATE UNIVERSITY | 3920 UNIVERSITY CIRCLE | OGDEN UT 84408-3920
(801) 626-6130 | (801) 626-7304 FAX

January 9, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Dixie State College of Utah – Bachelor of Science/ Bachelor of Arts in Integrated Studies, Effective Fall 2008 – Action Item

Issue

Dixie State College of Utah (DSC) requests approval to offer the Bachelor of Science/Bachelor of Arts Degree in Integrated Studies, effective Fall 2008.

Background

The Bachelor of Integrated Studies is intended to provide opportunities for students to earn a bachelor's degree different from traditional, discipline-specific programs. The proposed program is expected to serve students who have a variety of needs and interests, including those who are beginning their college program, those who may have started a program but wish to change direction, and those with associate degrees and/or college credits who want to complete a degree for career advancement or for personal fulfillment.

The Integrated Studies degree offers students a unique path to gain skills and competencies necessary to succeed in their chosen careers. By combining coursework in different disciplines, students can determine and manage their programs in ways not available in traditional academic degrees. If, as studies suggest, the primary value of a baccalaureate degree is the degree itself, over and above the field of study, then the Integrated Studies degree, with its flexibility in content-area learning, may provide a practical option.

While the proposed Integrated Studies program may not serve students seeking a job-related credential, such as in nursing, education, accounting or engineering, it is likely to serve students whose educational needs are not tied to licensure but to the benefits of completing a broadly defined experience at the baccalaureate level.

An Integrated Studies graduate will be able to demonstrate an ability to learn in multiple subject areas and to transfer skills needed for current and future jobs. In addition, the Integrated Studies degree will serve as an incubator for new programs and assist the college with measured and responsible growth. Student enrollment in upper-division courses is expected to grow. Legislative support is expected to be ongoing.

Policy Issues

DSC consulted with institutions already offering integrated baccalaureate programs. Consequently, there were no issues raised.

Commissioner's Recommendation

The Commissioner recommends that the Regents review the Dixie State College proposal to offer a Bachelor of Science/Bachelor of Arts Degree program in Integrated Studies, raise questions, and if satisfied, approve the program during the January 18 meeting.

David L. Buhler, Interim Commissioner

PCS/DLB
Attachment

Academic, Career and Technical Education and Student Success Committee

Action Item

Request to Offer a Bachelor of Science and Bachelor of Arts in Integrated Studies

Dixie State College of Utah

Prepared for
David L. Buhler
by
Phyllis C. Safman

January 9, 2008

SECTION I: The Request

Dixie State College of Utah (DSC) requests approval to offer the Bachelor of Integrated Studies (BA/BS), effective Fall semester 2008.

SECTION II: Program Description

Program Description

The Bachelor of Integrated Studies is a carefully designed degree that provides an academically rigorous and coherent program of study. The program consists of a common core and select concentrations in the following disciplines:

- Business
- Communication
- Computer and Information Technology
- English
- Biology
- Mathematical Sciences
- Psychology
- Fine Arts
- Spanish

The program offers students the flexibility of developing a major program of study that will uniquely suit their personal and professional goals. It presents the advantages of a liberal arts degree while allowing students to combine basic knowledge and explore relationships between two academic or professional fields. This approach enables students not only to assume greater responsibility and ownership of their major areas of study but also to gain knowledge and skills tailored to a specific career or professional pursuit by expanding their training beyond a traditional, discipline-specific curriculum.

Integrative, interdisciplinary study involves bridging traditional academic boundaries to examine the relationships between various disciplines. This approach challenges students to recognize the distinct methodologies and practices unique to different fields of knowledge and to appreciate the significant ways that knowledge results from interactions among these fields. A successful Integrated Studies program will produce a student who understands that learning, itself, is interdisciplinary and integrative in nature and who can identify significant connections between disciplines and incorporate them into his or her education, work and life.

The DSC Integrated Studies degree is structured thus:

Students complete

- The college's General Education requirement, or the equivalent
- Courses in the Core Requirements with a grade of C or higher in all courses (10 credit hours)

- Two Concentration Areas (at least 21 credit hours in each area—credits will vary depending on the area—of which at least 12 hours in each area must be upper-division)
- A minimum of 120 total credit hours; at least 40 credits must be upper-division

The degree centers around a core set of courses that provide training in issues, methods, and practices vital for success in college, in personal life and in one's career. All core courses are communication-intensive, training students to master basic skills in written and oral communication, critical analysis, and problem-solving. Through a mixture of individual and collaborative work, students not only develop a foundation for engaging in interdisciplinary study but also, more generally, learn how to learn. As a whole, the core courses provide a foundation for exploring issues and knowledge in the concentration areas, particularly how matters of ethics and diversity relate to learning and life in a global society and how they impact a student's immediate life and future. (See Appendices A and B.)

Students begin their Integrated Studies program with a general orientation to the major that introduces them to the theory and practice of integrative study. With the assistance of the program advisor, students design a course plan by selecting their concentration areas and identifying possible relationships between them in preparation for the culminating capstone project. The course stresses collaboration as an essential ingredient for success in college and work, and it encourages majors to develop an attitude of teamwork to achieve greater success in the degree. While the program does not follow the cohort model, it does seek to cultivate an atmosphere of collegiality and community among majors as a means to improving retention, degree completion, and overall success and satisfaction.

The core also includes two courses on subjects that provide knowledge and skills vital to functioning and thriving in a complex and fast-changing world: diversity and ethics. Regardless of one's career path, an awareness of and engagement with contemporary issues of equality and opportunity are essential for a 21st century college graduate. For this reason, students take a course that addresses aspects of diversity and difference in the context of a pluralistic American society. Students are encouraged to view difference as inherent to a vigorous and lasting democracy and to exercise sophisticated judgments and genuine thoughtfulness when examining, evaluating and communicating issues related to difference in culture and society.

In addition, students complete a course that examines the philosophical foundations of ethics, focusing on central theories and practices that explain and influence personal, professional, academic, and social attitudes and behaviors. The course addresses the relationships between values and ethics as it explores the principal role ethics occupies in the contemporary world. Students learn to apply ethical principles to real-world situations that they may encounter in their work and personal lives as a means to a better understanding of human motivation and conduct.

While the core provides essential skills and perspectives for majors, the principal focus of study lies in the concentration areas, from which majors select two areas to integrate into their program. This breadth of offerings enables students to tailor their program in order to design a degree curriculum that will meet their unique interests. The combinations of disciplines can be structured to meet individual students' academic and career goals. Beyond the general education and core curricula, students can develop programs that prepare them for specific careers. Some potential combinations include:

- Business and English – graduates will be prepared to work in a variety of corporate and professional positions using their writing and management skills.
- Biology and Mathematical Sciences – graduates will possess the skills necessary to work in a variety of positions in the fast-growing biotechnical and medical industries.
- Fine Arts and Computer & Information Technology – graduates will be able to pursue careers in digital art, graphic design, and performing arts and entertainment.
- Communication and Business – graduates will be able to provide public relations and services to a variety of employers.
- Psychology and Business – graduates will have the skills necessary to work in areas such as human resources, organizational psychology, market research, and business consulting.

Of course, these scenarios suggest only a handful of the possible programs students can develop to suit their goals. Whichever combination of concentration areas students select, the only limitation to graduates' career choices will be their own interests.

In the senior year, majors will enroll in a capstone course in which they will produce a senior project on an issue or topic related to their two chosen concentration areas. This capstone is the culminating work in the program. In it, students will demonstrate their skills in identifying, researching, and integrating knowledge and ideas that cut across their disciplinary fields. For instance, the student who integrates coursework in psychology and business might explore the subject of managing diversity in the workplace. Students will work closely with a faculty member from each concentration area. These faculty will assist students throughout their project and will be involved in the evaluation of the project. In addition, each student will present his or her findings in a public forum.

Purpose of the Degree

The Bachelor of Integrated Studies is intended to advance the institutional mission of the college and to provide opportunities for students to earn a bachelor's degree beyond the traditional, discipline-specific degree. The degree benefits students who have a variety of needs and interests, including those who are beginning their college program, those who may have started a program but wish to change course, and those with associate degrees and/or college credits who want to complete a degree for career advancement or for personal fulfillment.

The Integrated Studies degree offers students a unique path to gaining the skills and competencies necessary to succeed in their chosen careers. By combining coursework in different disciplines, students can manage and determine their programs in ways not available in traditional degrees. If, as studies suggest, the primary value of a baccalaureate degree is the degree itself, over and above the field of study, then the Integrated Studies degree, with its flexibility in content-area learning, may provide as practical an option for students as any other degree.

The first group can be called "completers." These are students, largely re-entry adults, who have achieved an associate's degree and additional coursework that do not fit into any current DSC degree program. By applying these credits to a concentration area, a student could finish a baccalaureate degree in as few as three semesters. An example would be a student who has an associate's degree and has "picked up" other classes in a specific subject area over time. If those classes meet the criteria for a concentration

area, the student would only need to complete the Integrated Studies core and a second concentration, thereby optimizing the use of his or her completed college coursework.

There are also many traditional students at DSC who want to major in disciplines not currently available at DSC as well as some who begin a major and decide to switch paths. The opportunity to concentrate on psychology or early childhood development or Spanish, even if no major is available, may entice students, who otherwise may have dropped out, to complete a degree. Currently, several hundred students are pre-majoring in disciplines not served by existing baccalaureate programs at DSC. Officials believe at least some of these students would remain at DSC if an Integrated Studies degree offered them further study in their chosen major. This, of course, does not include the hundreds of students who have not declared any major or pre-major. These students may very well be ready and willing to commit to a degree if more options were available.

The third group consists of those students who want to create a unique, personalized educational experience based on their individual needs and interests. The concentration areas, which can be blended in numerous ways, combined with the Integrated Studies core curriculum, provide an opportunity for students to create specialized learning programs relevant to their own experiences and goals. These students, and their creativity and individualized goals, can be important contributors to the academic and social life of a college, as well as the economic growth of a community.

Given the need and demand for bachelor's degrees in Washington County, and taking into account the increasing expectations among employers that graduates possess strong analytical and communication skills in addition to content-area knowledge, the Integrated Studies degree offers students the flexibility to design a unique program that will not only equip them with knowledge and training in various content areas but also ensure that they master "transferable" critical evaluation and communication skills.

Institutional Readiness

Beginning in 1999, DSC initiated a handful of programs to meet needs in various high-demand areas. Since 2005, and with a revised mission, the college has brought forward and been granted approval to offer additional baccalaureate degrees, now totaling ten. This growth has been careful, cautious and deliberate. In the subsequent years, however, the college has recognized the need to offer additional degrees to serve increasing demand. The future of economic development and improved quality of living in Washington County depend on the availability of college degrees at the baccalaureate level.

Recent data reveal that demand for present and new programs increases dramatically with new baccalaureate programs. (See Appendix C.) DSC's Integrated Studies degree answers this need by both drawing on existing programs and facilitating the development of additional degrees. A student who chooses, for instance, English as one of her concentration areas, increases enrollment in that program's courses, enabling the program to use its resources more efficiently. If the same student selects psychology as her second area of concentration, the College has the opportunity to build courses in that area and to show readiness to develop a full degree in the discipline.

Faculty

One of the several advantages of DSC's Bachelor of Integrated Studies degree is its reliance on the qualifications and expertise of existing faculty and programs across the College. Faculty in five of the ten

degrees the college presently offers will teach courses in related concentration areas, including business, communication, computer and information technology, English, and biology. Faculty in the areas of mathematical sciences, fine arts, psychology, and Spanish will provide instruction for courses in those concentrations. These faculty have numerous years of experience teaching in higher education, with over 73 percent of them holding terminal degrees in their fields. Specific faculty from each concentration area identified by degree and rank held are identified in Appendix D.

Additionally, the Department of Integrated Studies will initially consist of one faculty member who will serve as chair and will design and deliver courses in the core curriculum, recruit majors, and assist with advisement and assessment. It is anticipated that some of the core courses will be taught by faculty in relevant areas.

Staff

The inclusion of a Bachelor of Integrated Studies will necessitate hiring a lecturer/advisor. This individual's primary responsibility will be to recruit and advise students in the program. In addition to teaching courses in the core, the lecturer/advisor will assist with clerical needs. During the fifth year of the degree's existence, the department and the College will determine if administrative needs warrant additional staff.

Library and Information Resources

Some of the areas of concentration included in the DSC Integrated Studies degree are part of current DSC baccalaureate programs with differing levels of library funding. Business, communication, and computer and information technology already have ongoing library funding. English and biology have one-time appropriations and should receive ongoing support shortly. Mathematics is adequately funded for the concentration area proposed. However, psychology and Spanish would require new, ongoing funding.

Admission Requirements

The Bachelor of Integrated Studies is available to any matriculated student who is in good standing with the College. Transfer students with a 2.5 GPA are eligible for admission.

Student Advisement and Recruitment

The quality of any academic program depends on competent and consistent advisement. Student retention and success hinge on knowledgeable and experienced advisors who can guide and assist students throughout their program. Given the nature of DSC's Integrated Studies degree, students will require significant advisement in the initial planning of their program as well as subsequent meetings to address concerns and to assess progress. Advisement in the major will be handled by both the department chair and a lecturer/advisor, who will not only work with the department chair on general advisement but also with various aspects of the program assessment, including regular student progress reports.

To ensure that students pursuing the Integrated Studies degree develop a program that demonstrates intentionality, coherence and purpose, and that they make successful progress toward completion, the INTS program incorporates several key components. These comprise the following:

INTS 2000 (Introduction to Integrated Studies)

Students who matriculate into the degree are required to enroll in this course during their first semester. The course defines and demonstrates the interdisciplinary, integrative approach to learning as it encourages students to explore their own interests in integrating aspects of different disciplines available in the major. Students survey a number of traditional fields of study and the unique methods practiced in each. In consultation with the INTS advisor, each student formulates a degree plan that identifies the intended disciplinary combination and the rationale for the grouping, and outlines the potential subject and nature of the capstone project (see below). When applicable, students are encouraged to select general education courses that will enhance their integrated academic plan.

Initial Advisement and Academic Plan

In conjunction with the INTS 2000 course, students complete an individualized advising session with the INTS advisor in which they design their academic plan and completion schedule. Each student completes an Integrated Studies Individual Academic Plan form, which addresses the following [see Appendix H]:

- intended concentration areas,
- potential topics for the capstone project (centered on a problem/issue/question, etc.),
- degree completion plan,
- relevance of the plan to the student's academic and/or career goals.

On-Going Advisement

All students will be required to meet with the INTS advisor at least once every year during their study to track progress (both toward degree completion and toward refining the focus of the capstone project) and to address any issues or concerns. Additional consultations may be arranged at the request of the advisor or student, including alterations to a student's Individual Academic Plan.

At the beginning of a student's senior year, he or she will submit a formal outline of the capstone project, and a committee consisting of the INTS chair and one faculty member from each concentration area will meet to discuss and approve the project. This committee will also be responsible for assessing and evaluating the quality of the project based on its depth and sophistication in integrating aspects of its subjects.

The chair and advisor will also work closely with department chairs in the concentration areas to ensure that the needs of students in the Integrated Studies major are met without undue impact on the departments' responsibilities to students in their areas. It is understood that recommendations for course offerings will be made to the various departments but that the control over course scheduling rests with those departments. In concentration areas that offer baccalaureate degrees, the impact of the Integrated Studies program on the retention of students in the majors will be closely monitored.

Because the College values both the associate's and bachelor's degrees, and since its primary aim is to provide students the opportunity to achieve their educational goals in an efficient and timely manner, students who enter the program as freshmen will be advised to complete their general education courses and to begin a pre-major in one of the available concentration areas. Students will be encouraged to focus first on foundational general courses as well as preparatory courses in a major. This path will ensure that students have options: a student might decide to complete a baccalaureate degree in his/her pre-major area, whether at DSC or another institution; he or she may continue on in the Integrated Studies program; or the student may choose to receive an associate's degree.

As part of the pre-major, a student will be expected to complete INTS 2000 (Introduction to Integrated Studies). Other core courses in the Integrated Studies program may be taken as electives in the pre-major. (See Appendix E for a sample suggested pre-major course plan.)

Along with advisement, the program will actively recruit students both from within the College and from local and state high schools. Outreach efforts will be coordinated through the college's Counseling and Advisement office. Students pre-majoring in disciplines included in the program but not part of an existing DSC degree, will be contacted and encouraged to consider pursuing the Integrated Studies major. During the summer prior to each fall semester, the Integrated Studies department will contact those students declared as "general studies" and inform them about the program. Subsequent information sessions will also be made available.

The program will also actively recruit potential students in the increasing 25-40 year-old age group in Washington County, many of whom have completed an associate's degree or some college courses previously.

Accreditation and External Review

In preparing this proposal, an external consultant was brought to DSC at the behest of the Office of the Commissioner of Higher Education. Dr. Elaine Englehardt, Distinguished Professor of Philosophy and Special Assistant to the President, Utah Valley State College, met with administrators and the originators of the proposal to gather information and to discuss the structure and implementation of the program (See Appendix F). The chief concerns and recommendations of Dr. Englehardt's report are paraphrased here along with the steps DSC has taken and is taking to respond to them:

- Coordination of concentration area course offerings is vital to the timely completion of the degree. Departments should produce four-year schedules of offerings so students can plan their program and target their completion date.

ACTION: Most departments, including those that do not presently offer baccalaureate degrees, provide course rotation schedules. Those disciplines which at present do not offer course schedules (including Spanish and psychology) have been asked to produce them and will not be allowed to participate in the degree until they do so. Since most of the courses available in the concentration areas are part of the degree core of existing degrees, it is unlikely that any courses would become unavailable due to low enrollments.

- The effect of the Integrated Studies degree on existing degrees that offer concentration areas should be carefully monitored. If enrollments in these degree programs decline as a result of the Integrated Studies degree, the concentration area offering may need to be suspended until enrollments rise.

ACTION: Enrollment numbers in all concentration areas will be assessed and evaluated each semester. If trends suggest that the Integrated Studies program is impacting negatively enrollments in any existing degree, no additional students will be allowed to take courses in the concentration until enrollments recover. It should be understood that the Integrated Studies program is not focused on students pursuing existing degrees.

- Students in the Integrated Studies program should have access to advisement in the program itself and in each of the chosen concentration areas.

ACTION: In addition to the two faculty who will advise in the Integrated Studies program, departments offering concentrations have been asked to identify a faculty member in the area who will be available to provide needed advisement. This individual may or may not be also responsible for assisting students with their senior projects.

- Disciplines with AA/AS degrees that wish to offer concentrations in the Integrated Studies degree should submit an application that includes a list of the upper-division courses to be offered, faculty qualified to teach them, and sufficient demand for such courses. In addition, it is recommended that no more than five upper-division courses be added each year in any participating discipline.

ACTION: The Integrated Studies program will follow these sound recommendations as new concentration areas are proposed.

Along with Dr. Englehardt's recommendations, consultation will be sought from the following external reviewers:

- Dr. Judith Elsley, BIS Program Coordinator, Weber State University
- Dr. Carolyn Haynes, Director of Honors / Scholars Program, Miami University (Ohio)

Projected Enrollment

Projected enrollments for the initial period are based on recent figures that show the number of students who have declared a pre-major in a discipline represented by a concentration area but one not currently offering a baccalaureate degree. Assuming that even one third of these 388 students choose to pursue a Bachelor of Integrated Studies, the program should begin with healthy enrollment numbers.

Enrolled Students' Declared Pre-Majors (not included in any current baccalaureate programs)	
Pre-Major	Number of Students
Psychology	134
Fine Arts (incl. art, music, theatre)	208

Mathematical Science	23
Spanish	23
Total	388

Also, given recent enrollment data indicating that over 1,400 students are declared as “general studies” majors, it is reasonable to expect that some percentage of these students would select the Integrated Studies major.

SECTION III: Need

Program Need

Currently, educational attainment in Washington County falls short of the Utah average. The following table, derived from data collected by the American Community Survey (2005), compares the percentage of the national population over age 25 that has attained specific higher education degrees with attainment in both Utah and Washington County.

Educational Attainment 2004

Degree received	United States	State of Utah	Washington County, Utah
Associate's	7.4%	9.3%	11.1%
Bachelor's	17.2%	19.2%	13.9%
Graduate / Professional	10%	8.7%	7%
Total Bachelor's degree and higher	27.2%	27.9%	20.9%

Washington County lags nearly six percent behind the rest of Utah in bachelor's degrees, even though it exceeds the state average in associates' degrees by almost two percent.

Why do Washington County citizens deserve the opportunity to earn bachelor's degrees at Dixie State College? Two factors are paramount: the differential in earnings related to educational attainment and the fast rate of growth in the area.

The following table, again derived from the American Community Survey (2005), shows the median earnings of the population aged 25 and older.

Median Earnings by Educational Attainment 2004

Geographic Area	Degree Received	Wages	Increase from previous step	Increase from HS to Bachelor's degree
United States	High school diploma	\$25,829		
	Some college / Associate's degree	\$31,586	22.3%	
	Bachelor's degree	\$43,954	29.2%	70.2%
State of Utah	High school diploma	\$25,375		
	Some college / Associate's degree	\$28,052	10.5%	
	Bachelor's degree	\$38,520	37.3%	51.8%
Washington County, Utah	High school diploma	\$23,493		
	Some college / Associate's degree	\$25,360	8%	
	Bachelor's degree	\$40,276	58.7%	72.4%

These data clearly illustrate in relative terms that a bachelor's degree is worth more in Washington County than it is in other places. There are various factors that could contribute to this, but the undervaluing of an associate's degree and overvaluing of a bachelor's degree is at least partly a result of supply and demand. Washington County employers are paying a premium for bachelor's degrees because of short supply. And Washington County residents are unable to compete for better-paying jobs because of a lack of educational opportunity.

Along with increased earning, lower unemployment is also a factor in the success of baccalaureate graduates. The most recent statistics show that the average unemployment rate for people holding a bachelor's degree or higher was 2.2 percent, less than half of the rate for high school graduates (5%) and significantly lower than the level for associate degree holders (3.5%).¹

Remarkable growth in Washington County also brings a substantial increase in demand and need. According to the U.S. Census Bureau's American Community Survey, the population aged 25 years and older was 51,842 in 2000, and, in 2004, was 70,825, an increase of 37 percent. In 2005, the population of young people ages 5-18 exceeded 22,500. These young people are the future of Washington County, and DSC can provide access to a college education.

¹ Bureau of Labor Statistics, U.S. Department of Labor, "Employment status of the civilian population 25 years and over by educational attainment," available at <http://www.bls.gov/news.release/empsit.t04.htm>.

Contrary to popular perception, more than retirees are moving to Washington County. The median age for Washington County (30) in 2005 is only 5 percent higher than the whole of Utah (28.5), and it is almost 18 percent lower than the median for the entire country (36.4). In fact, the median ages for Washington County and Utah are converging.

The Census Bureau's 2005 population estimate for Washington County was 117,385, which makes it the fifth largest county by population in Utah, exceeding Cache County by over 22,500 people. This statistic provides compelling evidence that the baccalaureate offerings at Dixie State College must be increased to accommodate the educational needs and desires of the growing number of residents in this area.

Labor Market Demand

Some may reasonably question the utility of an Integrated Studies degree for job-seeking graduates. To answer this concern, one must take a broader, more pragmatic view of the baccalaureate degree. Other than in areas requiring licensure (nursing, education) or technical knowledge (accounting, engineering), the significance of the specific major discipline quickly diminishes after graduation. The College Board, offering advice to pre-college students on selecting majors, states:

As you progress in your career, you build skills and knowledge that transcend your choice of major. After about three years of work experience, your degree begins to fade into the backdrop of your résumé, and after about five years, it is relegated to the fine print. At that point, a degree is more a minimum requirement for employment rather than a testament to your knowledge.²

And though, in the same publication, the Board encourages students to identify a career “trajectory” early in order to make an informed decision on a major, the Integrated Studies degree does not inhibit a person from choosing a career; it allows a student greater latitude to design his or her education around career goals.

The Bureau of Labor Statistics has found that the average number of different jobs for workers between ages 18 and 38 is 10. Whether these are different positions or different careers, “most people make many changes during their working lives.”³ While preparing for those changes by investing in a specialized career like education or nursing can be very valuable for some, others find a more broad-based approach like that offered by an Integrated Studies program to be just as valuable. Washington County's residents need access to academically rigorous bachelor's degrees, but the exact program is often of secondary interest. The relationship is not always between a major and a career; often it is between an education and a career.

The Utah Scholars program “Achieve to Succeed” presentation, designed to interest 8th graders in higher education, includes the following advice [emphasis original]:

“No matter where you work, employers want you to have:

² College Board, “Why Your College Major Matters, and How Do You Choose Just One,” available at http://www.collegeboard.com/student/csearch/majors_careers/959.html.

³ Occupational Outlook Quarterly, Bureau of Labor Statistics, U.S. Department of Labor, available at <http://www.bls.gov/opub/oog/2006/summer/grabbag.htm>.

- Solid **academic preparation**
- Good **communication skills** (verbal and written)
- Sound **science and math** skills
- Ability to **think critically** and **make decisions**
- **Computer literacy**
- Ability to **follow through** and work as **part of a team**.⁴

These are the outcomes of a quality general education combined with an Integrated Studies degree. By providing students with analytical and communication skills, reasoning abilities, and a broad knowledge of multiple subject areas, the DSC Integrated Studies degree would endow graduates with a capacity for lifelong learning and equip them to meet the challenges of a fast-changing world and an increasingly unpredictable job market. In fact, it has been said that such an education does not train people for a specific job, but rather for careers wherein they can use their creativity, thinking abilities, and aptitude for working with a variety of people in a variety of contexts.

Above all, an Integrated Studies graduate will be able to show that she or he has demonstrated an ability to learn in multiple subject areas. The transferable skills that these graduates will take to any job, such as written and verbal communication, the ability to solve complex problems, and adaptability in a changing workplace, are among those most valued by employers.

Additionally, according to a March 2006 article in Quill, employers mention “attributes,” over skills and certifications, as the hallmarks of a “model employee.” These attributes include: being a self-motivated and lifelong learner, possessing interpersonal skills that allow an individual to work with others, thinking strategically, displaying inquisitiveness and innovation, and demonstrating flexibility. The college graduate who has pursued an individualized program of study in multiple disciplines combined with a rigorous core curriculum will be able to meet those challenges.

One of the great strengths of this degree at a young and growing institution like DSC is the opportunity this degree gives students to remain at DSC and study in their area of interest (such as history, psychology, art) even though the college does not have degrees in those areas. Then as more and more students with an interest in history or art reach a sufficient nucleus, separate degrees could then be requested and justified.

Student Demand

Demand for baccalaureate degrees in a variety of areas is evidenced in several recent polls and statistical data. A 2006 survey of students graduating with associate degrees indicated that over 78 percent of these students would remain at DSC if bachelor’s degrees were offered in a field of interest. More recent data reinforce this and suggest that students may recognize that the primary imperative is to earn a bachelor’s degree and they may be willing to consider a variety of programs.

In a phone survey conducted in June 2007, nearly 20 percent of 92 respondents indicated that they would be interested in an Integrated Studies degree at DSC. The survey sample consisted of students who had recently completed a General Studies AA/AS degree or who are enrolled as freshmen or sophomores in an area of study not currently included in DSC’s baccalaureate offerings. Because the survey was conducted during the summer, and since the phone method did not allow for a sufficient explanation of the Integrated

⁴ Available at http://www.utahscholars.org/downloads/8th_grade.ppt.

Studies program, an additional survey by email will be conducted this month of all students designated as General Studies majors. The present phone survey found that 18 students are interested in the proposed program.

Since the recent inception of baccalaureate degrees in English and biology in the fall of 2006, the number of DSC students enrolled in bachelors programs has increased by nearly 49 percent. This is an impressive figure, showing that demand for baccalaureate degrees at DSC is high. Enrollment numbers very likely correspond to the availability of degrees.

With the limited number of existing baccalaureate offerings at DSC, the Integrated Studies degree could provide the means to attract students who wish to study in disciplines beyond the available programs. Indeed, according to a recent survey of high school graduates conducted by Monster Worldwide, 83 percent of the survey participants indicated that the availability of a major in their field of interest was the primary factor in selecting a college. With more options available, a student with an interest in psychology, for example, may be more likely to stay at DSC if she can pursue that interest as a part of an integrated course of study.

It is also expected that the program will draw from the growing number of student-athletes transferring into the College. The assistant athletic director has voiced strong support for the Integrated Studies degree and confidence that the degree will provide the necessary flexibility for student-athletes without sacrificing rigor.

Similar Programs

All baccalaureate-granting institutions in Utah offer integrated or interdisciplinary programs. Several of these programs have been considered in the process of designing the proposed Integrated Studies. It is most closely modeled on the Integrated Studies programs at UVSC and Weber State, both successful and well-regarded with much experience from which to draw. In fact, information from documents such as the UVSC 2004 Program Self-Study have provided invaluable assistance in planning the program's structure as well as in projecting the most popular concentration area disciplines and in anticipating problems related to the senior project, including faculty support. (See Appendix G for a comparison of similar programs in the USHE.)

Collaboration with and Impact on Other USHE Institutions

As indicated under Accreditation and External Review, other USHE institutions were consulted in crafting this program. Additionally, DSC participated in a state-wide task force to review such programs. The DSC Department of Integrated Studies intends to establish close relationships with similar state programs in order to facilitate transferability between courses and programs. As a part of this degree, the Integrated Studies department will carefully evaluate and accept emphasis courses as well as whole emphases from other institutions to fulfill DSC's Integrated Studies concentration area requirement. Because emphasis/concentration areas differ between institutions, the availability of transfer options is paramount to meeting student needs and to the success of the program. No negative impact on other USHE programs is anticipated.

Benefits

The Bachelor of Integrated Studies degree benefits the citizens of Washington County and elsewhere by providing the means to obtain a bachelor's degree in higher education that will advance their personal and professional goals.

With the authorization to add new baccalaureate programs DSC considers the Integrated Studies program to be a bridge to establish additional degrees. Moreover, by offering upper-level instruction in these areas, the College intends to gradually build its faculty and eventually deliver full programs in several high demand areas. The Integrated Studies program structure allows for additional concentration areas to be included as the College expands upper-division course offerings in new subject areas, and it requests, as a part of this proposal, permission to add new areas according to institutionally-determined needs. New concentration areas may be brought before the Regents for review.

In addition to assisting the institution with new programs, the Integrated Studies degree will offer an immediate benefit to several important groups of students including adult students (typically in the age range of 25-40) who have completed a number of college credits but hold no degree above an associate's, students who wish to pursue study in an area in which the College does not offer a degree, and students who wish to exercise greater management over the content of their degree program.

Consistency with Institutional Mission

The DSC Integrated Studies degree is compatible with the institution's mission. Not only does the program respond to the commitment to provide baccalaureate degrees, but it also supports the institution's promise to promote diversity in educational opportunities and to support economic development in the region.

DSC's mission allows for the College to offer "baccalaureate programs in high demand areas and in core or foundational areas consistent with four-year colleges." All other state institutions that grant baccalaureate degrees offer this or a similar degree, and data from the U.S. Department of Education related to the number of bachelor degree programs offered in various fields indicate that interdisciplinary, integrated, and general studies programs are nearly as common to institutional offerings as programs in communication, biology and computer science.⁵

The DSC Integrated Studies proposed program should be considered foundational for the institution and its students; the degree will provide opportunities for both. The institution needs a method of developing new degrees, particularly in the social sciences, and starting with limited offerings, such as those outlined in this degree proposal, presents a cautious and sensible method for expansion. The Integrated Studies degree will very likely serve as an "incubator" for new programs and, thereby, assist the college with measured, responsible, and necessary growth.

The existence of an Integrated Studies program as a "core" component of a college's offerings is demonstrated by the number of degree-granting institutions offering bachelor's degrees in such programs

⁵ Institute of Education Sciences, U.S. Department of Education, "Number of degree-granting institutions conferring degrees, by control, level of degree, and discipline division: 2003-04," available at http://nces.ed.gov/programs/digest/d05/tables/dt05_255.asp.

as well as the number of similar degrees awarded annually. According to the National Center for Education Statistics, in 2003-2004, 76 percent of institutions granting bachelor's degrees offer liberal arts and science, general studies, humanities, or multi-disciplinary studies degrees.⁶

Program offered	Number of institutions
Liberal arts and sciences, general studies, and humanities	848
Multi/interdisciplinary studies	758
Total	1,606
All institutions	2,121

Approximately five percent of all bachelor's degrees conferred by degree-granting institutions in 2003-2004 were in such multi-disciplinary programs.⁷

Bachelor's Degrees	Number of degrees
Liberal arts and sciences, general studies, and humanities	42,106
Multi/interdisciplinary studies	29,162
Total	71,268
Degrees in all disciplines	1,399,542

SECTION IV: Program and Student Assessment

Program Assessment and Expected Standards of Performance

The Integrated Studies program aims to prepare students with the necessary knowledge and skills to succeed in the workforce and in further education. With clear, measurable goals and objectives, and a comprehensive system for measuring and evaluating student performance, the program is committed to the central outcome of any successful program: student achievement. While assessment data are vital for outside review processes such as regional accreditation, the primary motive for assessment is to review the program regularly and implement necessary changes to guarantee quality outcomes. To this end, the department has defined the following program goals:

Students who complete the Bachelor of Integrated Studies degree will be able to

⁶ Institute of Education Sciences, U.S. Department of Education, "Number of degree-granting institutions conferring degrees, by control, level of degree, and discipline division: 2003-04," available at http://nces.ed.gov/programs/digest/d05/tables/dt05_255.asp.

⁷ Institute of Education Sciences, U.S. Department of Education, "Bachelor's degrees conferred by degree-granting institutions, by discipline division: Selected years, 1970-71 through 2003-04," available at http://nces.ed.gov/programs/digest/d05/tables/dt05_249.asp.

- Demonstrate critical analysis and problem-solving skills in various contexts.
- Communicate effectively through focused, articulate and competently-researched written work and oral presentations.
- Integrate knowledge across disciplines and assess the different methodologies and practices in those disciplines.
- Apply learning in new and unfamiliar contexts.
- Appreciate the value of difference as it affects and influences knowledge, culture, society, and personal life.
- Recognize how value systems and ethical considerations infuse all aspects of life, from personal decisions to cultural practices to professional life.
- Approach learning and decision-making as collaborative processes emphasizing teamwork, group planning, and negotiation.

The Integrated Studies program assessment will utilize a variety of summative and formative measures to gather information in order to evaluate both student outcomes and program success. These measures include:

- a senior project (evaluated by faculty in the Integrated Studies program and in the student's concentration areas),
- standardized exams in core courses,
- student evaluations of both core and concentration area courses,
- student progress reports at scheduled times throughout the degree process (jointly completed by students and the department chair and program advisor),
- faculty surveys of student performance in concentration area courses,
- a student reflection on the degree program at the culmination of coursework,
- concentration area evaluations and recommendations (from faculty and department chairs),
- career and educational placement data,
- employer surveys.

SECTION V: Finance

Budget

The following budget reflects anticipated on-going funds to support the Integrated Studies program, faculty to teach the core courses and conduct advising and recruitment, and administrative support. Additional needs of concentration area faculty will be addressed in the normal department budget request process.

As previously noted, the Integrated Studies major will bring increased enrollments in upper-division courses, providing increased cost efficiency in these courses. By utilizing existing courses, the program requires relatively minimal funding.

Budget Summary

	YEAR 1 *	YEAR 2 **	YEAR 3	YEAR 4	YEAR 5
EXPENSES					
Salaries & Wages	50,538	91,177	93,912	96,729	99,630
Benefits	25,903	49,630	51,119	52,653	54,233
Total Personnel Costs	76,441	140,807	145,031	149,382	153,863
Current Expense	3,000	3,300	3,630	3,993	4,392
Travel	0	0	0	0	0
Capital	0	0	0	0	0
Library	3,500	4,000	4,500	5,000	5,500
TOTAL	159,382	288,914	298,192	307,757	317,618
FTE Students	25	31	39	49	61
Cost Per FTE	6,375.28	9,319.81	7,645.95	6,280.76	5,206.85
Student/Faculty Ratio	1/25	1/15.5	1/19.5	1/24.5	1/30.5
REVENUES					
Legislative Appropriation	119,536.50	215,685.50	223,644.00	230,817.75	238,213.50
Gross Tuition Revenue	39,845.50	72,228.50	74,548.00	76,939.25	79,404.50
TOTAL	159,382.00	288,914.00	298,192.00	307,757.00	317,618.00
DIFFERENCE					
TOTAL	0	0	0	0	0

* Hire full-time tenure track faculty

** Hire full-time non-tenure track lecturer/advisor

Funding Sources

Institutional funds, including revenue from tuition and state allocations, will provide funding for the degree.

Reallocation

No reallocation of existing funds is anticipated.

Impact on Existing Budgets

The proposed program will have no budgetary impact on other programs.

APPENDIX A: Integrated Studies Curriculum and Requirements

B.A. / B.S. in INTEGRATED STUDIES

Bachelor of Arts

General education courses (32 credits)
 Core courses (10 credits)
 Concentration area courses (42 credits min each)
 Foreign language courses (16 credits)
 Elective courses (variable)

TOTAL 120 credits (minimum)

Bachelor of Science

General education courses (32 credits)
 Core courses (10 credits)
 Concentration area courses (42 credits min each)
 Elective courses (variable)

TOTAL 120 credits (minimum)

PROGRAM REQUIREMENTS

- Complete a minimum of 120 credit hours; at least 40 credits must be upper-division.
- Take a minimum of 30 credit hours at Dixie State College, at least 10 of which must be completed in the final 45 hours of coursework.
- Maintain an overall grade point average of 2.0 or higher.
- Complete Core Requirements with a grade of C or higher in all courses.
- Complete courses in two Concentration Areas (credits will vary).
- Complete at least 12 credit hours of upper-division courses in each Concentration Area.

General Education Requirement	Credits	Prerequisites / Notes
<i>Satisfy the college General Education requirements</i>		Must take either MATH 1040, MATH 1050, MATH 1100, or MATH 1210 to fulfill General Education Math requirement
Total	32	

Core Requirements		
• INTS 2000 Integrated Studies	2	
• INTS 3000 Diversity in American Society	3	ENGL 1010 (C or higher)
• INTS 3500 Ethics and Values	3	ENGL 1010 (C or higher)
• INTS 4900 Senior Project	3	Taken during the senior year
Total	11	

Concentration Area Requirements		
<i>Complete two (2) concentration areas. Credits will vary. At least 12 credits must be upper-division in each concentration.</i>		
Total	42+	
Foreign Language Requirement (BA Degree Only)		
<i>Complete 16 credits of beginning, intermediate, and/or advanced foreign language courses in a written language (excluding ASL). May apply up to 16 credits by examination for advanced fluency.</i>		This requirement applies only to students pursuing the Bachelor of Arts degree.
Total	16	
Electives		
<i>Complete a number of course credits such that the total toward the degree amounts to at least 120 credit hours.</i>		At least 40 total credit hours must be upper-division. Pre-requisite courses may be used toward electives requirement.
Minimum Total Credits for Degree	120	

** = new courses to be added

CONCENTRATION AREAS

Biological Sciences

Complete the following through elective or general education courses:

- BIOL 1610/15 Principles of Biology I (4) / Lab (1)

Complete at least 18 credits from the following courses (may not include courses taken above; 12 credits must be upper-division):

- BIOL 1620/25 Principles of Biology II (4) / Lab (1)
- BIOL 2030 Principles of Genetics (4)
- BIOL 2060/65 Principles of Microbiology (3) / Lab (1)
- BIOL 2220/25 General Ecology (3) / Lab (1)
- BIOL 2320/25 Human Anatomy (3) / Lab (1)
- BIOL 2370 Economic Botany (3)
- BIOL 2400/05 Plant Kingdom (3) / Lab (1)
- BIOL 2420/25 Human Physiology (3) / Lab (1)
- BIOL 3010 Biological Evolution (3)
- BIOL 3020/25 Cell Biology (3) / Lab (1)
- BIOL 3100 Bioethics (3)
- BIOL 3140/45 Comparative Vertebrate Anatomy (3) / Lab (1)
- BIOL 3150/55 Introduction to Biometry (2) / Lab (1)
- BIOL 3200 Invertebrate Zoology (3) / Lab (1)
- BIOL 3340/45 Plant Anatomy (3) / Lab (1)
- BIOL 3360/65 Developmental Biology (3) / Lab (1)
- BIOL 3450/55 General Microbiology (3) / Lab (1)
- BIOL 3460 Biology of Infectious Disease (3)
- BIOL 3470 Introduction to Immunology (3)
- BIOL 4130 Biology Teaching Methods (3)
- BIOL 4190/95 Mammalian Histology (3) / Lab (1)
- BIOL 4200/05 Plant Taxonomy (2) / Lab (2)
- BIOL 4230/35 General Parasitology (3) / Lab (1)
- BIOL 4260/65 Herpetology (2) / Lab (1)
- BIOL 4270/75 Ichthyology (2) / Lab (1)
- BIOL 4300 Molecular Biology (3)
- BIOL 4411/15 Mammalogy (3) / Lab (1)
- BIOL 4350/55 Animal Behavior (3) / Lab (1)
- BIOL 4380/85 Ornithology (2) / Lab (1)
- BIOL 4400 Pathophysiology (3)
- BIOL 4440/45 General Entomology (3) / Lab (1)
- BIOL 4460/65 Plant Ecology (3) / Lab (1)
- BIOL 4500/05 Comparative Vertebrate Physiology (3) / Lab (1)
- BIOL 4600/05 Plant Physiology (3) / Lab (1)

If interested, students may consider using additional elective credits toward an internship or practicum in the concentration area:

- BIOL XXXX** Internship (1-3)

Business

Complete the following through elective or general education courses:

- CIS 1200 Computer Literacy (3)
- ECON 1010 Economics of Social Issues (3)

Complete the following courses:

- ACCT 2010 Financial Accounting (3)
- ACCT 2020 Managerial Accounting (3)
- MGMT 2050 Business Law (3)
- MTKG 3010 Marketing Principles (3)
- STAT 2040 Business Statistics (4)

Complete at least three (3) of the following courses:

- FIN 3150 Managerial Finance I (3)
- MGMT 3400 Management and Organizations (3)
- MGMT 4300 Human Resource Management (3)
- MGMT 4400 International Business (3)

If interested, students may consider using additional elective credits toward an internship or practicum in the concentration area:

- MGMT 4200 Business Internship I (1-3)
- MGMT 4210 Business Internship II (1-3)

Communication

Complete the following courses through elective or general education courses:

- COMM 1050 Introduction to Communication Theory (3)
- COMM 1500 Introduction to Mass Communication (3)
- COMM 2110 Interpersonal Communication (3)

Complete at least 18 credits from the following courses (12 credits must be upper-division):

- COMM 1010 Introduction to Speech Communication (3)
- COMM 1020 Public Speaking (3)
- COMM 1130 Writing for Mass Audiences (3)
- COMM 1270 Argumentation/Critical Thinking (3)
- COMM 1380 Introduction to Television Production (3)
- COMM 1500 Introduction to Mass Communication (3)
- COMM 1610 Print News Writing and Reporting (3)
- COMM 2140 Electronic Media, News writing and Reporting (3)
- COMM 2145 Electronic Media, News writing and Reporting Lab (1)
- COMM 2170 Introduction to Organizational Communication (3)
- COMM 2370 Sports Broadcasting (3)
- COMM 2500 Elements, Trends & Issues of Digital Technology (3)
- COMM 2530 Photojournalism (3)
- COMM 2600 Introduction to Digital Film Production (3)
- COMM 2600 Screenwriting (3)
- COMM 2630 Storyboarding and Illustration (3)

- COMM 3020 Communication Research (3)
- COMM 3050 Small Group Communication (3)
- COMM 3120 Family Communication (3)
- COMM 3190 Intercultural Communication (3)
- COMM 3330 Negotiations and Bargaining (3)
- COMM 3350 Interviewing (3)
- COMM 3550 Theoretical Perspectives of Organizational Communication (3)
- COMM 3560 Visual Communication (3)
- COMM 3565 Visual Communication Lab (1)
- COMM 3580 Public Relations (3)
- COMM 3640 Digital Film Pre-Production (3)
- COMM 3650 Television Field Production and Reporting (3)
- COMM 3655 Television Field Production and Reporting Lab (1)
- COMM 3660 Digital Film Production (3)
- COMM 3680 Digital Film Post-Production (3)
- COMM 3850 Organizational Communications (3)
- COMM 4010 Persuasion (3)
- COMM 4020 Integrated Oral Presentations (3)
- COMM 4030 Applied Organization Communication Research (3)
- COMM 4350 Communication Theory (3)
- COMM 4500 Human Communication and Conflict (3)
- COMM 4580 Public Relations Case Studies (3)
- COMM 4600 Advanced Reporting (3)
- COMM 4700 Advanced Digital Film Production (3)
- COMM 4800 Advanced Digital Film Post-Production (3)
- COMM 4810 Shooting for Compositing (3)
- COMM 4820 Compositing (3)
- COMM 4850 Seminar: Organizational Communication (3)

If interested, students may consider using additional elective credits toward an internship or practicum in the concentration area:

- COMM XXXX**Internship (1-3)

Computer & Information Technology

Computer Science (*students may only apply one CIT Concentration Area to their Integrated Studies degree*)

Complete the following courses through elective or general education courses:

- CS 1400 Fundamentals of Programming (3)
- CS 1410 Object-Oriented Programming (3)
- CS 2420 Introduction to Algorithms & Data Structures (3)
- CS 2810 Computer Orgn & Architecture (3)

Complete at least 15 credits from the following courses (12 credits must be upper-division):

- CS 2450 Software Engineering (3)
- CS 3000 Internet Publishing and Design (3)
- CS 3100 Interactive Multimedia (3)
- CS 3400 Operating Systems (3)
- CS 3500 Application Development (3)
- CS 3510 Advanced Algorithms/Data Structures (3)

- CS 3520 Programming Languages (3)
- CS 3530 Computational Theory (3)
- CS 3600 Graphics Programming (3)
- CS 4000 Dynamic Web Development (3)
- CS 4300 Artificial Intelligence (3)
- CS 4550 Compilers (3)
- CS 4600 Software Engineering (3)

If interested, students may consider using additional elective credits toward an internship or practicum in the concentration area:

- CS XXXX** Internship (1-3)

Information Technology *(students may only apply one CIT Concentration Area to their Integrated Studies degree)*

Complete the following courses through elective or general education courses:

- CS 1400 Fundamentals of Programming (3)
- CS 1410 Object-Oriented Programming (3)
- IT 1100 Introduction to Operating Systems (3)
- IT 2400 Introduction to Networking (3)

Complete at least 15 credits from the following courses:

- IT 3100 Systems Design and Administration I (3)
- IT 3110 Systems Design and Administration II (3)
- IT 3200 Perl Programming (3)
- IT 3500 Electronic Commerce (3)
- IT 4200 Advanced Web Delivery (3)
- IT 4300 Database Design and Management (3)
- IT 4400 Network Design and Management (3)

If interested, students may consider using additional elective credits toward an internship or practicum in the concentration area:

- IT XXXX** Internship (1-3)

Visual Technologies *(students may only apply one CIT Concentration Area to their Integrated Studies degree)*

Complete the following through elective or general education courses:

- CS 1400 Fundamentals of Programming (3)
- VT 1300 Communication Design (3)
- VT 1400 Introduction to Internet Development (3)
- VT 2500 Computer Illustration (3)
- VT 2600 Creative Imaging (3)

Complete at least 15 credits from the following courses (12 credits must be upper-division):

- VT 2700 Typography (3)
- VT 2710 Advanced Typography (3)
- VT 3000 Internet Publishing and Design (3)
- VT 3100 Interactive Multimedia (3)
- VT 3200 Portfolio Preparation (3)
- VT 3300 Introduction to Digital Video Editing (3)
- VT 3600 3D Visualization (3)
- VT 3700 Business for Graphic Designers (3)

- VT 3750 Graphic Design History (3)
- VT 3780 Prepress and Print Production (3)
- VT 3800 Corporate Identity (3)
- VT 4000 Dynamic Web Development (3)
- VT 4100 Advanced Multimedia/Internet Integration (3)
- VT 4600 Integrated Visual/Info Systems (3)
- VT 4700 Publication Design (3)
- VT 4750 Package Design (3)

If interested, students may consider using additional elective credits toward an internship or practicum in the concentration area:

- VT 4920 Internship (1-3)

English

Complete the following through elective or general education courses:

- ENGL 2600 Critical Introduction to Literature (3)

Complete at least 18 credits from the following courses (12 credits must be upper-division):

- ENGL 2100 Technical Writing (3)
- ENGL 2270 Introduction to World Literature I (3)
- ENGL 2280 Introduction to World Literature II (3)
- ENGL 2330 Children's Literature (3)
- ENGL 2400 Introduction to American Literature I (3)
- ENGL 2410 Introduction to American Literature II (3)
- ENGL 2500 Introduction to British Literature I (3)
- ENGL 2510 Introduction to British Literature II (3)
- ENGL 3120 Document Design (3)
- ENGL 3130 Grant and Proposal Writing (3)
- ENGL 3180 Writing for Interactive Media (3)
- ENGL 3201 Genre Studies: Folklore (3)
- ENGL 3202 Genre Studies: Poetry (3)
- ENGL 3211 Period / Topic Studies: Victorian Literature (3)
- ENGL 3220 Multi-Ethnic American Literature (3)
- ENGL 3230 Literature and Culture (3)
- ENGL 3260 Major American Authors (3)
- ENGL 3270 Major British Authors (3)
- ENGL 3280 Major World Authors (3)
- ENGL 3340 Rhetoric of Science (3)
- ENGL 3360 Writing for Magazines and Trade Journals (3)
- ENGL 3510 Shakespeare (3)
- ENGL 3600 Literary Theory (3)
- ENGL 3720 Editing (3)
- ENGL 3810 History and Structure of the English Language (3)

If interested, students may consider using additional elective credits toward an internship or practicum in the concentration area:

- ENGL XXXX** Internship (1-3)

Fine Arts

Art *(students may only apply one Fine Arts Concentration Area to their Integrated Studies degree)*

Complete the following through elective or general education courses:

- ART 1100 Basic Drawing and Composition (3)
- ART 1120 Two-Dimensional Design (3)
- ART 1130 Three-Dimensional Design (3)
- ARTH 2710 Art History I (3)
- ARTH 2720 Art History II (3)

Take 12 of upper-division credits from the following:

- ART 1050 Introduction to Photography (3)
- ART 2050 Intermediate Photography (3)
- ART 3050 Advanced Photography (3)

- ART 2110 Intermediate Drawing (3)
- ART 3110 Creative Perspective Drawing (3)
- ART 4110 Expressive Drawing (3)

- ART 2190 Introduction to Sculpture (3)
- ART 3190 Intermediate Sculpture (3)
- ART 4190 Advanced Sculpture (3)

- ART 2210 Introduction to Oil Painting (3)
- ART 3210 Head and Figure Painting (3)
- ART 4210 Advanced Head and Figure Painting (3)
- ART 4220 Advanced Painting, Landscape (3)

- ART 2250 Introduction to Watercolor (3)
- ART 3250 Intermediate Watercolor (3)
- ART 4250 Advanced Watercolor (3)

- ART 2270 Phenomenon of Color (3)
- ART 3130 3-Dimensional Design II (3)
- ART 3430 Media Experimentation (3)

- ART 2410 Introduction to Life Drawing (3)
- ART 3410 Intermediate Life Drawing (3)
- ART 3420 Head Drawing (3)
- ART 3410 Figure Drawing (3)
- ART 4410 Advanced Life Drawing (3)

- ART 2570 Introduction to Ceramics (3)
- ART 3570 Intermediate Ceramics (3)
- ART 4570 Advanced Ceramics (3)

Music *(students may only apply one Fine Arts Concentration Area to their Integrated Studies degree)*

Complete the following courses through elective or general education courses:

- MUSC 1110 Music Theory I (3)

- MUSC 1120 Music Theory II (3)
- MUSC 1130 Ear Training / Sight Singing I (1)
- MUSC 1140 Ear Training / Sight Singing II (1)

Complete at least 18 credits from the following courses (12 credits must be upper-division):

- MUSC 2110 Music Theory III (3)
- MUSC 2120 Music Theory IV (3)
- MUSC 2130 Ear Training / Sight Singing III (1)
- MUSC 2140 Ear Training / Sight Singing IV (1)
- MUSC 3210 Vocal Theatre Performance (3)
- MUSC 3221 Choral Literature (3)
- MUSC 3380 Fundamentals of Conducting (3)
- MUSC 3540 Form and Analysis (3)
- MUSC 3630 Music History & Literature I (3) *(currently 2010)*
- MUSC 3640 Music History & Literature II (3) *(currently 2020)*
- MUSC 3650 Music History & Literature III (3)
- MUSC 4538 Orchestration (3)
- MUSC 4862 Vocal Literature (3)
- MUSC 4865 Piano Literature I (3)
- MUSC 4866 Piano Literature II (3)
- MUSC 4990 Voice Recital (3)

Complete the following:

- MUSC 1710 Group Piano I (1)
- MUSC 1720 Group Piano II (1)

If interested, students may consider using additional elective credits toward private music lessons:

- MUSC 18xx Private Instruction (1) (repeatable)
- MUSC 28xx Private Instruction (1) (repeatable)
- MUSC 38xx Private Instruction (1-2) (repeatable)
- MUSC 48xx Private Instruction (1-2) (repeatable)

Theatre *(students may only apply one Fine Arts Concentration Area to their Integrated Studies degree)*

Complete the following courses through elective or general education courses:

- THEA 1050 Introduction to the Visual Arts of Theatre (3)

Complete the following courses:

- THEA 3720 Theatre History & Literature I (3)
- THEA 3730 Theatre History & Literature II (3)
- THEA 3740 Theatre History & Literature III (3)

Complete at least 9 credits from the following courses (3 credits must be upper-division):

- THEA 1033 Acting I (3)
- THEA 1113 Voice and Diction (3)
- THEA 1223 Stage Makeup (3)
- THEA 1550 Costume Design I (3)
- THEA 1513 Stage Craft (3)
- THEA 1713 Script Analysis (3)
- THEA 2170 Lighting Design I (3)

- THEA 2203 Costume Construction (3)
- THEA 2210 Scenic Design I (3)
- THEA 2220 Children's Theatre (3)
- THEA 3250 Sound Design (3)
- THEA 3600 Directing I (3)
- THEA 3610 Directing II (3)
- THEA 3880 Stage Management (3)

Mathematical Sciences

Complete the following through elective or general education courses or receive credit by examination:

- MATH 1050 College Algebra/Pre-Calculus (4)
- MATH 1060 Trigonometry (3)
- MATH 1210 Calculus I (5)
- MATH 1220 Calculus II (4)

Complete at least 20 credits from the following courses (12 credits must be upper-division):

- MATH 2210 Multi-Variable Calculus (3)
- MATH 2270 Linear Algebra (3)
- MATH 2280 Ordinary Differential Equations (3)
- MATH 3000 History of Mathematics (3)
- MATH 3100 Euclidean / Non-Euclidean Geometry (3)
- MATH 3200 Introduction to Analysis (3)
- MATH 3310 Discrete Mathematics (3)
- MATH 3400 Probability and Statistics (3)
- MATH 4000 Foundations of Algebra (3)
- MATH 4500 Methods of Teaching Secondary School Math (3)

If interested, students may consider using additional elective credits toward an internship or practicum in the concentration area:

- MATH XXXX**Internship (1-3)

Psychology

Complete the following through elective or general education courses:

- PSY 1010 General Psychology (3)

Complete at least 18 credits from the following courses (12 credits must be upper-division):

- PSY 1100 Human Development (3)
- PSY 2800** Human Sexuality (3)
- PSY 3000** Statistical Methods in Psychology (3)
- PSY 3010** Research Methods in Psychology (3)
- PSY 3120** Cognitive Psychology (3)
- PSY 3400 Psychology of Abnormal Behavior (3)
- PSY 3410 Introduction to Social Psychology (3)
- PSY 3460** Physiological Psychology (3)

If interested, students may consider using additional elective credits toward an internship or practicum in the

concentration area:

- PSY XXXX** Internship (1-3)

Spanish

Complete one of the following courses:

- SPAN 3040** Intermediate Grammar and Composition (3)
- OR
- SPAN 3050** Advanced Grammar and Composition (3)

Complete at least 15 credits from the following courses:

- SPAN 3200** Business Spanish (3)
- SPAN 3580** Contemporary Issues in Spain and Spanish America (3)
- SPAN 4200** Advanced Business Spanish (3)
- SPAN 4550** Spanish Civilization and Culture (3)
- SPAN 4560** Culture and Customs of Spanish America (3)
- SPAN 4620** Introduction to Spanish Literature (3)
- SPAN 4630** Introduction to Spanish American Literature (3)

If interested, students may consider using additional elective credits toward an internship or practicum in the concentration area:

- SPAN 3950** Service Learning Practicum in Spanish (1-3)

APPENDIX B: Integrated Studies Core Courses

INTS 2000 Integrated Studies

Introduces students to the methods, practices and philosophy of integrated, interdisciplinary study. Students collaborate on problem-solving projects in which they apply integrative approaches to a number of disciplinary groupings. In consultation with the program advisor, each student completes a program plan that identifies the student's two concentration areas and defines the practical and academic bases for the discipline combination.

INTS 3000 Diversity in American Society

Engages students in a study of racial/ethnic, class, gender, cultural, and religious differences in the context of a pluralistic American society and an increasingly global, cross-cultural world. Students consider how ideals of justice, opportunity, and acceptance conflict with the realities of discrimination, inequity, and apathy. Through independent research and collaborative assignments, students examine how the imperative of diversity affects academic, business, social, political, and cultural assumptions and institutions.

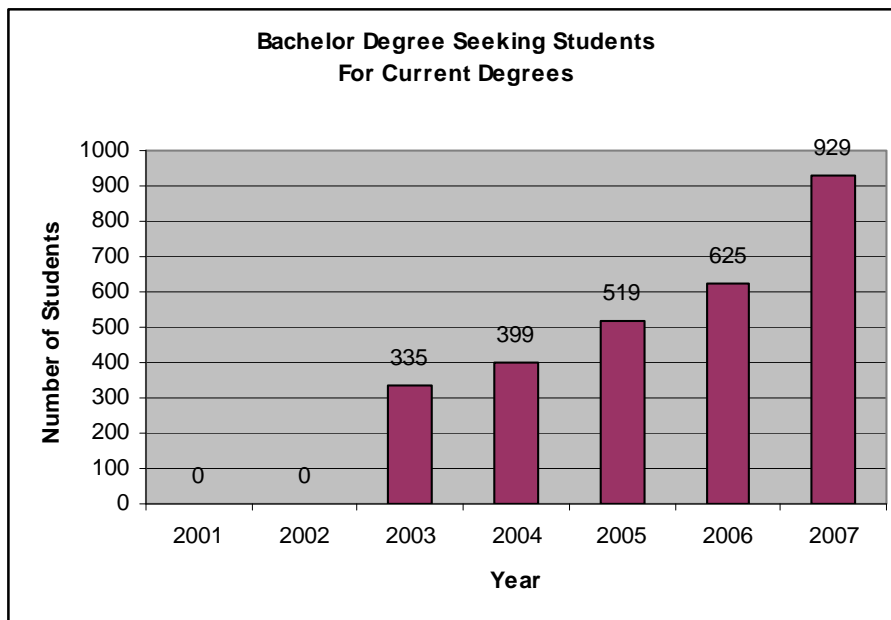
INTS 3500 Ethics and Values

Presents students with an examination of the relationships and conflicts between values and ethics in a variety of personal, professional, public and disciplinary contexts. Students review the history of ethical philosophy and practice as they explore the major ethical systems that have developed over time. The course emphasizes the application of ethical theories to contemporary situations and problems; students learn how to evaluate ethical beliefs and behaviors in the context of real-world situations.

INTS 4900 Senior Capstone

This course provides the culminating experience in the degree. Students will select a topic, issue or problem and relate their two areas of concentration through careful analysis and creative synthesis, producing a major project that applies their coursework from the Integrated Studies core to their knowledge and experiences in the discipline courses. Through a public presentation, students will present their research results.

APPENDIX C: Bachelor Degree Seeking Students for Current Degrees



Two new programs, English and Biology, began during the 2006-2007 school year, and there was a forty-nine percent increase in degree-seeking students, approximately ten percent of the institutional headcount for the year. Although this is not conclusive causality, there appears to be a distinctive pattern: new programs equal student enrollment in those programs.

APPENDIX D: Full-Time Faculty in Concentration Areas

Art

Glen Blakley	MFA	Professor
Del Parson	MFA	Professor
Dennis Martinez	MFA	Associate Professor

Business

Verl Anderson	PhD	Professor
Kevin Barrett	PhD	Professor
William Christensen	PhD	Professor
Robert Huddleston	PhD	Professor
Philip Lee	EdD	Professor
Kyle Wells	PhD	Professor
William Stratton	PhD	Professor
Munir Mahmud	PhD	Associate Professor
Nate Staheli	MAcct	Instructor

Communication

Randal Chase	PhD	Professor
Wayne Shamo	PhD	Professor
Dennis Wignall	PhD	Associate Professor
Andrea Thelen	PhD	Assistant Professor
Jon Pike	PhD	Assistant Professor
Eric Young	MEd	Assistant Professor
Rhiannon Bent	MA	Instructor
Phil Tuckett	BA	Assistant Professor

Computer Science / Visual Tech

Bart Stander	PhD	Professor
Eric Pedersen	MSS	Associate Professor
Ronald Woodland	MEd	Associate Professor
Curtis Larsen	MS	Assistant Professor
Shane Prine	MFA	Assistant Professor
Russell Ross	PhD	Assistant Professor
*NEW HIRE	PhD	

English

Brad Barry	PhD	Professor
Tim Bywater	PhD	Professor
Ace Pilkington	DPhil	Professor

Diane Albertini	MA	Associate Professor
George Jantzen	ABD	Associate Professor
Stephen Armstrong	PhD	Assistant Professor
Sue Bennett	PhD	Assistant Professor
Darl Biniaz	MA	Assistant Professor
Ami Comeford	PhD	Assistant Professor
Randy Jasmine	ABD	Assistant Professor
Carole Schuyler	PhD	Assistant Professor
Theda Wrede	PhD	Assistant Professor
*NEW HIRE (1)	PhD	
*NEW HIRE (2)	PhD	

Mathematical Sciences

Ross Decker	MA	Associate Professor
Lynn Hunt	MS	Associate Professor
Scott Mortensen	MEd	Associate Professor
Clare Banks	PhD	Assistant Professor
Barbara Blythin	MS	Assistant Professor
Costel Ionita	PhD	Assistant Professor
Jie Liu	PhD	Assistant Professor
*NEW HIRE	PhD	

Music

Ron Garner	EdD	Professor
Gary Caldwell	MM	Associate Professor
Ken Peterson	DA	Associate Professor
Nancy Allred	PhD	Assistant Professor
Paul Abegg	DA	Assistant Professor
Robert Briggs	DA	Assistant Professor
Glenn Webb	MA	Lecturer

Science

Karen Bauer	DA	Professor
David Feller	PhD	Professor
Curt Walker	PhD	Professor
Patt Allen	DVM	Associate Professor
Kelly Bringhurst	MS	Associate Professor
Thomas McNeillis	DO	Associate Professor
Del Smith	PhD	Associate Professor
Steve Sullivan	MS	Associate Professor
Peter van Valkenburg	MS	Associate Professor
Sarah Black	MA	Assistant Professor
Marius van der Merwe	PhD	Assistant Professor
Donald Warner	PhD	Assistant Professor

David Jones		MS	Instructor
*NEW HIRE	(1)	PhD	
*NEW HIRE	(2)	PhD	

Social & Behavioral Sciences

Matt Smith-Lahrman		PhD	Professor
Nolan Ashman		MS	Associate Professor
John Jones		PhD	Assistant Professor
*NEW HIRE		PhD	

Spanish

Addison Everett		MA	Associate Professor
Leonor Ceballos		PhD	Assistant Professor

Theatre

Brent Hanson		PhD	Professor
Varlo Davenport		MFA	Associate Professor
Michael Harding		MFA	Assistant Professor
Brent Innes		MFA	Assistant Professor

APPENDIX E: Sample Suggested Course Plan

Integrated Studies – Pre-Major in English Suggested Schedule for Entering Freshmen

YEAR 1					
Fall Semester			Spring Semester		
CIS 1200	Intro to Microcomputers	3	ENGL 2010	Intermediate Writing	3
ENGL 1010	Introduction to Writing	3	ENGL 2600	Critical Intro to Lit	3
ENGL 2400/2500	Am or Brit Lit I	3	Gen Ed	American Institutions	3
INTS 2000	Intro to Integrated Studies	1	Gen Ed	Life Science	3
LIB 1010	Information Literacy	1	Gen Ed	Social Science	3
Electives		4			
YEAR 2					
Fall Semester			Spring Semester		
ENGL 320x	Genre Studies	3	ENGL 2410/2510	Am or Brit Lit II	3
ENGL 3030	Advanced Writing	3	ENGL 321x	Period / Topic Studies	3
Gen Ed	Fine Arts	3	ENGL 3510	Shakespeare	3
Gen Ed	Mathematics	4	Gen Ed	Physical Science	3
Electives		3	Electives		5

Students who complete a pre-major course of study have several options. They may

- elect to receive an associate's degree
- complete a baccalaureate degree in the pre-major area (at DSC or elsewhere)
- choose to complete the remaining courses toward a Bachelor of Integrated Studies degree

APPENDIX F: Consultant Report

Dixie State College
Bachelor of Integrated Studies Degree

Report for Lucille Stoddard, Associate Commissioner of Higher Education, Utah State Board of Regents.

Submitted By: Elaine E. Englehardt, Ph.D.
May 29, 2007

Dixie State College has prepared a proposal for the Utah State Board of Regents for a Bachelor of Integrated Studies Degree. The degree is fashioned after the same model as many successful Integrated Studies Degrees in the US. There are several reasons for the approval of this degree. There are also reasons to hold the degree.

Students in the degree must complete a minimum of 120 credit hours; 40 credits must be upper division. They must take an "integrated core" of five, three-credit courses. The final course is a senior Capstone. Students select two areas of concentration, with at least 21 credits in each area. Twelve upper division credits are required in each area. Students are not guided to finish an AA or AS degree before entering the program; rather they are encouraged to initially make a four-year plan of study including general education courses. This does not restrict students who wish to matriculate into the degree program later in their college career.

Dixie State College has Bachelor Degrees in Biology, Business Administration, Computer and Information Technology, Communication and New Media, Elementary Education, Dental Hygiene, English, Nursing and Criminal Justice (in cooperation with SUU)

In a traditional Integrated Studies degree, departments on campus determine if they will participate by submitting a course of study for students in the emphasis or concentration. The departments determine how to assess if the students have a command of the discipline, particularly through the capstone project. A faculty member from each concentration is assigned to work with the student.

For the Integrated Studies program to function properly at DSC, departments will need to plan in advance the semesters when specific courses will be offered. Demand for the courses is imperative in the successful implementation of the degree. Often low enrollment courses are cancelled. When a low enrolled course is cancelled, students' graduations may be postponed until the course/s can be taught. Without proper planning and assessment of need, students can be harmed by time constraints

DSC is currently experiencing a decline in enrollments. They argue that the Integrated Studies program can help increase enrollments, by allowing more BA/BS options for the students.

It would be helpful if DSC could conduct surveys among current students, and even future students to determine if they would enroll in upper division courses that will lead to a degree in Integrated Studies. Potential areas for this survey could include math, sciences, history, philosophy and political science. The Integrated Studies has the potential of increasing FTE and headcount in some departments. Students seeking an English Concentration would be taking 21 credit hours in English with 12 of those credits as

upper division. The student could then take 21 credits in another current BA/BA program with the same effect.

DSC should also conduct surveys among faculty in departments most likely to participate in the Integrated Studies Program. The departments should give a clear letter of support to the VPAS of their willingness to commit to participation in the program. This should be accompanied with a plan for course offerings, particularly upper division courses for students.

The down side to the IS Degree is that perhaps a student would have filled all 42 credits in the specific department such as English. This now fragments the enrollments for the English Department. When enrollments decrease in a department, the department faces the real threat of reducing the number of faculty needed in the department.

It is hoped that the latter scenario would not be the case at DSC. Administrators and faculty strongly believe that by offering students more options for BA/BS degrees, that the students will remain at DSC all four years, rather than transferring at the two year point.

With enrollment numbers low, students may be assured of more upper division course choices if they are working with two disciplines or concentrations, rather than one. It would be important in the early years of the degree for coordination between departments to ensure that student progress is not impaired by low enrollment courses. Some scholarship students must take 15-16 credit hours per semester to graduate in four years. If they only take 12 or 13 credits, they will graduate in five years, with the fifth year absent a scholarship. Integrated Studies could help this situation if careful departmental planning notifies all students of availability per semester of upper division courses. A four year time-table would help the department and the students.

The integrated core is an important concept of this degree. It is imperative that qualified faculty are released from their department to teach these interdisciplinary courses. It may be that special faculty workshops should be held to ensure the content of the core courses meets with national rigor. Another option would be to offer core courses where faculty strength is already evident at DSC.

General Education is important in the first two years of the degree. Thirty-two credit hours are necessary for any degree at DSC. According to a DSC administrator, "2006-07 the following degrees at our institution did not allow for a single general education, activity, personal interest or athletic elective to count towards their specific degree; business, elementary education, nursing and computer/information technology." This administrator believes that, many students realize they could transfer to another in-state institution and graduate in two years but if they remain at DSC it could take an extra year. "It appears that the school of business now allows for 12 hours of general education electives.

The argument made for the degree is very compelling. Administrative support for the degree is exceptional. It would be interesting to see a survey on faculty and student support of the degree. It is believed that an Integrated Studies Degree at DSC would allow for better recruiting and retention of students.

I support the implementation of an Integrated Studies degree on a provisional basis.

- Departments with existing BA/BS degrees will outline for students the necessary courses and progress to complete the concentration or emphasis within a four year time frame.

- Departments with AA/AS degrees can apply for entrance to the Integrated Studies area. The application should include upper division courses that will be introduced, and the contract faculty members who can teach these courses. I would advise that no more than five upper division courses be approved per year. The department will need to show planning, qualified faculty and demand in order to remain a partner within the Integrated Studies area.
- Enrollments must increase in all majors as a result of the Integrated Studies degree. If enrollments continue to decline, it may be necessary to suspend the degree until a time when enrollments are once again growing.
- Students should have access to three advisors. (Recommended as faculty advisors.) An advisor in each concentration area, and a faculty advisor in the Integrated Studies Degree.
- The integrated core be assessed according to DSC faculty expertise.
- Limit the number of disciplines that can offer the degree until these disciplines show a strength and interest in the major. It would be important to move forward with Behavioral Sciences, and Spanish in particular.
- DSC should pay the three experts listed in the document, to review the degree and report the findings to DSC as well as the Commissioners' office. Each of the experts is well known: Scott Abbott, UVSC; Judith Elsley, WSU; and Carolyn Haynes, Miami University of Ohio. Miami University of Ohio is one of the founders and most successful examples of the Integrated Studies movement in the United States.

I do believe that DSC can implement a successful Integrated Studies program within careful constraints. Existing degrees can not be fragmented by the offerings, rather there should be careful assessment of enrollment increases or decreases once the degree begins. If a department is being harmed, it is recommended that the department not participate in the degree, but rather strengthen their majors first.

Respectfully submitted

Elaine E. Englehardt, Ph.D.
Distinguished Professor of Philosophy
Special Assistant to the President
Utah Valley State College

APPENDIX G: Comparison Chart of Similar Programs in the USHE

	DSC	UVSC	Weber	U of U	USU	SUU
	INTEGRATED STUDIES (proposed)	INTEGRATED STUDIES	INTEGRATED STUDIES (B.I.S.)	UNIVERSITY STUDIES	INTERDISCIPLINARY STUDIES	INTERDISCIPLINARY STUDIES
<i>Core Requirements</i>	<p>INTS 2000 – Introduction to Integrated Studies (2)</p> <p>INTS 3000 – Diversity in American Society (3)</p> <p>INTS 3500 – Ethics and Values (3)</p> <p>INTS 4900 – Capstone Project (3)</p>	<p>ENGL 3030 – Wrtg / Comm Effectively in/across Contexts (*possible exemption) (3)</p> <p>IS 3000 – Introductory Topics in Integrated Studies (3)</p> <p>IS 3500 – Topics in Integrated Studies (3)</p> <p>MATH 1210 – Calculus (5) <i>or</i> MATH 2040 – Principles of Statistics (4) (*BS degree only)</p> <p>PHIL 3000+ (3)</p> <p>PHIL 3000+ (3)</p> <p>IS 4980 – Integrated Studies Capstone I (3)</p> <p>IS 499R – Integrated Studies Capstone II (3)</p>	<p>EDUC 3800 – BIS Capstone and Graduation Preparation (1)</p> <p>EDUC 4800 – BIS Capstone Project (3)</p>	<p>No Core</p> <p>Students design a single, new major from existing course offerings</p>	<p>No Core</p> <p>Students design a major from courses in two disciplines</p>	<p>No Core</p> <p>Students design a composite major consisting of two or three existing majors</p>
<i>Emphasis / Concentration Requirements</i>	<p>Two Concentration Areas</p> <ul style="list-style-type: none"> • 21 credits in each (min.) • 12 upper-division credits in each (min.) 	<p>Two Emphasis Areas</p> <ul style="list-style-type: none"> • 18 credits in each (min.) 	<p>Three Emphasis Areas</p> <ul style="list-style-type: none"> • 18 credits in each (min.) • At least two emphases must offer upper-division courses 	<p>New Major</p> <ul style="list-style-type: none"> • 44 upper-division credits in the major-emphasis area, 16 of which must be 4000-level or above (min.) (min.) • 56 upper-division credits (min.) 	<p>Two Disciplines</p> <ul style="list-style-type: none"> • 15 credits in each (min.) • 21 upper-division credits (min.) 	<p>OPTION 1: Two Disciplines</p> <ul style="list-style-type: none"> • 17 credits in each (min.) <p>OPTION 2: Three Disciplines</p> <ul style="list-style-type: none"> • 17 credits in first (min.) • 10 credits in second (min.) • 7 credits in third (min.)

Appendix H Integrated Studies Degree Individual Academic Plan

Name: _____ ID # _____

Local Address: _____

City: _____ State: _____ ZIP Code: _____

Phone: _____ E-mail Address: _____

General Education Requirements

Core Requirement	Credits	Semester / Year	Breadth Requirement	Credits	Semester / Year
English			Life Sciences		
ENGL 1010	3				
ENGL 2010	3		Physical Sciences		
Mathematics					
			Social Sciences		
American Institutions					
			Fine Arts / Communication		
Computer Literacy					
CIS 1200	3		Literature / Humanities		
Information Literacy					
LIB 1010	1		Foreign Language (BA only)		

Integrated Studies Core

Must earn a grade of C or higher in these courses

Course	Credits	Semester / Year	Course	Credits	Semester / Year
INTS 2000	2		INTS 3500	3	
INTS 3000	3		INTS 4900	3	

Concentration Areas

Minimum 21 credits in each Concentration Area (12 upper division)

Area #1:			Area #2:		
Course	Credits	Semester / Year	Course	Credits	Semester / Year

Total Credits: Credits:			U/D	Total Credits: Credits:	
				U/D	

Additional Graduation Requirements

- Must complete a minimum of 120 credits, with a minimum of 40 in upper-division courses
- Cumulative GPA must be at least 2.0

Relevance of Plan to Student's Academic and/or Career Goals

Potential Topic(s) for Capstone Project

At the beginning of the senior year, the student will seek approval from the Capstone Committee

TOPIC

Specific Problems / Issues / Questions to be Addressed

Project Format(s)

Relevant Courses

Course ID	Course Name		Course ID	Course Name

Signatures

_____ Student Date

_____ Integrated Studies Advisor Date

January 9, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Consent Calendar: Academic, Career and Technical Education and Student Success Committee

The following requests have been submitted for consideration by the Regents on the Consent Calendar of the Programs Committee.

A. University of Utah

i. Bachelor of Arts or Bachelor of Science and Master of Public Policy Degree

Request : The University of Utah's College of Social and Behavioral Science requests permission to establish a combined BA/BS/MPP program that enables students to finish a Bachelor of Arts or Science and simultaneously work on a Master of Public Policy (MPP). Only students pursuing undergraduate degrees in Political Science or Economics will be considered for the combined program, recognizing that public policy curriculum builds upon that of Political Science and Economics. The MPP curriculum provides students with analytic and quantitative skills to frame policy issues, deal within their institutional and political contexts, and formulate, implement and evaluate policy. Students acquire a skills set that will launch their careers as policy analysts and leaders in private, non-profit or public organizations.

The combined program is structured such that students can complete both their undergraduate degree and the professional graduate degree in a total of five years. If approved, the combined program would be available beginning Fall Semester 2008.

This is not a request to establish a new degree program. Rather, the combined Bachelor's/Master's Degree Program is designed to enable academically strong students to receive the BA or BS in Economics or Political Science after four years and the MPP one year later.

In order to be considered for the combined program students will apply for admission during the semester in which 90 undergraduate credit hours are completed. Students will follow the regular University of Utah Graduate School application process, fulfilling all requirements for admissions except the posting of an undergraduate degree. Students must also meet current MPP admission standards at the time of application, including completion of the prerequisite courses (introductory statistics, micro economics, and U.S. national government), GRE scores and a minimum 3.5 GPA. Admitted students transition from undergraduate to graduate work during their senior year. Upon completion of all undergraduate

requirements, students will be awarded their respective BA or BS in Economics or Political Science. Students will continue on to fulfill a total of 40 graduate semester hours consisting of MPP courses earning a Master of Public Policy. Students who have had limited exposure to the public policy arena during their time as undergraduates will be encouraged to take an internship course that would count toward fulfilling their graduate elective credit hours. An example of the sequencing of coursework for this program is provided as an attachment to this request.

Need: There are complementary academic and professional elements in the fields of Political Science, Economics, and Public Policy. Thus, students can benefit greatly from enrolling in a combined degree program. By enrolling in such a program, students will be able to earn both degrees in less time and with a lower overall credit requirement than if they were to enroll in each program sequentially.

The purpose of a BA/BS/MPP is to augment students' knowledge of political science and/or economics with valuable training in public policy. The Master of Public Policy curriculum offers students a solid foundation in policy theory, analysis, and evaluation as it prepares them for careers as policy analysts and leaders in private, non-profit or public organizations. Public policy is becoming increasingly challenging and complex. The need is greater than ever to educate and train leaders who can understand, analyze, and evaluate policy issues. Many local and national government and nonprofit organizations have expressed a need for individuals who can not only manage, but also perform analytical work to address policy questions and effectively communicate the analysis to others.

An email survey of current Political Science and Economics undergraduates at The University of Utah conducted in January 2007 revealed that 65 current students expressed interest in learning more about a possible BA/BS/MPP combined program. This high level of interest by students coupled with an expressed need by public sector organizations suggests that the combined program will be successful.

It is expected that admissions to a combined BA/BS/MPP program will be competitive. The University has learned through review of five similar programs around the country that an ideal number of combined program students is typically 2-3 per year. Keeping admissions at this level will ensure competence by students and uphold the integrity of the MPP program.

Institutional Impact: The MPP program admits 8-15 students each fall. It is anticipated that the addition of the BA/BS/MPP option could increase enrollment to 11-18 students each fall. Currently, MPP core classes have modest excess capacity (20-25 students may enroll in a class that has an enrollment cap of 30). Thus, it is not expected that the addition of the BA/BS/MPP option will create a hardship for instructors teaching these classes. There will be no need for new faculty, physical facilities or equipment if the combined degree program is approved. There will be some need for the coordination of academic advising across Political Science, Economics and the Master of Public Policy to insure that students understand the combined degree application process. The MPP program manager will take the lead in this coordination.

Finances: The addition of the BA/BS/MPP option will not impose any new costs on the institution.

ii. Discontinuation of the Medical Biology Degree

Request: The College of Science is requesting the termination of the Medical Biology Degree that is administered by the College. The Medical Biology Degree was originally intended for those students wishing to attend medical or dental school. Candidates for the degree are required to complete 102 semester hours and be admitted to either medical or dental school. The application for graduation is

typically done in the third year after all University requirements, with the exception of upper division credit hours, are fulfilled. After successful completion of the first year of professional school, the student transfers back to the U 20 credit hours, which then satisfies the upper division credit hour requirement and the degree is then conferred.

It is now the case that almost all medical schools and increasingly more dental schools require a BS or BA before admission. The majority of the twenty applicants for the Medical Biology Degree per year are dental students, but there are also applicants wishing to enter medically related professions such as chiropractors, etc. More recently, the College has had requests from students in the Doctor of Pharmacy program, who want to use the degree to obtain an undergraduate degree from the U of U.

Elimination of the degree will steer pre-professional students towards more traditional majors in the sciences. As the Medical Biology students only take classes through their junior year, they typically do not take any science classes numbered 4000 or above. Elimination of the degree will lead to a modest demand in upper division science classes.

Students who are currently declared Medical Biology majors, or who become matriculated students at the University of Utah and declare Medical Biology as their major, will be allowed to graduate under the conditions and requirements of the General Catalog in the year they declare Medical Biology as their major. However, as stated in PPM 9-8 Rev 10, Section 6, in no case may a student select a set of requirements that was in effect more than four years prior to the catalog year in effect at the time of graduation. Therefore, if the Medical Biology Degree is discontinued at the end of the 2007-08 Academic Year, declared Medical Biology majors and those planning to declare Medical Biology as their major will have at most five years to complete the degree. With the assumed 2007-08 date of approval, the catalog life of the degree would expire in 2011-12, after which time this degree will no longer be offered by the University of Utah.

Need: According to Dr. Lynn Powell, Dean of Dental Education at the University of Utah School of Medicine, national trends indicate students applying to dental schools (the population best served by the Medical Biology degree) without bachelor's degrees in hand are at a significant disadvantage in the admissions process. In addition, numbers from the Pre-professional Advising Office indicate that an average of 20 students a year declare the Medical Biology major but only half those students actually graduate; the difference is due to students being denied admission to dental school. This creates a minor retention problem with those who have not been admitted or who have chosen to not accept their offer of admission, as they have few options for completing an alternative undergraduate degree in anything approaching a timely manner.

Eliminating the degree will enable pre-professional advisors at the University of Utah to fulfill their job description more fully, steering students into traditional bachelor's degrees and increasing the likelihood of student success in the dental school admissions process.

There may also be a net retention benefit to the university among this group of students in having them choose traditional majors, because many students now declare themselves Medical Biology majors and are subsequently unsuccessful at obtaining admission to dental school.

Institutional Impact: Institutional impact will be minimal.

Finances: There should be very little or no financial impact to any of the departments in the College.

B. Salt Lake Community College

i. Associate of Applied Science in Medical Laboratory Technician Inactivation

Request: Salt Lake Community College requests the inactivation of the Associate of Applied Science in Medical Laboratory Technician program.

Need: The Medical Laboratory Technician (MLT) AAS program has been a partnership with the University of Utah for over fifteen years. The U of U notified SLCC in February of 2006 of its intent to discontinue its association with the SLCC MLT program due to its need to utilize those MLT laboratory session and clinical rotation slots for its Medical Laboratory Science (Medical Technology) BS program. Survey results along the Wasatch front had projected a growing need for more four-year Medical Technology graduates, thus necessitating the U of U to reevaluate the utilization of its resources in fulfilling its university role.

Institutional Impact: The University of Utah proposed a teach-out schedule allowing all students enrolled by Fall 2006 to complete the MLT program by August of 2007, or August of 2008 for part-time students. Students have been assisted in completing their program; two students who have been deployed to Iraq will be assisted in completing their program upon their return.

Finances: Salt Lake Community College is exploring other potential funding partnerships; if other funding support is acquired and the industry need remains for AAS-level training, the program will be reactivated.

ii. Associate of Applied Science in Architectural Technology/Structural/Civil Design Discontinuance

Request: Salt Lake Community College requests approval to discontinue three Certificate programs in Architectural Technology: Certificate-Architectural Tech/Structural/Civil Design; Certificate – Architectural Tech/Construction; Certificate – Architectural Tech/CAD.

Architectural Technology students will continue to have the following options: completing an Associate degree while pursuing courses in Architectural Technology/Architecture or Architectural Technology/Construction Management; Associate of Applied Science in Architectural Technology; Associate of Applied Science in Architectural Technology/CAD and Computer Graphics Emphasis; and an Associate of Applied Science in Architectural Technology/Construction Management Emphasis.

Need: Only one student has graduated with the AAS in Architectural Tech/Structural Civil Design since its inception. There are no students currently in this AAS degree program.

There are currently no declared students in these three certificate programs of study and there have been none in the past few years. The course work for the certificates is part of other viable programs offered in Architectural Technology.

Institutional Impact: There will be no institutional impact when these programs are discontinued. No courses will be eliminated from the Architectural Technology Department.

Finances: There will be no cost savings or increase to the institution due to the elimination of these offerings.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the institutional requests on the Programs Committee's Consent Calendar.

David L. Buhler, Interim Commissioner

DLB/LS/JMC

January 9, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Proposed Policy R345, Information Technology Resource Security

Issue

Higher education institutions should have policies to secure the private sensitive information of faculty, staff, patients, students, and others affiliated with USHE institutions, and to prevent the loss of information that is critical to the operation of the institutions and USHE.

Background

Higher education institutions make extensive use of sensitive personal information, financial and research data. USHE information technology resources are at risk from potential threats such as human error, accident, system failures, natural disasters, and criminal or malicious action. These circumstances require institutions to give meticulous attention to protecting information technology resources.

Policy Issues

R345, Information Technology Resource Security, provides a framework for institutional policies. It requires each institution to designate an Information Security Officer and suggests an organizational structure to provide for determining what IT resources will be stored, who will have access, what security and privacy risk is acceptable, and what measures will be taken to prevent the loss of information resources.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve the proposed Policy R345, Information Technology Resource Security.

David L. Buhler, Interim Commissioner

DLB/HRE
Attachment

R345, Information Technology Resource Security (DRAFT)

R345-1. Purpose

To provide policy to secure the private sensitive information of faculty, staff, patients, students, and others affiliated with USHE institutions, and to prevent the loss of information that is critical to the operation of the institutions and USHE. USHE Information Technology Resources are at risk from potential threats such as human error, accident, system failures, natural disasters, and criminal or malicious action. Specific institutional policies may be more restrictive depending on the security requirements of the institution.

R345-2. References

2.1. Policy and Procedures [R132](#), Government Records Act and Management Act Guidelines

2.2. Policy and Procedures [R341](#), Computing Systems Programs

2.3. Policy and Procedures [R343](#), Information Management

R345-3. Definitions

3.1. Information Technology Resource (IT Resource) - A resource used for electronic storage, processing or transmitting of any data or information, as well as the data or information itself. This definition includes but is not limited to electronic mail, voice mail, local databases, externally accessed databases, CD-ROM, recorded magnetic media, photographs, digitized information, or microfilm. This also includes any wire, radio, electromagnetic, photo optical, photo electronic or other facility used in transmitting electronic communications, and any computer facilities or related electronic equipment that electronically stores such communications.

3.2. Server - A computer used to provide information and/or services to multiple Users.

3.3. Security - Measures taken to reduce the risk of (a) unauthorized access to IT Resources, via either logical, physical, managerial, or social engineering means; and/or (b) damage to or loss of IT Resources through any type of disaster, including cases where a violation of security or a disaster occurs despite preventative measures.

3.4. IT Resource Steward - The individual who has policy level responsibility for determining what IT Resources will be stored, who will have access, what security and privacy risk is acceptable, and what measures will be taken to prevent the loss of Information Resources.

3.5. IT Resource Custodian - The organization or individual who implements the policy defined by the IT Resource Steward and has responsibility for IT systems that store, process or transmit IT resources.

3.6. IT Resource Administrator - Institutional staff that, under the direction of the IT Resource Steward and with operational instructions from the IT Resource Custodian, have day-to-day operational responsibility for data capture, maintenance and dissemination.

3.7. User - Any person, including faculty members, staff members, students, patients and anyone else such as contractors, consultants, interns, and temporary employees, who accesses and uses institutional IT Resources.

3.8. Private Sensitive Information - Private information retained by or accessible through IT Resources such as networks and/or computers, including any information that identifies or describes an individual (Information Owner), including but not limited to, his or her name, Social Security number, medical history, and financial matters. Access to such data is governed by state and federal laws, both in terms of protection of the data, and requirements for disclosing the data to the individual to whom it pertains.

3.8.1. Private Sensitive Information does not include “public information” as defined by the Utah Government Records Access and Management Act (GRAMA), or in the case of student records, “directory information” as defined by the Family Education Rights and Privacy Act (FERPA).

3.9. Critical IT Resource - An IT Resource which is required for the continuing operation of the institution and/or its colleges and departments, including any IT Resource which, if it fails to function correctly and/or on schedule, could result in a major failure of mission-critical business functions, a significant loss of funds, or a significant liability or other legal exposure. For example, General Ledger monthly financial reporting may be considered non-Critical IT Resources by the institution, but financial reporting at fiscal year-end may be considered a Critical IT Resource.

3.10. Disaster - Any event or occurrence that prevents the normal operation of a Critical IT Resource(s).

3.11. Disaster Recovery Plan - A written plan including provisions for implementing and running Critical IT Resources at an alternate site or provisions for equivalent alternate processing (possibly manual) in the event of a disaster.

3.12. Unauthorized Access to IT Resources - Access to Private Sensitive Information or Critical IT Resources by a User(s) that does not need access to perform his/her job duties.

3.13. Information Security Officer (ISO) - The Information Security Officer is responsible for the development and maintenance of security strategy for the institution's IT Resource systems and for the resolution of campus IT security incidents.

3.14. Incident Response Team - Directed by the ISO and made up of campus personnel, the Incident Response Team is responsible for immediate response to any breach of security. The Incident Response Team is also responsible for determining and disseminating remedies and preventative measures that develop as a result of responding to and resolving security breaches.

3.15. Acceptable Use Policy – Defines User conduct for appropriate use of the Institution’s IT Resources.

R345-4. Policy

4.1. Protecting Private Sensitive Information on Institution or Departmental IT Resources - Each institution and its colleges, departments, and divisions, must take measures to protect Private Sensitive Information that is stored, processed or transmitted using IT Resources under their

control. These measures should be taken as needed and reviewed at regular intervals using best practices designated by the campus ISO.

4.1.1. Reasonable and appropriate security procedures must be designed to prevent unauthorized individuals or organizations from accessing IT Resources which store, process, or transmit Private Sensitive Information.

4.1.2. Security procedures must be designed for IT Resources that do not store, process or transmit Private Sensitive Information if access to such IT Resources provides the possibility of a breach of security.

4.2. Preventing the Loss of Critical Institution or Departmental IT Resources - At regular intervals using best practices designated by ISO, each institution and its colleges, departments, and divisions, must take measures to identify and prevent the loss of Critical IT Resources that are under their control, and to include Critical IT Resources in college, department or division Disaster Recovery Plans.

4.2.1. Reasonable and appropriate security procedures must be implemented to ensure the availability of institution or departmental Critical IT Resources.

4.3. Protecting Private Sensitive Information on Users' (Faculty, Staff, Students) IT Resources - Users of IT Resources must not knowingly retain on personal computers, servers, or other computing devices, Private Sensitive Information, such as Social Security Numbers, financial information including credit card numbers and bank information, or protected health information, including health records and medical information, except under the following conditions:

4.3.1. The User must have such Private Sensitive Information to perform duties that are necessary to conduct the business of the institution;

4.3.2. The Dean, Department Chair, or Vice President must have granted permission to the User; and

4.3.3. The User must take reasonable precautions to secure the Private Sensitive Information that resides on his/her personal computer or other computing device, e.g., implement an encryption method to protect documents that contain sensitive information.

4.3.4. Permission is not required to retain student grades, letters of recommendation, RPT documents, patentable research findings, etc., that are used regularly in the performance of faculty and staff duties. However, if a computer containing such data is readily accessible to unauthorized individuals, the User must take reasonable precautions to secure the data.

4.4. Preventing the Loss of Critical IT Resources on Users' (Faculty, Staff, Students) IT Resources - A User must take reasonable precautions to reduce the risk of loss of Critical IT Resources that reside on his/her personal computer or other computing device, i.e., at regular intervals backup critical documents on CDs or other media, or back up documents to a storage device or system which is administered by the User's IT Systems Administrator.

4.5. Identification of Private Sensitive Information and Critical IT Resources - If uncertain whether or not an IT Resource contains Private Sensitive Information or is a Critical IT Resource,

a User must seek direction from the IT Resource Steward, the IT Resource Custodian, the campus HIPAA Privacy Office, or the institution's Information Security Officer.

4.6. Reporting of Security Breaches - All suspected or actual security breaches of institutional or departmental systems must immediately be reported to the institution's Information Security Officer. IT Systems Administrators should report security incidents to the IT Resource Steward and IT Resource Custodian for their respective organization. If the compromised system contains personal or financial information (e.g. credit card information, social security, etc.), the organization must report the event to the institution's legal office.

4.6.1. If Private Sensitive Information has been accessed or compromised by unauthorized persons or organizations:

4.6.1.1. The IT Resource Steward or User who is responsible for the information must consult with the vice president, dean, department head, supervisor, ISO and the legal office to assess the level of threat and/or liability posed to the institution and to those whose Private Sensitive Information was accessed.

4.6.1.2. Individuals whose Private Sensitive Information was accessed or compromised will be notified and referred to ISO for instructions regarding measures to be taken to protect themselves from identity theft.

4.7. Reporting Loss of Critical IT Resource - If Critical IT Resources are lost, the Data Steward or User must notify those individuals and organizations that are affected by the loss of the resource.

4.8. Physical Security - Users are responsible for assuring that all electronic information, hard copy information, and hardware devices in their possession are physically protected in accordance with their classification level at all times. Users must assure that the security controls for each work area are followed and that access restrictions, sensitive data handling procedures, and the security plan for each area are adhered to.

4.9. Destruction or "Wiping" of Electronic Media - Departments and Users shall destroy private and sensitive information as well as other personal or financial information in a campus IT Resource or on personal computers, servers, or other campus computing devices, when such information is no longer needed to conduct the business of the institution, using established institutional procedures.

R345-5. Roles and Responsibilities

5.1. Institutional Information Security Officer (ISO) - The ISO reports directly to a senior institutional administrator. The ISO is responsible for the coordination, review and approval of procedures used to provide the requisite security for Private Sensitive Information or Critical IT Resources. The ISO is responsible for coordinating compliance with this policy and shall:

5.1.1. Develop and maintain security policies, plans, procedures, strategies, architectures, best practices, and minimum requirements.

5.1.2. Educate and provide assistance in complying with this policy to IT Resource Stewards, IT Resource Custodians, IT Resource Administrators, and Users. Provide guidelines consistent with

institutional policies, consultation, and assistance to campus departments and individuals regarding the proper use of computer workstations, servers, applications, group networks and other IT Resources.

5.1.3. Implement and enforce baseline perimeter security practices endorsed for institutions by federal, state, and local government agencies, and national organizations such as Educause, the SANS Institute, and the National Institute of Standards and Technology.

5.1.4. Monitor and analyze campus network traffic information to ensure compliance with institutional security and acceptable use policies, and evaluate, identify, and resolve security vulnerabilities, breaches and threats to the institution's IT Resources.

5.1.5. Conduct security audits as requested by campus departments. Conduct security audits periodically to confirm compliance with this policy.

5.1.6. Direct the campus Incident Response Team, incident response activities, and incident resolution at institutional, departmental, and individual levels. Take appropriate and reasonable remedial action to resolve security incidents.

5.1.7. Assist institutional or third party auditors in the analysis of campus IT Resources to further ensure policy compliance.

5.1.8. Monitor compliance with security policies and procedures and report compliance violations to the relevant cognizant authority.

5.2. IT Resource Custodian - IT Resource Custodians (Computer Services and other IT Resources related work units or individuals) are charged with the responsibility of managing and maintaining the campus backbone network and other IT systems and resources and, as related to their security roles and responsibilities, shall:

5.2.1. Monitor the campus network traffic flows, primarily for the purpose of network maintenance and optimization.

5.2.2. Inform the Information Security Officer of traffic patterns, which pursuant to best practices, procedures and standards, may indicate a potential or actual threat to the network backbone and campus IT Resources.

5.2.3. Apply security policy and procedures to campus network devices as directed by the ISO.

5.3. Incident Response Team - Under the direction of the Information Security Officer, the Incident Response Team is responsible for immediate response to any breach of security. The Incident Response Team is also responsible for determining and disseminating remedies and preventative measures that develop as a result of responding to and resolving security breaches.

5.4. IT Resource Steward - The IT Resource Steward is designated by the cognizant authority of the relevant group or work unit, is familiar with data issues, laws and regulations, and shall:

5.4.1. Determine the purpose and function of the IT Resource.

5.4.2. Determine the level of security required based on the sensitivity of the IT Resource.

5.4.3. Determine the level of criticality of an IT Resource.

5.4.4. Determine accessibility rights to IT Resources.

5.4.5. Determine the appropriate method for providing business continuity for Critical IT Resources (e.g., performing Service Continuity at an alternate site, performing equivalent manual procedures, etc.).

5.4.6. Specify adequate data retention, in accordance with the institution's policies, and state and federal laws for IT Resources consisting of applications or data.

5.4.7. Monitor and analyze network traffic and system log information for the purpose of evaluating, identifying and resolving security breaches and/or threats to the IT Resources of the organization for which they have responsibility.

5.4.8. An IT Resource Steward in a work unit, which lacks the professional IT staff or expertise to accomplish items 5.4.1 through 5.4.7, or to fulfill the responsibilities of the IT Resource Administrators, may request assistance from the Information Security Officer.

5.5. IT Resource Administrator - The IT Resource Administrator(s) is responsible for the performance of security functions and procedures as directed by the IT Resource Steward, implementing and administering the security of IT Resources in accordance with institutional and industry best practices and standards.

R345-6. Sanctions and Remedies

6.1. Emergency Action by the ISO - The ISO may discontinue service to any User who violates this policy or other IT policies when continuation of such service threatens the security (including integrity, privacy and availability) of the institution's IT Resources. The ISO may discontinue service to any network segment or networked device if the continued operation of such segments or devices threatens the security of the institution's IT Resources. The ISO will notify the IT Resource Steward or his/her designee to assist in the resolution of non-compliance issues before service(s) are discontinued, unless non-compliance is causing a direct and imminent threat to the institution's IT Resources.

6.2. Emergency Action by the IT Resource Steward - The IT Resource Steward may discontinue service or request that the ISO discontinue service to network segments, network devices, or Users under his or her jurisdiction, which are not in compliance with this policy. IT Resource Stewards will notify or request that the ISO notify affected individuals to assist in the resolution of non-compliance issues before service(s) are discontinued, unless non-compliance is causing a direct and imminent threat to the institution's IT Resources.

6.3. Restoration of Access - A User's access may be restored as soon as the direct and imminent security threat has been remedied.

6.4. Revocation of Access - USHE institutions shall reserve the right to revoke access to any IT Resource for any User who violates the institution's policy, or for any other business reasons in conformance with applicable institutional policies.

6.5. Disciplinary Action - Violation of the institution's policy may result in disciplinary action,

including termination of employment. Staff members may appeal revocation of access to IT Resources or disciplinary actions taken against them pursuant to institutional policy.

(Proposed for January 18, 2008.)

January 9, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Salt Lake Community College – Campus Master Plan

Regent policy requires approval of campus master plans every two years. Salt Lake Community College regularly updates its campus master plan and seeks approval during the January 2008 meeting of the Board.

Salt Lake Community College's campus master plan addresses future campus sites, building locations, campus capacity, and vehicle/pedestrian circulation. College officials will be present with additional information and will respond to questions from the Board.

Commissioner's Recommendation

The Commissioner recommends the Board approve the Salt Lake Community College campus master plan.

David L. Buhler, Interim Commissioner

DLB/MHS/MDV

January 9, 2008

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
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) **University of Utah and Utah State University – 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 Strawberry Properties Duchesne County, Utah, Lot 33, Section 33, Township 3 South, Range 8 West (Parcel ID #: 00-0017-1904). The property was gifted to the University for the benefit of the University's Crimson Club.
- 3) **USHE – Annual Report, Commissioner's Discretionary Account (Attachment 3).** Board Policy R548, Institutional Discretionary Funds Administration and Accountability, requires Regents to review the 2006-07 report of Commissioner's Office discretionary funds, as well as the 2007-08 budget for those funds. This report will subsequently be audited by internal audit staff. Discretionary funds are available for expenditure or transfer at the discretion of the president (or commissioner) of each institution. The sources of discretionary funds are investment income and unrestricted gifts and grants.

In the Commissioner's Office the discretionary funds are viewed as an important element of the reserve account to be used principally for important priorities that cannot be funded from other sources or for emergencies that may arise. Therefore, there has been limited use of the discretionary account, except for such items as employee awards and recognitions, food and beverage for some occasions, and acknowledgement of certain events involving Regents, Trustees, and Presidents. The discretionary account is an appropriate source of funds for these kinds of expenditures.

4) USHE – Proposed Revisions to Policy R561, *Accounting and Financial Controls* (Attachment 4). Information security concerns require a minor revision to Policy R561. While Boards of Trustees are authorized to establish and maintain bank accounts as necessary for the operation of their institutions, it is no longer prudent to make bank account numbers and authorized signatures available in the annual financial reports. Accordingly, policy section 3.3.5 is recommended for deletion.

David L. Buhler, Interim Commissioner

DLB/MHS/BRF/NGM/MDV
Attachments

January 9, 2007

MEMORANDUM

TO: Jerry Atkin

FROM: Mark H. 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.

UTAH SYSTEM OF HIGHER EDUCATION
2008-09 BUDGET REQUEST
FORM S-6

Date: 05-Jan-08

Initials: N8

Page 1

SOURCES AND APPLICATIONS OF INSTITUTIONAL DISCRETIONARY FUNDS

INSTITUTION: Board of Regents

Enter data in green cells only

		2006-07 Actual (1)	2007-08 Budget (2)	2008-09 Estimate (3)	Period of Obligation (4)
I. SOURCES OF INSTITUTIONAL DISCRETIONARY FUNDS					
A.	Carry Forward	\$83,115	\$99,638	\$94,638	
B.	Current Funds Interest	\$21,533	\$20,000	\$20,000	
C.	Unrestricted Gifts and Grants	\$0	\$0		
D.	TOTAL AVAILABLE (A+B+C)	\$104,648	\$119,638	\$114,638	
II. EXPENDITURES BY CATEGORY AND PROJECT					
J.	Other Education and General Current Operating Support*				
(1)	Miscellaneous Expenditures	\$5,010	\$25,000	\$20,000	
(2)					
(3)					
(4)					
(5)					
(6)					
(7)					
(8)					
(9)					
(10)	SUBTOTAL	\$5,010	\$25,000	\$20,000	
*Other Category should not include single listings of over \$50,000 in value.					
IV.	GRAND TOTAL	\$5,010	\$25,000	\$20,000	
V.	CARRY FORWARD (I-D. Less IV)	\$99,638	\$94,638	\$94,638	

R561, Accounting and Financial Controls

R561-1. Purpose

To provide for standardized accounting records and procedures in the Utah System of Higher Education.

R561-2. References

- 2.1. Utah Code [§53B-6-102](#) (Standardized Systems Prescribed by the Board)
- 2.2. Utah Code [§53B-7-101](#) (Financial Affairs)
- 2.3. Policy and Procedures [R120](#), Bylaws of the State Board of Regents
- 2.4. Report "Internal Controls - Integrated Framework" of the Committee of Sponsoring Organizations of the Treadway Commission
- 2.5. Statement No. 34 of the Governmental Accounting Standards Board
- 2.6. Statement No. 35 of the Governmental Accounting Standards Board
- 2.7. State of Utah Accounting Policies and Procedures Manual (FIACCT)
- 2.8. National Association of College and University Business Officers (NACUBO) Advisory Report 2000-8 "Footnote Requirement When Public Higher Education Institutions Report Natural Classifications on Their Statement of Revenues, Expenses, and Changes in Net Assets"

R561-3. Policy

3.1. Annual Financial Reports of Member Institutions to be Issued in Accordance with Generally Accepted Accounting Principles for Colleges and Universities - Each member institution shall issue an annual financial report for each fiscal year, in accordance with generally accepted accounting principles for colleges and universities and such annual reports shall be filed with the Office of the Commissioner for the use of the Board and its staff upon publication.

3.1.1. Fixed Asset Accounting Conventions - To preserve financial statement comparability in reporting fixed assets, institutions will calculate depreciation using the straight line method and adopt the following guidelines related to capitalization, useful lives, and residual values. An institution may deviate from these guidelines upon showing contravening federal or state regulations, likely adverse audit determinations, or other exceptional circumstances.

3.1.1.1. Equipment - Capitalization limits for equipment are as follows: \$5,000 for University of Utah, Utah State University, Weber State University, Utah Valley State College and Salt Lake Community College; \$3,000 for Southern Utah University and Dixie State College; \$1,000 for Snow College and College of Eastern Utah. The determination of useful lives for equipment shall be as reflected in the State of Utah Standard Useful Life Table (FIACCT 09-09.01). Residual values will be determined by each institution on a case by case basis.

3.1.1.2. Land - All land shall be capitalized and not depreciated.

3.1.1.3. Buildings - Capitalization limits for buildings are as follows: \$50,000 for University of Utah, Utah State University, Weber State University, Utah Valley State College and Salt Lake Community College; \$20,000 for Southern Utah University, Snow College, Dixie State College and College of Eastern Utah. Buildings are

determined to have a 40-year useful life at the time initial construction is completed. Residual values will be determined by each institution on a case by case basis.

3.1.1.4. Building Improvements - Capitalization limits for building improvements are as follows: \$50,000 for University of Utah, Utah State University, Weber State University, Utah Valley State College and Salt Lake Community College; \$20,000 for Southern Utah University, Snow College, Dixie State College and College of Eastern Utah. When an improvement extends the useful life of a building, the building and the improvement shall be determined to have a remaining useful life equal to the length of time which the improvement extends the building's useful life. When an improvement does not extend the useful life of a building, the useful life of the improvement shall be determined to be the remaining useful life of the building. Residual values will be determined by each institution on a case by case basis.

3.1.1.5. Infrastructure - Capitalization limits for infrastructure items are as follows: \$50,000 for University of Utah, Utah State University, Weber State University, Utah Valley State College and Salt Lake Community College; \$20,000 for Southern Utah University, Snow College, Dixie State College and College of Eastern Utah. The determination of useful lives for infrastructure items shall be as reflected in the State of Utah Standard Useful Life Table (FIACCT 09-09.01). Residual values will be determined by each institution on a case by case basis.

3.1.1.6. Land Improvements - Capitalization limits for land improvements are as follows: \$50,000 for University of Utah, Utah State University, Weber State University, Utah Valley State College and Salt Lake Community College; \$20,000 for Southern Utah University, Snow College, Dixie State College and College of Eastern Utah. The determination of useful lives for land improvements shall be as reflected in the State of Utah Standard Useful Life Table (FIACCT 09-09.01). Residual values will be determined by each institution on a case by case basis.

3.1.1.7. Library Books - All library books shall be capitalized. The useful life of all books shall be determined to be 20 years. Residual values will be determined by each institution on a case by case basis.

3.1.1.8. Works of Art - Capitalization limits for Works of Art are as follows: \$5,000 for University of Utah, Utah State University, Weber State University, Utah Valley State College and Salt Lake Community College; \$2,000 for Southern Utah University, Snow College, Dixie State College and College of Eastern Utah. Pieces classified as inexhaustible works of art shall not be depreciated. Useful lives for other works of art shall be determined by each institution on a case by case basis. Residual values for other works of art will be determined by each institution on a case by case basis.

3.1.2. Reporting Expenditures in the Financial Statements - To preserve financial statement comparability, institutions will report expenditures as follows:

3.1.2.1. Use natural classifications on the Statement of Revenues, Expenditures and Changes in Net Assets (as illustrated in GASB 35 presentation of Basic Financial Statements for Public Institution Engaged Only in Business Type Activities), and

3.1.2.2. Present both natural and functional classifications in a footnote to the financial statements consistent with the format specified in the NACUBO Advisory Report 2000-8.

3.2. Certification of Financial and Other Documents - Financial and other documents requiring official certification by officers of the Board shall be subject to the following procedures:

3.2.1. Board authorization or approval for certification of such documents shall first be obtained, ordinarily at a regular Board meeting.

3.2.2. The necessary documents shall then be certified in writing (a) as to the above approval and (b) as to their accuracy and consistency with the Board authorization, by the President of the institution concerned, or by the Office of the Commissioner of Higher Education, or both.

3.2.3. The documents thus certified and submitted may then be taken directly to the officer or officers of the Board concerned for any required signatures.

3.2.4. The Commissioner of Higher Education and the Associate Commissioner for Finance and Facilities are hereby authorized to sign for either the Secretary or the Treasurer of the Board in the event of the unavailability of either the Secretary or the Treasurer.

3.2.5. The Associate Commissioner for Finance and Facilities is hereby appointed Treasurer of the Board, under Section 3.2.3. of R120, Bylaws of the State Board of Regents, and shall serve in such capacity subject to the recommendation of the Commissioner of Higher Education to, and action by, the Board.

3.3. Accounting and Operating Controls - The Board authorizes each President and institutional Board of Trustees to establish and maintain a system of internal accounting and operating controls for their institution. This system of internal controls shall incorporate the principles and objectives specified by the Committee of Sponsoring Organizations of the Treadway Commission report "Internal Control - Integrated Framework." In addition, the Board recommends the following:

3.3.1. That institutional Boards of Trustees authorize the President and Chief Financial Officer, or Chief Financial Officer and Controller, to establish imprest bank accounts for such purposes as they deem necessary for efficient operation of their institution and authorize appropriate signatures for same.

3.3.2. That institutional Boards of Trustees authorize all bank accounts and approve all signatures except as provided in recommendation 3.3.1.

3.3.3. That the Controller or Treasurer at each institution maintain an up-to-date record of all bank accounts and authorized signatures.

3.3.4. That from time to time there should be a review of cash on hand and cash receipts and internal examiners shall undertake an examination of cash disbursements, accounts payable, and purchasing.

~~**3.3.5.** That the annual financial reports, as of June 30 each year, shall include a record of the bank accounts and authorized signatures at each institution.~~

(Adopted March 23, 1971, amended April 27, 1971, Sep. 25, 1973, Sep. 2, 1999, April 20, 2001 and May 31, 2002.)

January 9, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – Annual Report of Institutional and System Bonded Indebtedness

Background

Annually the Board of Regents requests an update of outstanding bond obligations within the Utah System of Higher Education.

Issue

Utah Code 53B-21 provides the Regents with the authority to issue negotiable revenue bonds for the purpose of “acquisition, purchase, construction, improvement, remodeling, adding to, extending, furnishing, or equipping of more than one building” (Section 101). Bonds are secured by institutional income and revenues, including (but not limited to) student fees, land grant interest, and profits from proprietary activities. Bonds may be issued in multiple series with multiple call dates, at the discretion of the Regents. Section 110 of the chapter allows the Regents to issue refunding bonds, although the Regents generally use the more flexible parameters of the Utah Refunding Act (UCA 27-11). While revenue bonds require legislative approval, refunding bonds may be issued at the discretion of the Board of Regents.

Current federal regulations permit a tax-exempt bond to be refunded one time (advanced refunding) unless the refunding issue is within 90 days of the call date on the refunded bonds (current refunding). Tax-exempt bonds may be refunded with taxable bonds. Bonds (with callable and non-callable maturities) may also be defeased at any time through a total cash defeasance escrow, although this is a rare occurrence.

College and university bonds are not counted as an official “debt of the state” (53B-21-102), but some bond covenants carry a “moral obligation” pledge stating that the Board of Regents will, in the case of potential default, formally request financial assistance from the Governor and Legislature. The Regents have never needed to exercise such a clause.

Commissioner’s Recommendation

Information Only.

David L. Buhler, Interim Commissioner

DLB/MHS/BRF/NGM
Attachments

State of Utah, Board of Regents
Colleges and Universities
Bond Obligations
as of 06/30/2007

College or University	Original Amount	Series	Purpose	Maturity Month	Final Maturity Date	Moral Obligation	Outstanding as of June 30, 2007
University of Utah⁽¹⁾	11,140,000	1987A	Aux & Campu Fac Sys Ref Rev	October 1	2014	No	1,490,000
	52,590,000	1997A	Aux & Campu Fac Sys Rev (variable)	April 1	2027	Yes	12,000,000
	25,020,000	1998A	Hospital Rev	August 1	2013	No	6,457,349
	120,240,000	1998A	Aux & Campu Fac Sys Ref Rev	April 1	2016	Yes	56,234,102
	5,975,000	1999A	Aux & Campu Fac Sys Rev	April 1	2014	Yes	3,404,618
	17,585,000	2000A	Research Facilities Rev and Ref	June 30	2020	No	2,245,519
	2,755,000	2001	Aux & Campu Fac Sys Rev	April 1	2021	No	2,205,935
	9,685,000	2004A	Research Facilities Rev	April 1	2019	No	8,108,083
	5,515,000	2005A	Research Facilities Rev (Moran Eye Center)	April 1	2025	No	5,270,586
	20,130,000	2005B	Research Facilities Rev Ref	April 1	2020	No	18,159,991
	30,480,000	2005A	Hospital Rev Ref	August 1	2018	?	31,436,853
	42,955,000	2005A	Aux & Campu Fac Rev Ref	April 1	2021	?	42,942,820
	77,145,000	2006A	Hospital Rev Ref	August 1	2032	?	82,227,692
	20,240,000	2006B	Hospital Rev	August 1	2032	?	20,240,000
	10,000,000	2007A	Research Rev	April 1	2022	?	10,000,000
	42,450,000	2007	Certificates of Participation	December 1	2027	?	42,677,861
							<u>345,101,409</u>
Utah State University⁽¹⁾	500,000	1999	Roosevelt Campus	July 1	2020	No	374,000
	15,010,000	1999A	Student Fee & Housing Sys Ref Rev	December 1	2014	Yes	12,215,000
	23,735,000	2002A	Research and Ref Rev	December 1	2017	Yes	20,630,000
	705,000	2003A	Research Revenue Bonds	December 1	2015	No	521,000
	11,065,000	2004A	Student Building Fee Ref Rev	April 1	2026	Yes	10,245,000
	39,155,000	2007	Student Fee & Housing Sys Rev	April 1	2035	Yes	39,155,000
							<u>83,140,000</u>
Weber State University⁽¹⁾	5,050,000	1998A	Student Facilities Sys Ref Ref	April 1	2010	Yes	2,630,000
	12,280,000	2001A	Student Facilities Sys Rev	April 1	2012	Yes	1,375,000
	22,810,000	2005	Student Facilities Sys Rev	April 1	2032	Yes	22,810,000
	10,155,000	2007	Student Facilities Sys Ref Ref	April 1	2031	Yes	10,155,000
							<u>36,970,000</u>
Southern Utah University⁽¹⁾	4,540,000	2002A	Student Building Fee/Refunding Rev	May 1	2014	Yes	3,795,000
	10,060,000	2003	Student Building Fee/Refunding Rev	May 1	2023	Yes	8,760,000
	975,000	2005	Pav/Sta Fac Exp Student Building Fee Rev	Jun 1	2014	Yes	769,670
							<u>13,324,670</u>
Snow College⁽¹⁾	2,500,000	2002	Richfield Events Center Rev	April 1	2020	Yes	<u>1,603,170</u>
Dixie College⁽¹⁾	2,815,000	1998	Auxiliary Sys Rev Ref	May 1	2010	Yes	840,000
	6,475,000	1999A	Lease Rev Ref	May 1	2023	Yes	450,000
	1,500,000	2002	Auxiliary Sys Rev	May 1	2021	Yes	1,500,000
	1,420,000	2006	Auxiliary Sys Rev	May 1	2026	Yes	1,420,000
	4,845,000	2006	Lease Rev Ref	May 1	2023	Yes	4,790,000
							<u>9,000,000</u>
College of Eastern Utah⁽¹⁾							<u>0</u>
Utah Valley State College⁽¹⁾	11,020,000	2004A	Student Center Building Fee/Unified Sys Rev Ref	November 1	2020	Yes	8,650,000
	4,035,000	2004B	Student Center Building Fee/Unified Sys Rev Ref Taxable	November 1	2011	Yes	2,240,000
	3,900,000	2004A	MBA Utah County/Lease Rev	November 1	2019	No	3,540,000
	2,600,000	2004B	MBA Utah County/Lease Rev Taxable	November 1	2014	No	1,965,000
							<u>16,395,000</u>
Salt Lake Community College⁽¹⁾	6,600,000	1998	Aux Sys & Student Fee Rev Ref	June 1	2012	Yes	4,415,000
	5,890,000	2001	Aux Sys & Student Fee Rev Ref	June 1	2016	Yes	5,590,000
							<u>10,005,000</u>
Total outstanding bonds.....							515,539,249
Total outstanding bonds with Moral Obligation support.....							235,676,560
Total outstanding bonds without Moral Obligation support.....							279,862,689
							<u>515,539,249</u>

⁽¹⁾ Institution reviewed and approved this item prior to publication

State of Utah, Board of Regents
Colleges and Universities
Bond Obligations
as of 06/30/2006

College or University	Original Amount	Series	Purpose	Maturity Month	Final Maturity Date	Moral Obligation	Outstanding as of June 30, 2006
University of Utah⁽¹⁾	11,140,000	1987A	Aux & Campu Fac Sys Ref Rev	October 1	2014	No	\$ 1,490,000
	24,615,000	1997	Hospital Rev Ref	August 1	2006	No	3,405,000
	52,590,000	1997A	Aux & Campu Fac Sys Rev (variable)	April 1	2027	Yes	13,000,000
	25,020,000	1998	Hospital Rev	August 1	2013	No	6,235,000
	120,240,000	1998A	Aux & Campu Fac Sys Ref Rev	April 1	2016	Yes	57,625,000
	5,975,000	1999A	Aux & Campu Fac Sys Rev	April 1	2014	Yes	3,835,000
	17,585,000	2000A	Research Facilities Rev and Ref	June 30	2020	No	3,005,000
	26,670,000	2001	Hospital Rev	August 1	2022	No	11,350,000
	2,755,000	2001	Aux & Campu Fac Sys Rev	April 1	2021	No	2,345,000
	9,685,000	2004A	Research Facilities Rev	April 1	2019	No	8,600,000
	5,515,000	2005A	Research Facilities Rev (Moran Eye Center)	April 1	2025	No	5,350,000
	20,130,000	2005B	Research Facilities Rev Ref	April 1	2020	No	20,000,000
	30,480,000	2005	Hospital Rev Ref	August 1	2018		30,480,000
	42,955,000	2005	Aux & Campu Fac Rev Ref	April 1	2021		42,570,000
							<u>\$ 209,290,000</u>
Utah State University⁽¹⁾	500,000	1999	Roosevelt Campus	July 1	2020	No	396,000
	15,010,000	1999A	Student Fee & Housing Sys Ref Rev	December 1	2014	Yes	13,450,000
	23,735,000	2002A	Research and Ref Rev	December 1	2017	Yes	22,075,000
	705,000	2003A	Research Revenue Bonds	December 1	2015	No	569,000
	11,065,000	2004A	Student Building Fee Ref Rev	April 1	2026	Yes	10,245,000
	805,000	2004B	Student Building Fee Rev Taxable	April 1	2007	Yes	275,000
	40,470,000	2004	Student Fee & Housing Sys Rev	April 1	2035	Yes	40,470,000
							<u>\$ 87,480,000</u>
Weber State University⁽¹⁾	3,665,000	1997A	Student Facilities Sys Ref Ref	April 1	2007	Yes	\$ 440,000
	5,050,000	1998A	Student Facilities Sys Ref Ref	April 1	2010	Yes	2,945,000
	12,280,000	2001A	Student Facilities Sys Rev	April 1	2031	Yes	11,410,000
	22,810,000	2005	Student Facilities Sys Rev	April 1	2032	Yes	22,810,000
							<u>\$ 37,605,000</u>
Southern Utah University⁽¹⁾	4,540,000	2002A	Student Building Fee/Refunding Rev	May 1	2014	Yes	4,265,000
	10,060,000	2003	Student Building Fee/Refunding Rev	May 1	2023	Yes	8,810,000
	975,000	2005	Pav/Sta Fac Exp Student Building Fee Rev	Jun 1	2014	Yes	868,710
							<u>\$ 13,943,710</u>
Snow College⁽¹⁾	2,500,000	2002	Richfield Events Center Rev	Sept 1	2019	Yes	\$ 1,746,019
Dixie College⁽¹⁾	2,815,000	1998	Auxiliary Sys Rev Ref	May 1	2010	Yes	\$ 1,095,000
	6,475,000	1999A	Lease Rev Ref	May 1	2023	Yes	660,000
	1,500,000	2002	Auxiliary Sys Rev	May 1	2021	Yes	1,500,000
	1,420,000	2006	Auxiliary Sys Rev	May 1	2026	Yes	1,420,000
	4,845,000	2006	Lease Rev Ref	May 1	2023	Yes	4,845,000
							<u>\$ 9,520,000</u>
College of Eastern Utah⁽¹⁾	\$ 1,250,000	1996A	Student Sys Rev Ref	July 1	2021	No	<u>\$ 970,000</u>
Utah Valley State College⁽¹⁾	11,020,000	2004A	Student Center Building Fee/Unified Sys Rev Ref	November 1	2020	Yes	\$ 9,430,000
	4,035,000	2004B	Student Center Building Fee/Unified Sys Rev Ref Taxable	November 1	2011	Yes	2,855,000
	3,900,000	2004A	MBA Utah County/Lease Rev	November 1	2019	No	3,725,000
	2,600,000	2004B	MBA Utah County/Lease Rev Taxable	November 1	2014	No	2,175,000
							<u>\$ 18,185,000</u>
Salt Lake Community College⁽¹⁾	6,600,000	1998	Aux Sys & Student Fee Rev Ref	June 1	2012	Yes	5,185,000
	5,890,000	2001	Aux Sys & Student Fee Rev Ref	June 1	2016	Yes	5,640,000
							<u>\$ 10,825,000</u>
Total outstanding bonds.....							<u><u>\$ 389,564,729</u></u>
Total outstanding bonds with Moral Obligation support.....							<u><u>\$ 246,899,729</u></u>
Total outstanding bonds without Moral Obligation support.....							<u><u>\$ 142,665,000</u></u>
							<u><u>\$ 389,564,729</u></u>

⁽¹⁾ Institution reviewed and approved this item prior to publication

January 9, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – Report of the Audit Review Subcommittee

2007 Work Plan

The Audit Review Subcommittee had four areas of focus during 2007. The first area of focus was strengthening financial reporting at the College of Eastern Utah. Commissioner's staff members spent considerable time, during early 2007, training CEU personnel so that CEU could close FY 2005 and FY 2006, and be prepared to close FY 2007. The Commissioner arranged for and partially funded the services of a public accounting firm to assist CEU staff. Although CEU's difficulties were related to Banner reporting, the fundamental problem was limited experience and expertise in basic accounting, including preparation of financial statements. CEU staff have completed closing financial statements for FY05 and FY06. Fiscal year 2007 should be closed later this month.

A second area of focus was follow-up and "lessons learned" regarding a significant theft by a cashier at Snow College. Commissioner's staff has developed and will present a template for a minimum standard of separation of duties for a business office. A draft of this template will be hand-carried to the January 18 meeting.

A third area of focus was establishing a system resource team which could perform an IT Network Security Assessment for each institution. Assessments have been completed for seven of ten institutions. These assessments have been very useful in suggesting ways that institutions can fortify networks against intrusion and disruption. The assessment team found several issues common to many of the institutions. Several institutions lacked a written policy regarding the use of sensitive data. The team recommended network configuration changes for several institutions. The team found several instances of inadequate protection of wireless access.

A fourth area of focus was developing a legislative appropriations request to augment the internal staff function within USHE institutions. This request is included on the Regent-approved USHE appropriations request to the 2008 Legislature.

2007 Institutional Annual Reports

Regent policy R565 calls for Trustee Audit Committees to provide an annual report to the Regent Audit Review Subcommittee. The Regent committee conducted interviews with trustee audit chairs in January 2007 to review their work during 2006.

The Regent committee will meet on January 17, 2008, with trustee committees to receive the reports for 2007. Audit Review Subcommittee chair Nolan Karras will provide an oral report regarding these interviews at the January 18 Regent meeting.

Commissioner's Recommendation

This agenda item is provided for information only. No action needed.

DLB/MHS

David L. Buhler, Interim Commissioner

January 9, 2008

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: USHE – Report of Auxiliary Funds

Background

The Board of Regents requests an annual update of auxiliary operations within the Utah System of Higher Education (USHE).

Issue

Auxiliary enterprises are business activities, or other support activities (as distinguished from primary programs of instruction, research, and public service, and from organized activities and intercollegiate athletics). According to SBR Policy R550, the primary purpose is to provide specified services to students, faculty, staff, or guests of the institution. All housing, food service, and college store activities in any institution are to be classified and managed as auxiliary enterprises. Other activities which serve primarily individuals (as distinguished from internal departments of the institution) and operate on an essentially self-supporting basis may also be classified and managed as auxiliary enterprises.

Annually USHE institutions provide reports of auxiliary enterprise activity. This information has been consolidated by OCHE staff for the purpose of Regent review. Auxiliary operations are examined by independent auditors during the annual financial statement audits.

Commissioner's Recommendation

Information Only.

David L. Buhler, Interim Commissioner

DLB/MHS/BRF
Attachment

January 9, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – "Impact of Technology" Briefing

Computing and the Internet are invaluable tools that serve faculty and students by providing broad access to educational information in all formats. Information from anywhere in the world can be delivered to a faculty and student desktop or laptop. These tools have improved the breadth, diversity, and quality of education and research. They have also improved the efficiency and convenience of business and academic service processes.

For instance, computing and the Internet have also provided a global delivery system where *anyone* can share and receive information. Students and faculty can use powerful search engines to find educational information and courses for virtually any subject. The quantity and quality of competitors that can provide on-line courses, learning objects, library materials, and certificate and degree programs has increased dramatically in recent years. It causes one to ask questions such as: If, in the future, many of the services provided by the Utah System of Higher Education may be delivered by competitors, possibly at a low cost and high quality, how will Utah's colleges and universities alter their strategies to compete? Should the added capability and competition empowered by computing and the Internet be considered a disruptive threat, or do these technologies provide a grand opportunity to improve the accessibility, quality, efficiency, and accountability of institutions within the Utah System of Higher Education?

Technologies offer a tremendous opportunity to improve higher education. At the meeting, Chief Information Officer, Steve Hess, will provide a presentation and lead a discussion on the impact of technology on higher education and the various policy and planning implications.

Commissioner's Recommendation

Information Item only. No action is needed.

David L. Buhler, Interim Commissioner

DLB/MHS/SH

January 9, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – Actions of Regents' Executive Committee – Follow-up Report

This memorandum reports action taken by the Executive Committee of the State Board of Regents at public meetings held on December 17, 2007 and December 21, 2007. On December 17, 2007, the Executive Committee authorized Utah Valley State College to purchase parcels of property contiguous to the Orem campus.

On December 21, 2007, the Executive Committee approved a resolution to amend 1988 and 1993 Student Loan Master Indentures. The amendments are needed to implement new temporary maximum auction rates.

Commissioner's Recommendation

This is presented as information only.

David L. Buhler, Interim Commissioner

DLB/MHS
Attachment

January 9, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: UHEAA - Update on Student Loan Bonds and Current Market Conditions

Recent instability in the credit markets has led to significant fluctuations in interest rates on auction rate bonds like those issued by the State Board of Regents, particularly tax exempt bonds. As a result, there is concern that the Maximum Auction Rates (MAR) established more than 10 years ago, may not be sufficient to attract investors to these bonds. As a temporary measure, broker-dealers around the country have worked with clients, insurers, and the rating agencies to permit a waiver of the MAR through the end of January 2008. Virtually all issuers have taken similar action to temporarily increase the MAR.

At its meeting on December 18, 2007, the Student Finance Subcommittee voted unanimously to recommend Board of Regents adoption of an approving resolution to temporarily increase the MAR through January 31, 2008 on the Board's two outstanding student loan master indentures. On December 21, 2007, the Executive Committee of the Board of Regents unanimously approved an approving resolution to implement this change.

UHEAA staff will continue to closely monitor the auction rate markets and, in consultation with underwriters, bond counsel, and Assistant Attorney General Tom Anderson, will determine what, if any, further action may be needed by the Board of Regents at the end of January. If action is needed, this will require a meeting of the Executive Committee on behalf of the full Board of Regents at the end of January.

Commissioner's Recommendation

This report is for information only. No action is required by the Board of Regents.

David L. Buhler, Interim Commissioner

DLB/DAF/ROD

January 10, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Institutional Reports on Campus Programs and Initiatives Related to Minority and Disadvantaged Students—Information Item

At the December 2006 regular meeting, the Regents approved, with some modifications, the prioritized recommendations of the USHE Task Force on Minority and Disadvantaged Students. These recommendations provide a framework for future programs that should be funded and implemented to improve the preparation, participation, and completion rates of minority and disadvantaged students in USHE institutions.

In addition, recognizing that USHE institutions are already addressing this issue through a variety of campus programs, the Strategic Planning and Communications Committee has asked for reports from USHE institutions on such programs so that it can be better informed about effective strategies currently underway. This month the Committee will hear reports from the College of Eastern Utah and Snow College.

Commissioner's Recommendation

This item is for information only and requires no action.

David L. Buhler, Interim Commissioner

DLB:dsd
Attachment

Minority Programs at the College of Eastern Utah - A Report to the Utah Board of Regents

January 2008

The College of Eastern Utah (CEU) serves a geographically and culturally diverse region of Utah. The College has traditionally had, if not the highest, one of the highest percentages of ethnically diverse students of any school in the Utah System of Higher Education. This is largely due to the unique mission of our San Juan Campus that provides educational programming for the “4 Corners” area and its large Native American population. The San Juan campus in particular has developed a culture that focuses on minority students with special emphasis on Native Americans.

Fall Semester 2007, CEU had a total of 2100 students enrolled – 1549 at the Price campus, and 551 at the San Juan campus in Blanding. The breakdown by racial groups is detailed in the table below.

Excluding “Other” and “Unspecified” categories, minorities comprise 20.8% of CEU’s student population.

College of Eastern Utah Enrollment by Race (Fall Semester 2007)

Race	Price Campus		San Juan Campus		Institution Totals	
	Number	%	Number	%	Number	%
American Indian or Alaskan Native	15	1	317	58	332	15.8
Asian or Pacific Islander	17	1	0	0	17	0.8
Black, Non-Hispanic	9	1	0	0	9	0.4
Hispanic	65	4	10	2	75	3.6
Native Hawaiian or Pacific Islander	2	0	0	0	2	0.1
Non-Resident Alien	2	0	0	0	2	0.1
Other	14	1	1	0	15	0.7
Unspecified	73	5	11	2	84	4.0
White Non-Hispanic	1352	87	211	38	1563	74.5
Totals	1549	100	551	100	2100	100

CEU does not have a dedicated director of minority/multicultural programs. The administration of such rests primarily with Student Services offices on both campuses. Though understaffed, Student Services staff and faculty do an exceptional job in recruiting and supporting minority students. Both campuses

participate in several important programs that reach out to minority students and potential students. Highlights of important programs are listed below.

Minority Program Activities

Both campuses have **Student Support Services** and **Upward Bound** grants. These federally funded programs focus on reaching out to high school students that are considered “at risk” of not moving ahead to a post-secondary experience or not being successful should they choose to enroll in college. The grants focus on individuals from Carbon, Emery, Grand, and San Juan counties that would be 1st generation college students, come from low income families, or have disabilities and promote experiences that help the transition from high school to college.

Upward Bound

San Juan Campus - Upward Bound (UB) provides approximately 50 participants with a college experience on the CEU-SJC campus in the month of June. The students live in the dorms and eat in the cafeteria. Some of these students are enrolled in two college courses taught by CEU-SJC faculty with the remaining students enrolled in high school classes. All students participate in individual tutoring as well as group sessions. Many evening activities are held under the direction of the UB counselors. Some of the activities include basketball, volleyball, baseball, swimming, movies and service projects. Many of the participants in the UB program are Native Americans from the southern end of San Juan School District. Two thirds of the participants in the UB program are Native American while the remaining one third is comprised of Non-Hispanic White and Hispanic.

Price Campus - The Price Upward Bound (UB) grant started Fall of 2007. Currently there are 55 high school students in the program from Carbon, Emery, and Grand counties. Approximately 50% of the participants are minority students with 25% with English as their second language. Activities include weekly tutoring programs at the high schools, monthly Saturday workshops for parents and students, and a 6 week on-campus program being planned for summer 2008.

Student Support Services

Student Support Services (SSS) focuses on supporting students from the same demographic groups as the Upward Bound program, however, rather than working with high school students, it supports students currently enrolled in CEU.

San Juan Campus – Last year, the San Juan Campus sponsored seven noon forums that involved 388 students and staff that addressed the following multicultural issues: traditional and modern medical resources; federal, state, and tribal governments; history and consequences of uranium mining on public and tribal lands; drug and alcohol dangers among

Native American youth; anglo and native perspectives of Veteran's Day; multicultural celebrations of the holidays; native languages in the southwest and their origins.

Price Campus – There are currently have 131 total students in the program, of which 19 are minorities (about 15%). The program aids students by providing private tutoring, workshops on college success skills, financial aid, academic and transfer advising, career counseling, etc. Students also have opportunities to participate in a variety of cultural awareness activities such concerts and theatrical productions.

In addition, both campuses have multicultural student clubs that provide support and social experiences for minority students. The efforts of these clubs and other volunteer efforts help students feel engaged and included.

Other San Juan Campus Activities

Summer Experience

Summer Experience is a seven-week program designed to provide students with the opportunity to take college level courses that are accompanied with a variety of field experiences and trips. During Summer Experience students typically take 12-15 credit hours, at least 9 hours of which applies to their general education requirements. Activities and field trips are designed to accompany these courses and to enhance the in-class experiences. For instance, during the 2007 Summer Experience students took Music and Astronomy classes and attended an opera in Logan and the Lowell Observatory in Flagstaff. In addition, many activities are planned to take advantage of the geologic, ecologic, and archeological resources of the Four Corners Area.

The program is open to anyone who would like to participate; however, it is typically taken by high school students. In addition, college students that are participating in Title III Learning Communities often enroll in order to help them keep on track for their college studies. This program is a wonderful recruiting tool because it introduces students to the college itself and the instructors at the college. The program is limited to 20 students; 5-6 are typical Native American students.

TITLE III Grant

The San Juan Campus of CEU was originally created as a grass root effort to enhance quality educational services to residents of a remote area characterized by poverty, rural isolation, lack of access to postsecondary education, first-generation college, poor academic preparation, and limited English proficiency. CEU-SJC created three outreach centers which have, in fact, greatly

increased access for residents of rural communities. Extensive investments have been made in distance education technology, interactive curriculum, and faculty development to further enhance the quality and quantity of instructional programming in the outlying communities. Mandatory testing, placement, and a new Developmental English as a Second Language curriculum, tutoring along, and an adult education partnership, have been implemented to help students raise their academic skills. These programs have led to increased enrollment, improving GPAs, increased graduation/completion rates, and increased number of transfer students to four- year institutions. Seventy-nine percent of participants have been Native Americans.

Other Price Campus Activities

Gear Up

CEU received a Federal Gear Up Grant running from 2005-2011. The program is designed to reach out to high school students and direct them towards college. The program focuses on high school students from Carbon and Emery counties that are 1st generation college students, come from low income families, or have disabilities. Minority students are typically over represented in these categories. CEU staff conduct in-school tutoring at Carbon and Green River high schools, parent-student workshops that focus of helping students and their parents understand what needs to be done to prepare for a successful college experience, recruitment activities including tours of CEU and other Utah colleges, week-long summer camps dedicated to college preparation, etc. Currently 31 of 130 participants are minorities.

The Future

The College of Eastern Utah is serious in its commitment to providing access and quality education to minority students. Though much remains to be done, we have made great strides in serving Native American students. We recognize that more efforts need to be directed towards to other minorities in our service areas, especially the Hispanic community. Hispanic students make up only 3.6% of our enrollment this academic year compared to 7.4% in the general population of Southeastern Utah. We look forward to assisting a greater number of this important segment of our population.

January 10, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah Valley State College Mission Implementation—Information Item

At its December 2007 regular meeting, the Board of Regents approved a new mission statement for Utah Valley State College (soon to become Utah Valley University), which states in part: "UVU builds on a foundation of substantive scholarly and creative work to foster engaged learning." This focus on engaged learning is an exciting new approach to higher education that has positive implications for all USHE institutions. President Sederburg will be presenting UVU's plan to implement this new mission and how it connects with the Regents' plans to increase preparation, participation, and completion.

President Sederburg will lead a discussion on the following topics:

- The history and evolution of UVU's mission focus on engaged learning.
- The role of a regional university in promoting service and engagement.
- The creation and role of UVU's new Center for Engaged Learning.
- The Carnegie Foundation's election classification for Community Engagement.
- UVU's present and planned initiatives designed to promote engaged learning and service, including the in-progress partnership with the Office of the Commissioner, Utah Campus Compact, and the Alpine and Provo School Districts to implement Utah Scholars and increase both the diversity and academic preparation of UVU's future student body.

Given our desire to continually highlight and expand the significant contributions USHE institutions make to the state, approaches which focus on "community leadership and strong relationships that extend the university into the workplace and the region" are essential to the Board's strategic planning.

Commissioner's Recommendation

This item is for information only and requires no action.

David L. Buhler, Interim Commissioner

DLB:dsd
Attachment



CREATING THE FUTURE YOU

Effective July 1, 2008, Utah Valley State College will change its name to Utah Valley University. With this transition comes the opportunity to define the mission, roles, and core values of UVU, which are based upon the same principles that have guided this institution since its inception in 1941 and that will continue to guide it into the future.



+ WHAT IS OUR 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 life-long learners and leaders, serve as stewards of a globally interdependent community.

HOW WILL WE ACCOMPLISH OUR MISSION?

We begin by emphasizing engaged learning in everything we do. In an effort to create engaged learning through community, the Center for Engaged Learning was developed. The Center has been given the charge to collaborate with UVSC's academic community as well as student affairs to help create opportunities for service and engagement within the region.

WHAT IS THE ROLE OF A REGIONAL STATE UNIVERSITY?

- Provide quality academic learning opportunities for students through 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.
- Provide access to higher education and offers a broad range of opportunities from developmental education through honors programs.
- Provide 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.
- Promote economic and cultural development to contribute to the quality of life of the region and state.
- Foster 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.
- Provide cultural experiences that enrich the community and offer significant and varied opportunities for continuous learning.

WHAT ARE OUR CORE VALUES?



LEARNING AND SCHOLARSHIP: UVU values preparing intellectually resilient graduates for a future of continuous and cross-disciplinary learning. UVU encourages its 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 our 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.

THE CENTER FOR ENGAGED LEARNING

Our goal is to create “communities of engaged learners connected in meaningful ways to the world we live in while developing students of strong character and ethics.” – *President William A. Sederburg, Spring 2007*

REMEMBER THE THREE P’S:

- PEOPLE
- PLACE
- PROFESSION

PEOPLE OF INTEGRITY

Some examples include: Ethics, leadership, student development, personal identity

STEWARDS OF PLACE

Some examples include: Outreach, service learning, partnerships, cultural outreach, economic development, regional and global engagement

PROFESSIONALLY COMPETENT

Some examples include: Exceptional instruction, faculty/staff current in their fields, internships, mentoring, advising, talent force development



Based on Teaching, Scholarship and Creative Work

■ The UVU Center for Engaged Learning (CEL) promotes opportunities for students, faculty, and staff to participate in the Communities of Engaged Learning Initiative, which consists of all forms of instruction, appropriate research, and interaction with the regional community.

■ CEL fosters student cohorts for engaged learning and promotes the active involvement of students in the implementation, practice and demonstration of actions and activities that develop professional competence, community stewardship (local, regional and global) and personal integrity.

■ The CEL is charged with overseeing grants that support the initiative. Specifically, \$400,000 annually has been set aside to fund faculty and staff grants (approximately \$2,500 per faculty/staff per year) that will support the focus on People, Place and Profession.

For a CEL grant application visit our website at: www.uvsc.edu/engage

WHAT ARE THE CARNEGIE PERSPECTIVES?

“It’s easier to move a cemetery than to change a curriculum.”

– Woodrow Wilson, SOURCE: Carnegie Perspectives, July 2007

The Carnegie Foundation’s elective classification for Community Engagement affirms that a university or college has institutionalized Community Engagement in its identity, culture, and commitments. It also affirms that the practices of community engagement are aligned with institution’s identity and form an integral component of the institutional culture. Those practices may be focused in curricular engagement, outreach and partnerships, or both.

COMMUNITY ENGAGEMENT describes the collaboration between institutions of higher education and their larger communities for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

CURRICULAR ENGAGEMENT describes the teaching, learning and scholarship that engages faculty, students, and community in mutually beneficial and respectful collaboration. Their interactions address community identified needs, deepen students’ civic and academic learning, enhance community well-being, and enrich the scholarship of the institution.

SOURCE: Carnegie Foundation



“A NEW CARNEGIE CLASSIFICATION ARRIVES”

Institutions will not be able to just state that they are committed to community engagement, but will have to provide concrete evidence. Among other things, they will need to describe teaching, learning and scholarship that both benefit the college and the local community. They will also need to provide examples and data on the depth of participation in various outreach efforts.

SOURCE: “Inside Higher Ed, News”, April 4, 2006



UVU'S INITIATIVE TO BE AN ENGAGED UNIVERSITY IS PART OF A NATIONAL MOVEMENT

Cover Story

Beyond rankings: A new way to look for a college

NSSE offers families an alternative way to think about school quality

By Mary Beth Marklein USA TODAY



When Michael Turchy sought a job with the state of North Carolina straight out of college in 2001, his interviewer seemed surprised that he had already published research on wetlands.

"I had direct experience others didn't have," says Turchy, environmental supervisor for the transportation department and a graduate of Western Carolina University in Cullowhee, N.C. "I could tell he was a little impressed."

A leg up in the job market is just one way students can benefit when they work closely with faculty, sometimes side-by-side in research. And the degree to which faculty work with students is the kind of thing prospective students might want to look for when they consider where to apply for college.

Problem is, that kind of information hasn't typically been available to the public in a meaningful way.

The National Survey of Student Engagement wants to change that. While many popular college guides focus on things like SAT scores of incoming freshmen, or a college's party-school reputation, NSSE (pronounced

"nessie") seeks to gauge the quality of an undergraduate education by looking at how actively involved students are with their studies, professors and the campus community. Decades of research show that the more engaged students are, the more likely they are to learn.

Colleges appear to welcome such information. Since its 2000 debut, NSSE has surveyed nearly 1,200 schools at least once, and it has spawned similar surveys for law schools, community colleges and other populations.

Most colleges keep results confidential, using their data as an internal assessment tool. But this year, for the first time, NSSE is encouraging participating schools to make their scores publicly available.

USA TODAY, in partnership with NSSE, is publishing this guide in print and online to how NSSE can help prospective college students and parents find a school that fits their needs. More than 250 schools have agreed to disclose their scores.



WHAT IS THE EMPHASIS ON ENGAGED LEARNING?

- Enhance teaching and learning through relevant curricula.
- Expand research and scholarship opportunities for faculty/staff and students.
- Provide learning activities that optimize student service and constructive impact upon the community.
- Prepare engaged citizens who are knowledgeable about the issues affecting their generation and their community.
- Increase awareness and solutions to important societal issues.
- Deeper commitment and contributions to the public good.
- Strengthened civic responsibility and active engagement in civic affairs.

“Our highest priority in all of this is to connect the professional interests of our students with issues facing their generation and their community, and to connect the campus with the broader community.” – William A. Sederburg, Spring 2007

WHAT ARE THE BUILDING BLOCKS?

BUDGET	10 million for University status
POLICIES	
ATHLETICS	Division I Status
GRADUATE PROGRAMS	Three Future Graduate Degrees (Education, Nursing, & Business)
FACILITIES	State of the art digital library
ACADEMIC PROGRAMMING	30 new 4-year degrees
FACULTY/STAFF	Recruit and hire those committed to engaged learning
STUDENTS	Recruit and retain students with high ethics and integrity



HOW WILL ENGAGED LEARNING HELP UTAH?

UVU Department	Project	Geographical Area
Computer/Networking Science	Linux hotspots in local businesses	Orem/Provo
Languages	Advance Business Language in Portugese	Orem/Provo
Biology	Natural History Excursion	Green River
Athletics	Wrestling Clinics	Utah County
Multicultural Center	Hispanic Youth Role Models	Utah County
Accounting	Independence High School	Provo
Theater	Utah War Tour Production	Utah/Wyoming/Nevada/Idaho
Earth Science	Wasatch Fault	Payson
Behavioral Science	The SOS Community Service Project	Michigan
Business Management	Transformational Learning	Provo/Orem
Languages	Helping Victims of the Peru Earthquake	Orem/Provo/Peru
College Success	Kiwanis Club Project	Orem/Provo
Multicultural Center	Hula Project	Utah/Hawaii
Nursing	Taiwan Healthcare	Utah County/Taiwan
English	Helping Girl Scouts Receive Math Badge	Provo/Orem
Music	Film Composition Internships	Provo/Orem/California
CAL	Jr. High Leadership	Utah County
Multicultural Center	Native American Students	Utah County



CEL | Success.

Film Composition Internships at James Newton Howard Studio

NEED/PROBLEM: Students interested in Film Composition and related fields have a difficult time gaining practical experience and training. Most colleges and universities do not offer specific courses in Film Composition. Updating the rapidly changing technology is impractical for most schools.

SOLUTION: Provide an Engaged Learning Opportunity.

In August 2007, James Newton Howard Studio, one of the most respected film composition studios in Hollywood, was approached by Dr. David Fullmer (Assistant Professor, Music Department, Conductor of the UVSC Symphony Orchestra, UVSC Jazz Ensemble, and UVSC Percussion Ensemble) about establishing an internship with UVSC. JNH Studio responded by inviting several UVSC students to Southern California October 9-14. During that time the students attended the live recording session of a studio orchestra scoring Howard's latest film "I Am Legend" starring Will Smith. These students also toured the JNH Studio in Santa Monica to observe and work with the composer's assistants. It is hoped that UVSC might establish an ongoing relationship with JNH Studio. The CEL Grant (\$2,500) helped to offset the trip costs for the six students and two faculty members.

CEL | Success.

Study of Prehistoric Earthquakes on the Wasatch Fault near Payson, Utah

NEED/PROBLEM: The Wasatch fault runs right through the heavily populated Wasatch Front urban corridor. Although there have been no large historic earthquakes on the Wasatch fault, geologic studies indicate that it is capable of producing earthquakes of about magnitude 7, and that such earthquakes occur about every 350 years. Analyses of trenches dug across the Wasatch Fault are needed in order to better anticipate sizes and potential damage from future earthquakes on the fault.

SOLUTION: Provide an Engaged Learning Opportunity.

Dr. Daniel Horns, Department of Earth Science has conducted a trenching study on a section of the fault near Spring Lake, just south of Payson. This work, which is being conducted in a manner identical to professional fault studies, has already involved more than a dozen students in two different classes and has given our program and students better visibility among the community of professional geologist in Utah. The work will be presented by students at two regional meetings (the Utah Confer-

ence on Undergraduate Research and a regional meeting of the Geological Society of America) and one international meeting (a meeting of the Association of Environmental and Engineering Geologists).



Students Mallory Palmer, Dawn McShinsky, and Don Bagshaw study earthquake-related features in the fault trench.

CEL | Success.

UVU Faculty and Students Serves Independence High

NEED/PROBLEM: Independence High School in the Provo School District, is an alternative public high school servicing “at risk” students. Students come from all backgrounds and struggle with mainstream education. Independence High School does not have the financial means and resources to implement technology that is needed in today’s classroom.

SOLUTION: Provide an Engaged Learning Opportunity.

The partnership with UVSC (UVU) is the best thing that could happen to the accounting program at Independence High School. The students are really excited for the days that Steve Teeter comes to class. He brings lots of excitement, lots of great materials, written grants to help the learning environment, and most importantly, he brings all of his accounting teaching experience. He shares this experience freely and helps me, the accounting teacher at Independence High School, with his openness and willingness to share. Steve also helps me to explain

difficult concepts to the students, in a way they will understand. With Steve’s help I really believe that we can reach the students at Independence High School. I hope to continue this partnership in the future and help prepare our students for success in their lives.



Sincerely,
Sarah B. Lloyd
Principal



Through the game Monopoly and other non-traditional methods, students from Independence High School get excited about accounting, thanks to UVU Faculty & Students.

CEL | Success.

The Latinos Unidos Mentoring Program

NEED/PROBLEM: The Latinos Unidos Mentoring Program provides Hispanic UVSC students the opportunity to give back to their community. This is accomplished through (1) dynamic classroom/assembly presentations that inspire and motivate students to attend college and be proud of their heritage, (2) service projects in the Latino (a) community, (3) booth presentations at parent/teacher conferences, and (4) Tutoring/Mentoring.

SOLUTION: Provide an Engaged Learning Opportunity.

We will target schools in five school districts (Nebo, Provo, Alpine, Wasatch and Summit) as well as select schools outside of our target area who have a high population of Latino students. The objectives of this program are to:

- : Develop mentoring relationships between Hispanic students at UVU and local high schools.
- : Engage Hispanic parents and students in college access process.
- : Provide a service-learning opportunity for existing UVU Hispanic students to develop skills as they make presentations. These skills include: public speaking, leadership, communication, mentoring, etc.
- : Assist students (K-12) in their understanding of core subjects through tutoring.
- : Increase enrollment and retention of Hispanic students at UVU.

We have made two visits already (speaking to 120 participants total) and have multiple visits scheduled each week for the rest of the school year. We currently have 40-50 Latinos Unidos Mentors who are volunteering their time to inspire the Latino youth in our community.

Administrators are excited about our partnership. The mentors have loved their experiences and have told me that this is the type of thing they want to do throughout their college experience at UVSC.

Thank you CEL for the opportunity to engage our Latino students with our community.

Kyle Reyes
Hispanic/Latino Outreach Coordinator
Utah Valley State College



Hispanic UVSC students listen to a classroom presentations that inspire and motivate students to attend college and be proud of their heritage,

Our goal is to create “communities of engaged learners
connected in meaningful ways to the world we live in
while developing students of strong character and ethics.”

– President William A. Sederburg, Spring 2007



January 10, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Measuring Utah Higher Education Report—Information Item

At the November 2006 regular meeting, the Regents approved the reformatting of the annual report published by the Office of the Commissioner titled *Measuring Utah Higher Education*. We felt that, in order for the Office of the Commissioner and the Regents to advance the Strategic Directions, and ensure consistency between the messaging campaign (encouraging better student preparation, greater participation in higher education, and more completion of degrees) and System priorities, the report should be redesigned and reframed so that it clearly focuses on the critical higher education policy issues facing Utah. The redesign approved by the Regents tracks data specifically related to preparation, participation, and completion, so that the report can be used as a reliable measure of progress toward achieving specific System goals.

Following the Regents' approval of the new format, the redesigned report was published and distributed for the first time in 2007. This will therefore be the second year that we have prepared the report with the revised format; we plan to have the report printed and distributed to legislators, the Office of the Governor, and other policymakers and stakeholders in February 2008.

A copy of the 2008 report will be distributed at the meeting on January 18 for your review and reference in the coming year.

Commissioner's Recommendation

This item is for information only and requires no action.

David L. Buhler
Commissioner of Higher Education

DLB:dsd



UTAH SYSTEM OF HIGHER EDUCATION

Building a Stronger State of MindsSM

Measuring Utah Higher Education Annual Report
2008

Published by the Office of the Commissioner of Higher Education
January 2008



Utah's effort to grow its economy and improve the quality of life for its citizens, increasingly depends on quality education. The education level of Utah's citizens has a direct positive impact on personal income levels, health, civic participation, and overall happiness. Furthermore, educational attainment of Utahns expands the state's tax base and sustainable economic growth. While it is imperative that every person graduate from high school, it is increasingly important for Utahns to obtain higher education. In order to sustain a family and compete in the workforce, individuals must attain some level of postsecondary education: a skill certificate, an associate's degree, a bachelor's degree or beyond.

The State Board of Regents and the Utah System of Higher Education (ten public colleges and universities) are committed to helping Utah and its families by "building a stronger state of minds." A stronger state of minds will result from a three-pronged, focused strategy to improve college preparation, participation, and completion. This strategy provides the framework for our mission, goals, operating budget, and communications.

This document addresses each component of this strategy and its key indicators. The indicators will help state decision makers, education leaders and the public to understand higher education's successes, challenges, and areas that may require additional attention. In order for Utah citizens and communities to succeed in the future, parents, educators, employers, businesses, government leaders, religious leaders and community groups all must raise expectations. It is our hope that this report will help frame such expectations.

David L. Buhler
Interim Commissioner of Higher Education

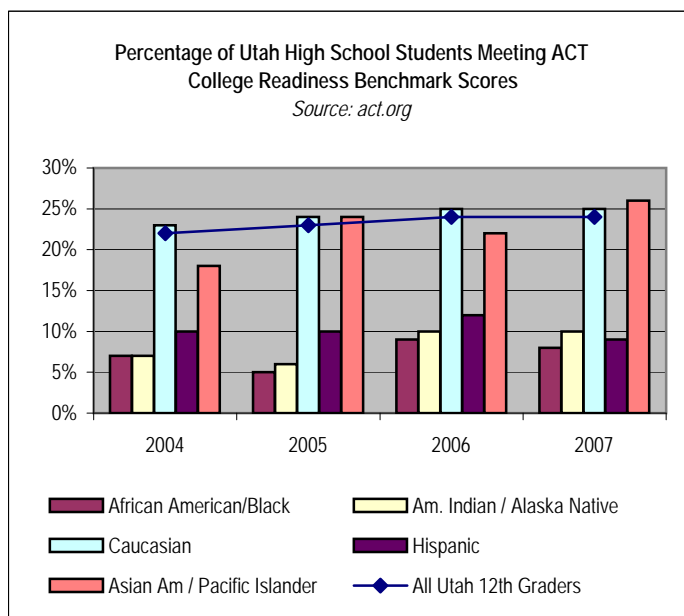
Preparation

The State Board of Regents wants to encourage more Utahns to be prepared to enter college directly from high school. The following two measurements provide the state of Utah a look at how well its students are prepared to enter college.

Percentage of High School Students Meeting ACT College Readiness Benchmarks

The overall percentage of Utah 12th graders meeting all four ACT benchmark scores for college readiness has increased 2 percent since 2004 and remained constant from 2006 to 2007 at 24 percent.

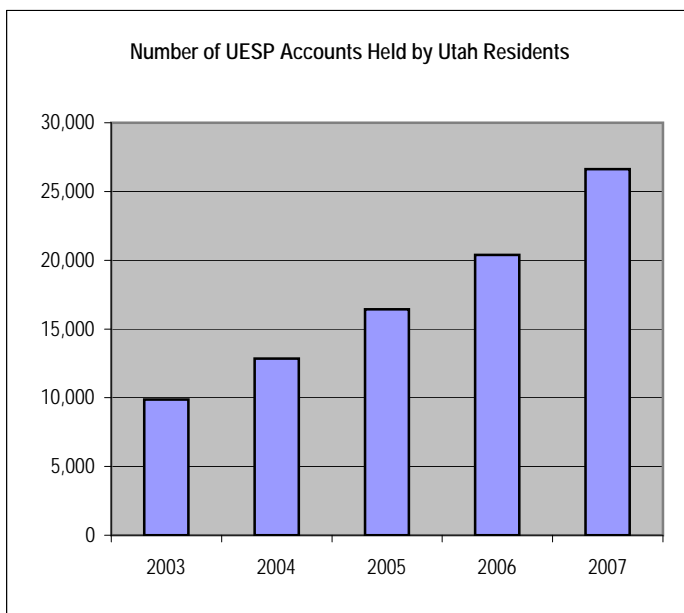
ACT, which scores subject knowledge on a scale of 1-36, has established College Readiness Benchmark scores in the areas of English (18), Math (22), Reading (21), and Science (24). A benchmark score is the minimum score needed to indicate a 50 percent chance of obtaining a B or higher, or about a 75 percent chance of obtaining a C or higher, in the corresponding college-level classes in English Composition, Algebra, Social Science and Biology.



Number of Utah Families with a Utah Educational Savings Plan Account (529 Plan)

The number of Utah residents holding a UESP account has increased by 16,740 accounts since 2003 and increased 6,235 accounts from 2006 to 2007.

In addition to academic preparedness, the State Board of Regents wants to encourage financial preparedness for college. One of the best ways to save for college is to set up and invest in a UESP account (Utah's 529 College Savings Plan).



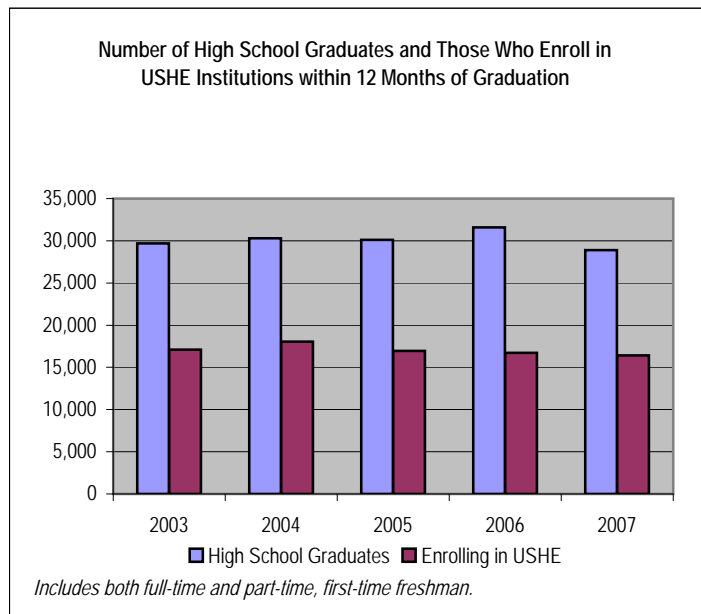
Participation

The State Board of Regents wants to encourage more Utahns to participate in higher education. The following two measurements provide the state of Utah a look at how many students are participating in public higher education.

Number of Students Enrolled in Public Higher Education within 12 Months of Graduation

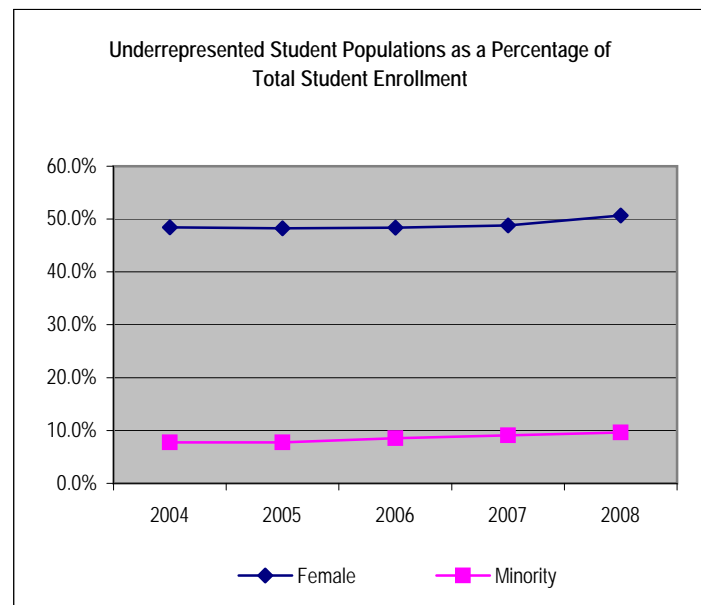
The number of Utah high school graduates enrolling in Utah public colleges has decreased approximately 1 percent since 2003, however increased by 4 percent between 2006 and 2007.

According to longitudinal research conducted by the U.S. Department of Education, there is a significant correlation between a student's delay in entering college and his/her chances of successfully completing a degree. "[S]tudents who enter college directly from high school increase the probability of bachelor's degree attainment by 21.2 percent, a very persuasive marker." Clifford Adelman, The Toolbox Revisited, U.S. Dept. of Ed. (Feb. 2006) p. 45.



Percentage of Underrepresented Students Enrolled in Higher Education

The percentage of female students enrolling in USHE institutions has increased 2.3 percent since 2004 while the percentage of minority students has increased 1.9 percent.



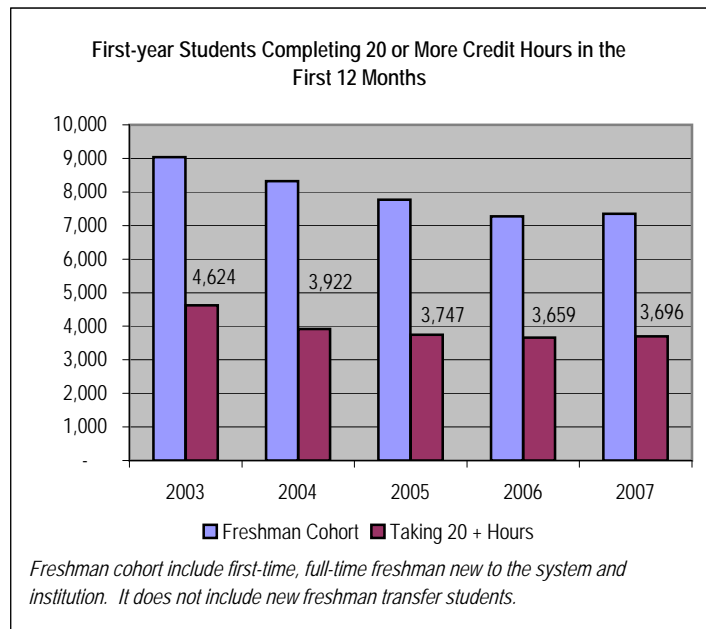
Completion

The State Board of Regents wants to encourage more Utahns to complete their higher education. The following two measurements provide the state of Utah a look at how many students are on track to complete a degree or certificate in public institutions of higher education.

First-year Students Completing 20 or More Credit Hours

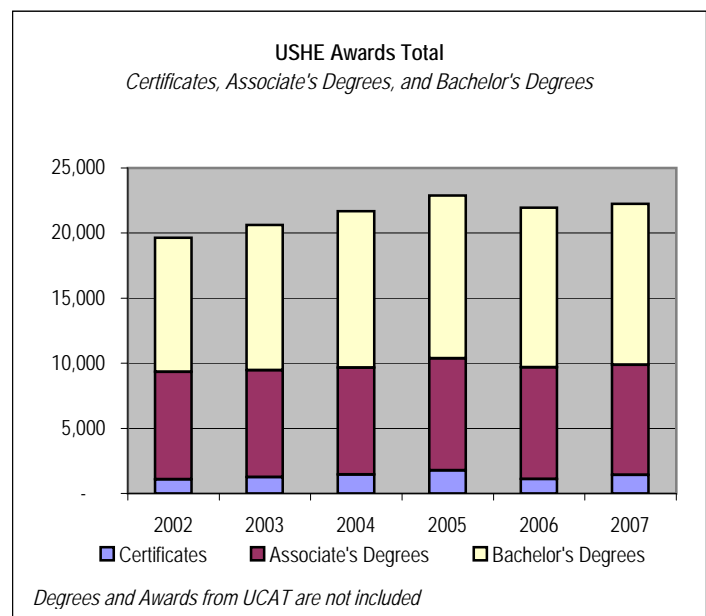
The number of postsecondary students who end their first calendar year of enrollment with 20 or more credits has decreased by approximately 1 percent since 2003 and has remained constant between 2006 and 2007.

According to longitudinal research conducted by the U.S. Department of Education, there is direct correlation between the number of credits a student completes during the first year of college and his/her chance of completing a degree. "Earning less than 20 credits in the first calendar year following postsecondary entry is a distinct drag on degree completion. [F]alling below the 20-credit threshold lessens the probability of completing a bachelor's degree by a third." Clifford Adelman, The Toolbox Revisited, U.S. Dept. of Ed. (Feb. 2006) p. 48.



Postsecondary Degrees Awarded

The number of USHE awards has increased by 2,625 since 2002 and increased by 300 awards between 2006 and 2007.





UTAH SYSTEM OF HIGHER EDUCATION

Building a Stronger State of MindsSM

The Utah System of Higher Education consists of ten public colleges and universities governed by the State Board of Regents, assisted by local Boards of Trustees. The system includes two Doctoral/Research Universities, two Master's Universities, two Baccalaureate/Associate Colleges, three Community Colleges and one Technical College.

University of Utah

President Michael K. Young

The UofU is a major urban state university with significant programs of sponsored research and of graduate, professional, and undergraduate education in 15 colleges and professional schools and their authorized degree programs, including law and medical schools.

Salt Lake City, UT 84112
Telephone: (801) 581-7200

Fall 2007 Enrollment: 29,797 head count, 23,313 FTE
Annual undergraduate tuition & fees: \$4,987 (resident) and \$15,662 (non-resident)

Utah State University

President Stan L. Albrecht

USU serves as the state's land-grant institution under state and federal legislation and is a primary center of university research and of graduate, professional, and undergraduate education in numerous authorized fields of study.

Logan, UT 84322
Telephone: (801) 797-1000

Fall 2007 Enrollment: 24,421 head count, 17,129 FTE
Annual undergraduate tuition & fees: \$4,199 (resident) and \$12,224 (non-resident)

Weber State University

President F. Ann Millner

WSU is a student-centered institution focused on two- and four-year programs with a strong commitment to applied learning in technical, professional and liberal education. Selected masters programs are also available.

Ogden, UT 84408
Telephone: (801) 626-6000

Fall 2007 Enrollment: 18,306 head count, 12,359 FTE
Annual undergraduate tuition & fees: \$3,664 (resident) and \$11,135 (non-resident)

Southern Utah University

President Michael T. Benson

SUU has the mission of a regional, comprehensive, undergraduate institution with a broad program of liberal and professional education, and is a primary center for service and cultural programs designed to advance the southern Utah area. Selected masters programs are also available.

Cedar City, UT 84720
Telephone: (801) 586-7700

Fall 2007 Enrollment: 7,057 head count, 5,847 FTE
Annual undergraduate tuition & fees: \$3,796 (resident) and \$11,327 (non-resident)

Snow College

President Scott Wyatt

Snow College is an open access comprehensive community college that offers a broad range of general/liberal education and vocational/technical programs leading to Associate of Arts, Science, or Applied Science Degrees. Numerous specialized short-term vocational training certificates and diplomas are also offered.

Ephraim, UT 84627
Telephone: (801) 283-7000

Fall 2007 Enrollment: 3,745 head count, 2,507 FTE
Annual undergraduate tuition & fees: \$2,262 (resident) and \$7,889 (non-resident)

Dixie State College of Utah

President Lee G. Caldwell

Dixie State College is an open access, comprehensive community college with a mission of providing general and liberal education as well as applied technology programs leading to Associate of Arts, Science, or Applied Science degrees. Certificates are awarded for short-term and applied technology programs. The upper division consists of selected Baccalaureate degree offerings.

St. George, UT 84770
Telephone: (801) 652-7500

Fall 2007 Enrollment: 5,944 head count, 3,988 FTE
Annual undergraduate tuition & fees: \$2,728 (resident) and \$9,447 (non-resident)

College of Eastern Utah

President Ryan L. Thomas

CEU is an open access, comprehensive community college with a mission of providing general and liberal education as well as applied technology programs leading of Associate of Arts, Science, or Applied Science degrees. Certificates are awarded for short-term and applied technology programs.

Price, UT 84501
Telephone: (801) 637-2120

Fall 2007 Enrollment: 2,078 head count, 1,449 FTE
Annual undergraduate tuition & fees: \$2,161 (resident) and \$7,964 (non-resident)

Utah Valley State College

President William A. Sederburg

UVSC consists of two interdependent divisions. The lower division embraces the mission of an open access comprehensive community college which provides general and liberal education as well as applied technology programs leading to Associate of Arts, Science, or Applied Science degrees. Certificates are awarded for short-term and applied technology programs. The upper division consists of Baccalaureate degree offerings in areas of high community demand and student interest.

800 West University Parkway
Orem, UT 84058-5999
Telephone: (801) 222-8000

Fall 2007 Enrollment: 23,840 head count, 16,135 FTE
Annual undergraduate tuition & fees: \$3,528 (resident) and \$11,029 (non-resident)

Salt Lake Community College

President Cynthia A. Bioteau

SLCC is an urban, multi-campus, open access, comprehensive community college with a mission of providing applied technology education as well as general and liberal education leading Associate of Arts, Science, or Applied Science degrees. Certificates are awarded for short-term and applied technology programs.

P O Box 30808
Salt Lake City, UT 84130-0808
Telephone: (801) 957-4111

Fall 2007 Enrollment: 25,144 head count, 13,939 FTE
Annual undergraduate tuition & fees: \$2,536 (resident) and \$7,958 (non-resident)

Utah College of Applied Technology

President Richard L. White

UCAT is an applied technology education institution, consisting of nine regional colleges providing opportunities for statewide open entry-open exit, competency-based education for high school students and adults. UCAT, working in close cooperation with the local school districts and the other colleges and universities, provides specialized technical training through short-term, certificate programs and selected Associate of Applied Technology Degrees.

Statewide: Logan, Ogden, Kaysville, West Valley City, Roosevelt, Orem, Price, Cedar City, and St. George, UT
Central Office: 60 South 400 West
Salt Lake City, UT 84101-1284
Telephone: (801) 321-7121

2006-2007 Enrollment: 43,063 head count, 5,998 FTE
\$1.30 per membership hour for full-time students

Utah State Board of Regents/Office of the Commissioner

Interim Commissioner David L. Buhler

The mission of the Board of Regents is to ensure fulfillment of the mission of the USHE through policy determination, governance, collaboration, and coordination. The mission of the Office of the Commissioner of Higher Education is to implement and administer policies and directives of the State Board of Regents and provide staff support to assist the Board and system institutions in fulfilling their respective missions.

60 South 400 West
Salt Lake City, UT 84101-1284
Telephone: (801) 321-7103

SYSTEM TOTALS *

Enrollment Fall Semester 2007:	140,332 head count, 96,665 FTE (full-time equivalent)
State Tax Fund Appropriation 2007-08 :	\$ 743,244,100
Total Budget 2007-08 (estimated):	\$ 4,016,831,400
Full and part-time Instructional Faculty Fall 2007 (appropriated):	5,919
Full and part-time Staff Fall 2007 (appropriated):	8,463
Number of degrees and awards conferred in 2006-07:	25,415

* UCAT is not included in these totals



UTAH SYSTEM OF
HIGHER EDUCATION

Building a Stronger State of MindsSM

January 10, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: K-16 Alliance Summary

Background

The K-16 Alliance was established in 2006 and included representatives from the Utah System of Higher Education, the Utah State Office of Education, the Governor's Office, and the House and Senate. The Alliance is co-chaired by the chairs of the State Board of Regents and the State Board of Education. The overarching vision of the Alliance is to more nearly approximate a system approach to education in Utah. The major objective is to establish a working relationship and processes that unify and minimize boundaries between K-12 and higher education. The Alliance is also designed to enable students from secondary schools to transition easily into higher education.

Since the initiation of the Alliance, much good work has been accomplished which can be seen from the attached sub-committee reports. Progress that has been significant includes:

- Development of a campaign to educate potential students and parents about the value of education
- Establishment of the common student identifier
- Examination of testing practices at all levels, including the establishment of a Blue Ribbon Committee by the Governor
- Establishment of the Utah Scholars core course of study
- Establishment of the Regents Scholarship
- Development of a funding formula for concurrent enrollment, approved by the Legislature
- Completion of a supply and demand study for teachers in Utah

Subcommittees are in place that include representation from the Utah State Office of Education and the Utah System of Higher Education. These groups are making real progress in fulfilling the overriding vision of the K-16 Alliance together with the vision of each subcommittee, as can be seen from the attached reports. At this point, a major objective, as discussed by the Planning Committee in December, is to establish a K-16 network that includes the USHE institutions and their regional K-12 institutions.

Commissioner's Recommendation

This is an information item, and no action is necessary.

David L. Buhler, Interim Commissioner

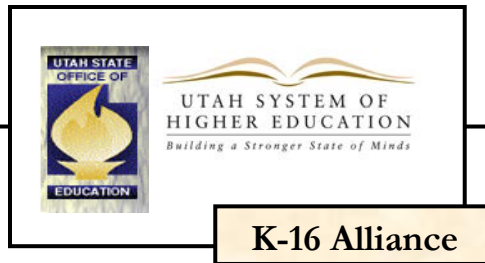
DLB/LS
Attachment

K-16 Alliance Summary

Utah System of Higher Education

Prepared for
David L. Buhler
By
Lucille Stoddard

January 10, 2008



K-16 Alliance Activity Summary

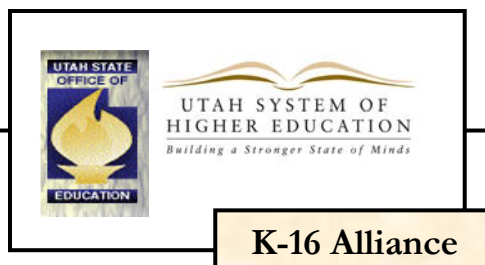
The K-16 Alliance was established in 2006 with representatives from the Utah System of Higher Education, Utah State Office of Education, the Governor's Office, and the House and Senate. The overarching vision of the alliance was to more nearly approximate a *system* approach to education in Utah. The major objective of the Alliance was to establish a working relationship and processes that unify and minimize boundaries between K-12 and College. Additionally, the Alliance was established to engender a united perspective designed to enable students from secondary schools to transition easily into higher education and to make certain these students are prepared for college work. The biggest milestone for the K-16 alliance has been the implementation of the common student identifier. The common student identifier will allow for both offices (USOE and USHE) to track how students progress from kindergarten through college.

Since the initiation of the alliance, much has been accomplished and the work continues, which can be seen from the attached subcommittee reports.

Significant progress has been made that includes:

- The Access, Participation, and Assessment Subcommittee has developed and implemented a campaign designed to educate constituencies about the value of education; legislative and community task forces have been established. Most important has been the establishment of a Blue Ribbon Commission by the Governor to examine testing practices.
- The Concurrent Enrollment Subcommittee has devised a formula for funding concurrent enrollment instruction that was ratified by both USOE and USHE. Also, research was conducted during this time period under the direction of the Alliance indicating that
 - (1) College students with prior concurrent enrollment credit had higher 2nd year retention rates than students without prior concurrent enrollment credit.
 - (2) Concurrent enrollment students also had a higher on-time college graduation rate than non-concurrent enrollment students.
- The Teacher Education Committee conducted a study under the direction of Dr. David Sperry that addressed supply and demand for teachers in Utah. Important data were collected that reinforced the criticality of the teacher shortage and that recommended strategies for recruiting students into education programs. The report also recommended strategies for addressing teacher attrition issues.

The work of the Alliance is ongoing and should be seminal in directing and shaping the future of education in Utah.



Curriculum Subcommittee

In 2002, the Regents' Master Planning Task Force on Student Success identified the need for better course articulation in mathematics and composition between high school and college to reduce the need for remediation among first-year college students. Early in 2003 the Commissioner's staff with the assistance of the Utah State Office of Education convened a group of high school and college/university mathematics and English faculty to discuss how K-12 and higher education might align and articulate their courses to reduce the need for remediation. Higher education data in 2002-03 found that two-thirds of entering students who required remediation were those entering college at least one year beyond high school graduation.

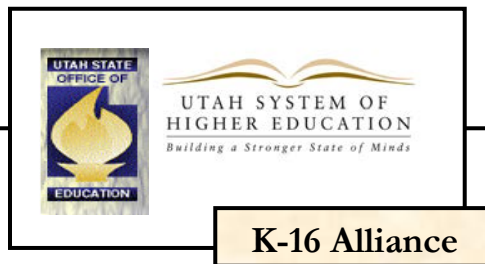
In 2003, high school and college/university faculty in mathematics and composition began meeting and identifying competencies high school graduates needed to be successful in their first year of college-level work. This work continued for the next several years and included professional development experiences that might raise the level of performance of high school teachers.

The work in mathematics continues with the Governor's Mathematics Advisory Committee, which includes K-12, higher education and community representatives. This group is reviewing closely the new K-12 mathematics core and its alignment with higher education expectations. Finalized expectations will be used by mathematics educators who prepare higher education elementary education majors.

The 2007 USHE academic majors' meeting in mathematics also worked on the alignment of math course sequences so that New Century Scholarship students would be able to complete their associate degrees at the time of, or directly after, high school completion.

In addition, the USOE science specialist and USHE staff are working together to align the science core in the preparation of elementary education majors. This is particularly important because the requirements of No Child Left Behind legislation have pushed aside science, humanities and fine arts. During the 2007 academic majors' meetings, chemistry, physics, and biology faculty volunteered to work to develop sequenced content to prepare elementary education teachers to introduce students to a meaningful K-6 science curriculum.

All of the above activities are ongoing.



Concurrent Enrollment Subcommittee

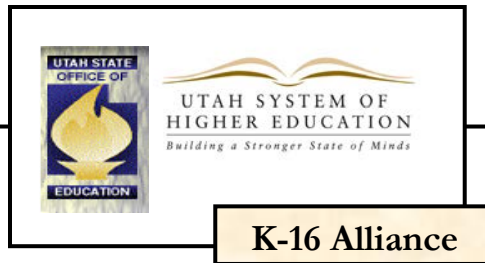
During the 2006-2007 year, the Concurrent Enrollment program increased in a number of important categories. The Concurrent Enrollment Task Force worked to streamline the process of getting courses approved for concurrent enrollment and the reporting process that will help ensure the quality of the program. The Task Force has completed a two-year comprehensive review process of approved classes; 46 classes were added to the Master List. A formal process has been established, including tracking forms, for review of concurrent courses. Enrollment conditions have been added to the Master List which include co- and pre-requisite courses for both higher and public education. The common concurrent enrollment annual agreement has been drafted (in effect FY08). Districts are now included in end-of-year data verification process. Finally, significant improvements have been made in concurrent enrollment data gathering. A final end-of-year report was submitted to USOE in August. The following summarizes the activity during the year.

Student Activity/Courses

Number of students who participated in Concurrent Enrollment	27,662
Number of credit hours earned	190,368
Total number of High Schools Participating	134
Total number of courses offered	487
Number of Academic credits earned	123,317
Number of Career and Technical Education credits earned	67,051
Number of credit hours delivered through Technology	35,139
Number of credit hours delivered Face-to-Face	155,229
Number of unique courses offered	650
Number of General Education courses offered	283

Involvement by Ethnicity

White	25,118
Hispanic	1335
Asian	579
Pacific Islander/Hawaiian	219
Am. Indian/Native Alaskan	192
Black	165
Non-Resident Alien	54



Teacher Education Subcommittee*

In late spring of 2006, the State Board of Regents working cooperatively with the State's K-16 Alliance commissioned a study on the supply and demand of needs of teaching education in the State of Utah. The study was limited to the 2005-2006 teacher employment needs of the State's forty public school districts and the production of new educators in Utah's school of education. Through cooperative efforts of the superintendents of the Utah's public school districts and the deans of Utah's ten public and private colleges of education, the report was completed and presented at the Dean's Annual Colloquium which was held at Thanksgiving Point in Lehi, Utah in November of 2006. The report generated wide-spread public interest and resulted in the State's K-16 Alliance appointing a state-wide task force charged with the responsibility of generating ideas for addressing the State's teacher shortage crisis. The Teacher Shortage Task Force completed and delivered its report to the K-16 Alliance in March of 2007. This report also generated a great deal of public interest. Dr. David J. Sperry, Scholar-in-Residence with the Office of the Utah State Board of Higher Education and former Dean of the College of Education at the University of Utah, was the author of both reports and served as co-chair of the Task Force.

In May of 2007, Dr. David J. Sperry was asked to repeat the original supply and demand study to determine what changes had occurred with respect to the teacher supply and demand during the 2006-2007 academic year. The conclusions and recommendations from this follow-up report are as follows:

1. Teacher shortages in Utah remain critical
2. Utah's colleges and universities need to be given the resources to recruit more students into education as well as the resources to train them.
3. Efforts need to be made to reduce teacher attrition (e.g. enhanced salaries, improved working conditions, and new mentoring programs).
4. The State needs to find ways to attract teachers into the critical shortage areas (e.g. through differentiated salaries, efficiency scheduling models, and extended year employment contracts).

**Information for this summary appears in the 2006-2007 Teaching Supply and Demand Follow-up Study*



UTAH SYSTEM OF
HIGHER EDUCATION
Building a Stronger State of Minds

K-16 Alliance

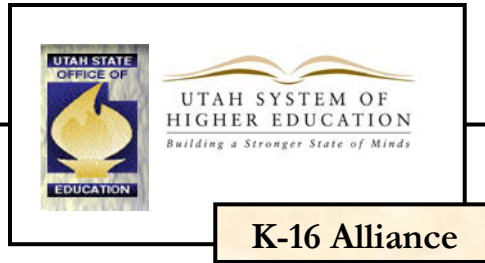
Retention Subcommittee

Retention is a major issue for USHE. There is no single solution for increasing student retention; instead, retention is a multifaceted issue faced by all higher education institutions. At the USHE Retention Conference in March 2007 many ideas were offered for increasing retention rates. Most ideas were hinged on the following situations: a first year peer experience, effective advisement, an early warning system, and faculty involvement. These four solutions mirror factors that research findings have found to impact student retention.

The Retention Committee is currently creating a report outlining research regarding retention across USHE institutions. The paper will also include a section highlighting best practices for retention as well as the following recommendations:

- (1) Each Utah higher education institution will establish individualized benchmarks for the improvement of retention over the next 5 years as part of the overall institutional plan with clear goals and objectives.
- (2) Each Utah higher education institution will maintain a campus-wide retention committee with representation from both Academic and Student Affairs. This committee will monitor the institution's retention improvement plan.
- (3) Advisor to student ratios will be decreased
- (4) State-wide Retention Task Force will be established to act as a resource to Utah Higher education institutions. This Task Force will include representatives from K-12.

The report draft will be reviewed by a K-16 committee schedule to meet December 13. This committee will have a representative from each Utah higher education institution as well as three representatives from K-12. The retention paper will be finalized by January 2008. The expanded committee will also plan the third annual retention conference will be held the first week of March 2008.



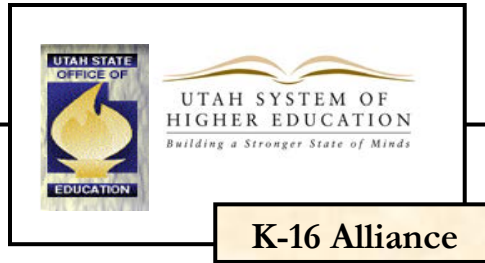
Preparation and Success Subcommittee

The issues surrounding and arising from developmental education are complex and subjective. Research conducted by the Utah System of Higher shows the majority of students who needed remediation in Math and/or English completed or attempted just one developmental course. This pattern of data has been consistent from 1999 to 2005¹. Additionally, the majority of students who complete developmental education take those courses in their first year of college. Research also showed students who passed developmental course work had a much higher probability of being retained.

As a part of the work of the K-16 Alliance, a task force has been established to develop initiatives designed to remediate students before they enter college. Currently, the chair of this committee (Michael Vaughan) is working to develop a list of possible initiatives which will foster a successful transition from K-12 to higher education. The K-16 oversight committee has also outlined some possible recommendations.

- Develop on-line programs to address specific developmental needs – some “brush-up,” some short-term, and some full semester courses.
- Develop summer “jump-start” programs with public education and higher education working together.
- Develop a closer alignment between high school and college content. A committee working under the K-16 Alliance has been established to address these content alignment issues.
- Strengthen the information flow from colleges and universities to high schools. For example, all higher education institutions should fully inform feeder high schools about student scores on placement examinations.
- Explore the possibility of using the concurrent model for delivering remedial education before students enroll in college.
- **Choose a common assessment instrument that can be used for both high school and college students to predict success in college-level work.**

The Committee will focus on placement testing in the junior year. The work on this recommendation will flow through the K-16 oversight committee headed by Superintendent Patti Harrington and from there to the Governor’s Blue Ribbon task force on testing.



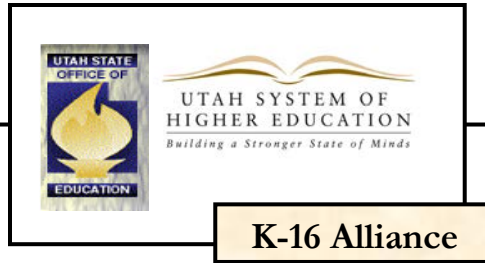
Guidance Counseling & Advising Subcommittee

The committee includes representation from the USHE, UHEEA, USOE, Academic Advising, Student Services, Secondary Counseling, and Elementary Counseling. The core objectives for the committee center on successful K-16 student transition through the development of new and ongoing strategies, policy and professional development, and support to guidance counselors, college advisors, and mentors.

The committee's five recommendations are as follows:

- Increase appropriated funding to increase total number of current guidance counselors at the elementary secondary levels to bring ratios within nationally recommended standards. The current Utah Secondary counselor ratio is 400 students to 1 counselor. The recommended standard is 350 students to 1 counselor.
- Alleviate guidance counselors' current secondary testing demands and other non-direct student guidance services to allow for more direct study services relating to post-secondary planning, next step transitioning, and SEOPs (Student Education Occupational Plans).
- Increase statewide funding for college access programs, for K-16 guidance collaboration opportunities, and for literary and web resources to assist counselor/advisors with post-secondary preparation.
- Provided ongoing professional development to equip counselors/advisors with academic and financial aid planning to better assist students and their parent.
- Build a stronger cohesive connection and articulation among elementary, secondary, and post-secondary counseling/advising professionals.

The committee is focusing on five areas for recommendation #5. The first is articulation meetings to connect admissions, financial aid, advising, high school advising, and post-secondary student services to secondary guidance counseling. The second is FAFSA assistance each March in high school financial literacy courses. The third is admissions assistance each November in high school senior English courses. The fourth is holding an official higher education day in conjunction with the annual June counselors' conference. The final is to use the student tracker to evaluate student transition from high school to college.



Access, Participation, and Assessment Subcommittee

The Access, Participation, and Assessment subcommittee has been working on two goals. The first is to develop strategies and processes for increasing post-secondary participation rates. The second is to provide early access post-secondary opportunities for students. Additionally, the subcommittee plans to review assessment requirements and tools to increase access and participation (new assignment, goal 3).

Currently, the committee is working on the following with respect to those goals:

1. Examine Participation Data

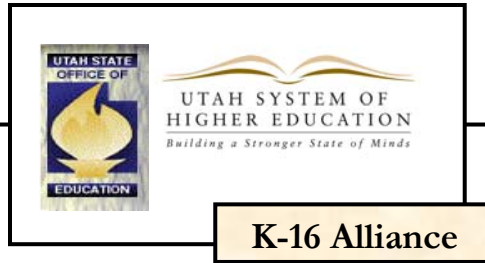
- Who are the students and where do they go when they graduate?
- The common identifier will help provide better data
- Concurrent enrollment data

2. Address testing Comparison and Analysis

- High School Completion Assessments and
 - College Readiness
- (Is there a test that does both? Are these assessments the same? Could they be the same? What are the needs for secondary and postsecondary?)

3. Complete other tasks

- Analyze the various college placement tests and usage
- Provide a correlation of the Act and CRT
- Provide report of information gathered for the Governor's Task Force and other assessment information.
- Continue to identify strategies for all of the goals above



USHE Progress Report on Common Student Identifier

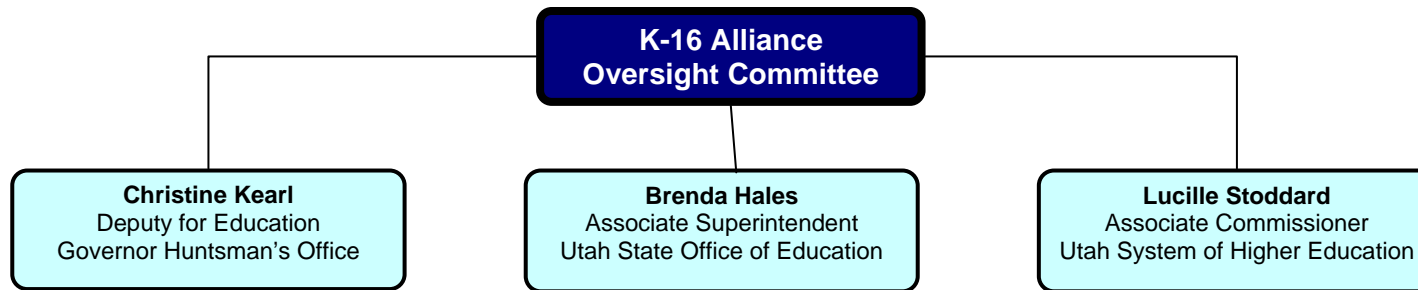
During the 2006 General Session, Representative Kory Holdaway passed HB 82 Education Information Technology Systems. The primary purpose of this bill was to require coordination between public and higher education information technology systems, including the use of a unique student identifier. The effective date on the bill was January 1, 2007. During Summer and Fall 2006, USHE representatives met with USOE representatives to discuss possible implementation strategies for sharing the unique student identifier. Agreement was reached and the approach was in place January 1, 2007.

The immediate plausible solution would have been to match the high school student's SSN with the college student's SSN. However, public education cannot collect SSN information from its students, so an alternative solution was developed.

The solution involves a matching algorithm based on student's full name and birth date. A sample of concurrent enrollment students were identified in the USHE data warehouse and the names and birthdates of these students were sent to USOE to find a match and the associated USOE SSID number. The initial data run proved to be very successful with an 86 percent matching rate. This 86 percent rate, means that approximately nine students out of every 10 that were submitted, USOE was able to find in its system. In most cases, the reason that some records did not match was due to errors in data collection. A refinement process is continuing to identify and eliminate these errors. The developed algorithm will continue to be used until electronic transcripts are used by USOE and accepted by USHE institutions.

In December 2007, USHE received the first complete file from USOE regarding the seniors of 2007. Over the next thirty days, the data from USOE will be compared with the USHE entering freshman data for fall 2007 and linked to the student records housed in the USHE data warehouse. For regular Utah high school students continuing to one of our colleges or universities, we expect a match rate similar to what we achieved on the first attempt.

The Commissioner's staff will then begin creating draft reports that identify how these students are performing in the core subjects, retention of these students from Fall to Spring semester and retention from year to year as well as other relevant measures as the data becomes available.



K-16 Alliance Board Co-chairs:
Jed Pitcher: State Board of Regents
Richard Sadler: State Board of Education

K-16 Alliance Board Members

Vice Chair, State Board of Regents: Bonnie Jean Beesley

Vice Chair, State Board of Education: Mark Cluff

Interim Commissioner of Higher Education: David L. Buhler

Associate Commissioner: Lucille Stoddard

State Superintendent of Public Instruction/Regent: Patti Harrington

Associate Superintendents: Brenda Hales, Larry Shumway, & Judy Park

State Representative: Kory Holdaway

State Senator: Howard Stephenson

Governor: Jon Huntsman, Jr.

Governor's Deputy for Education: Christine Kearl

State Board of Education/Regents: Rosanita Cespedes, Greg Haws, Josh Reid. & Janet Cannon

K-16 Alliance Subcommittees

<u>Curriculum</u> Co-Chairs: Teddi Safman, Brett Moulding	<u>Minority and Disadvantaged</u> Chair: David Doty
<u>Concurrent Enrollment</u> Chair: Gary Wixom	<u>Retention</u> Chair: Michelle Lundell
<u>Teacher Education</u> Co-Chairs: Larry Shumway Teddi Safman	<u>Student Preparation and Success</u> Chair: Mike Vaughan
<u>Assess, Participation, Assessment</u> Co-Chairs: Mary Shumway Gary Wixom	<u>Guidance and Counseling</u> Co-Chairs: Brian McGill Mark Bezzant

January 9, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Preview of 2008 General Legislative Session

In its December 14, 2007 meeting, the Board of Regents approved Legislative Priorities for the Utah System of Higher Education. These priorities included the Regents' budget request, Capital Facilities priorities and specific legislation. (Please see the attached document.) With the 2008 General Legislative Session days away, the Commissioner's Office will present to the Board of Regents a preview of issues, legislation, challenges and opportunities higher education will likely experience. Important calendar items will also be included.

The presentation will include insights the office has learned from legislative leadership and recent meetings with elected officials. Presentation materials will be hand-carried to the meeting.

The Commissioner's Office and Amanda Covington, Director of Communications, are working closely with the institutions' legislative affairs officers to ensure we monitor legislation and activities that could affect the system or individual institutions.

Recommendation

This is an information item only and requires no action.

David L. Buhler, Interim Commissioner

DLB/AC/jc
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	\$43,111,000
SLCC Digital Design & Communications Center/ South City Campus Student Life Center	\$40,509,000
SUU Science Building Addition	\$17,000,000
UVSC Science/Health Sciences Bldg. Addition	\$52,486,000
CEU Fine Arts Complex	\$20,129,000
WSU Classroom Building	\$34,191,000
UU Pharmacy Building	\$39,600,000
DSC Centennial Commons	\$68,215,000

- 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 eighth 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. To 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.

January 9, 2008

MEMORANDUM

To: State Board of Regents
From: David L. Buhler
Subject: General Consent Calendar

The Commissioner recommends approval of the following items on the Regents' General Consent Calendar:

- A. Minutes – Minutes of the Regular Board Meeting held December 18, 2007, at the Regents' Offices in Salt Lake City, Utah (Attached)
- B. Grant Proposals
 - 1. University of Utah – Education Institute of Education Sciences; "Leadership Preparation and Student Outcomes"; \$1,575,863. Diana G. Pounder, Principal Investigator.
 - 2. University of Utah – National Science Foundation; "IGERT: U-Prime"; \$3,200,000. Richard B. Brown, Principal Investigator.
 - 3. University of Utah – National Institutes of Health; "Bio-responsive Microbicides"; \$2,646,320. Patrick F. Kiser, Principal Investigator.
 - 4. University of Utah – National Institutes of Health; "Neuronal Pathfinding"; \$2,100,950. Vladimir Hlady, Principal Investigator.
 - 5. University of Utah – Transportation on Research Board; "Bridges for 100-year Service Life"; \$2,000,000. Paul J. Tikalsky, Principal Investigator.
 - 6. University of Utah – National Institutes of Health; "Ultrasound Medicated Delivery"; \$1,128,750. Zhonggao Gao, Principal Investigator.
 - 7. University of Utah – National Institutes of Health/National Institute of Nursing; "Mooney-Enhance-10'07"; \$3,174,266. B. Kathleen Mooney, Principal Investigator.
 - 8. University of Utah – National Institutes of Health/National Institute for Child Health and Human Development; "Murphy-Effects of Horm-11'07"; \$1,008,859. Patricia A. Murphy, Principal Investigator.

9. University of Utah – National Institutes of Health/John E. Fogarty International; “Use of Biodiversity in PNG”; \$4,427,988. Louis R. Barrows, Principal Investigator.
10. University of Utah – National Institutes of Health; “Methamphetamine Toxicity”; \$1,863,013. Kristen A. Keefe, Principal Investigator.
11. University of Utah – National Institutes of Health/National Institute of General Medical Sciences; “Epigenetic Therapeutics”; \$1,568,012. Andrea H. Bild, Principal Investigator.
12. University of Utah – National Institutes of Health/National Institute of General Medical Sciences; “Multifunctional Polymeric Gene”; \$1,505,000. You Han Bae, Principal Investigator.
13. University of Utah – National Institutes of Health; “Bone-targeted Delivery”; \$1,505,000. Jindrich Kopecek, Principal Investigator.
14. University of Utah – National Institutes of Health; “PCC Diagnostic Cancer Imaging”; \$1,354,500. Zheng-Rong Lu, Principal Investigator.
15. University of Utah – National Institutes of Health; “Carriers for Sirna Delivery”; \$1,204,000. Zheng-Rong Lu, Principal Investigator.
16. University of Utah – National Institutes of Health; “Translational Control”; \$1,505,000. Kelly T. Hughes, Principal Investigator.
17. University of Utah – National Institutes of Health; “High-Risk Colon Cancer”; \$3,599,331. Randall Walter Burt, Principal Investigator.
18. University of Utah – National Institutes of Health/National Cancer Institute; “Axis in Skin Cancer”; \$1,881,250. Douglas Grossman, Principal Investigator.
19. University of Utah – National Institutes of Health/National Cancer Institute; “DGK Delta”; \$1,693,125. Matthew K. Topham, Principal Investigator.
20. University of Utah – National Institutes of Health/National Heart Lung & Blood Institute; “Hypertension”; \$9,570,270. Steven C. Hunt, Principal Investigator.
21. University of Utah – National Institutes of Health; “University of Utah CTSA”; \$9,013,699. James P. Kushner, Principal Investigator.
22. University of Utah – National Institutes of Health/National Institute of Diabetes; “Adipokines in Hemodialysis”; \$3,319,660. Sriniv Asan Beddhu, Principal Investigator.

23. University of Utah – National Institutes of Health; “Genetics of POAG”; \$3,311,918. Kang Zhang, Principal Investigator.
24. University of Utah – National Institutes of Health; “Ataxia Type 2”; \$1,905,007. Stefan Matthias Pulst, Principal Investigator.
25. University of Utah – National Institutes of Health/National Eye Institute; “Genetics/Function of Macular Degeneration”; \$1,892,527. Kang Zhang, Principal Investigator.
26. University of Utah – National Institutes of Health/National Heart Lung and Blood Institute; “Molecular Biology Polycythemia”; \$1,881,250. Josef Tomas Prchal, Principal Investigator.
27. University of Utah – National Institutes of Health/National Institute of General Medical Science; “Proteasome Activators”; \$1,881,250. Christopher Peter Hill, Principal Investigator.
28. University of Utah – National Institutes of Health; “Retinal Neurogenesis”; \$1,881,250. Monica L. Vetter, Principal Investigator.
29. University of Utah – National Institutes of Health/National Institute of Diabetes; “Hemo-chromatosis Modifier Genes”; \$1,881,250. James P. Kushner, Principal Investigator.
30. University of Utah – National Institutes of Health; “Local Interactions/HIP Neurons”; \$1,881,250. Francis Edward Dudek, Principal Investigator.
31. University of Utah – National Institutes of Health; “Polymer Carrier”; \$1,881,250. David A. Bull, Principal Investigator.
32. University of Utah – National Institutes of Health; “Insulin Signaling and the Heart”; \$1,881,250. E. Dale Abel, Principal Investigator.
33. University of Utah – National Institutes of Health; “Mechanisms Controlling RPE Dev”; \$1,656,250. Sabine Fuhrmann, Principal Investigator.
34. University of Utah – National Institutes of Health/National Cancer Institute; “Metal Homeo-static Mechanisms”; \$1,555,000. Dennis R. Winge, Principal Investigator.
35. University of Utah – National Institutes of Health/National Institute of Biomedical Imaging; “Whole-heart CT”; \$1,440,093. Frederic Noo, Principal Investigator.
36. University of Utah – National Institutes of Health/National Institute of Biomedical Imaging; “MRI Temperature Measurement”; \$1,354,500. Dennis L. Parker, Principal Investigator.

37. University of Utah – LDS Hospital; "CHD"; \$1,144,874. Paul N. Hopkins, Principal Investigator.
38. University of Utah – National Science Foundation; "Fodava"; \$3,000,000. Charles D. Hansen, Principal Investigator.
39. University of Utah – National Institutes of Health; "Angiogenesis"; \$2,733,176. Jeffrey A. Weiss, Principal Investigator.
40. University of Utah – National Institutes of Health; "ADI Atlases"; \$1,877,250. Sarang Joshi, Principal Investigator.
41. Utah State University – Government of the Dominican Republic; "Dominican Republic, Phase IV"; \$6,218,521.48. Steven Hanks, Principal Investigator.
42. Utah State University – National Institutes of Health; "Lifespan Stressors and Alzheimer's Disease"; \$1,186,808. Maria Norton, Principal Investigator.
43. Utah State University – National Institutes of Health; "Trophoblast MCH-1: Trigger for Immune-mediated Abortion of Cloned Bovine Fetuses"; \$1,262,700. Chris Davies, Principal Investigator.
44. Utah State University – National Institutes of Health; "Characterizing Epigenetic Reprogramming Events of Somatic Cell Nuclear Transfer"; \$1,389,512. Kenneth White, Principal Investigator.
45. Utah State University – National Institutes of Health; "Progression of Dementia: A Population Study"; \$4,415,645. Joann Tschanz, Principal Investigator.
46. Utah State University – National Institutes of Health; "Nitrogenase Mechanism"; \$1,321,919. Lance Seefeldt, Principal Investigator.

C. Grant Awards

1. Utah State University – NASA Jet Propulsion Laboratory; "Wide-Field Infra-red Survey Explorer (WISE)"; \$2,795,568. John Elwell, Principal Investigator; Scott Schick, Co-Principal Investigator.
2. Utah State University – Government of the Dominican Republic; "Dominican Republic, Phase IV"; \$8,010,800.23. Steven Hanks, Principal Investigator.

- D. Proposed New Policy R855, G. Homer Durham Regents Professorships (Attached). This policy will establish and provide guidelines for the G. Homer Durham Regent Professorship to recognize individuals who have made a significant contribution to higher education in Utah, and to facilitate opportunities for future service by those individuals. Also attached is a brief bio of Dr. Durham, Utah's first Commissioner of Higher Education, as well as a recommendation that Dr. Richard E. Kendell be appointed as the first G. Homer Durham Regents Professor.

David L. Buhler, Interim Commissioner

DLB:jc
Attachments

STATE BOARD OF REGENTS MEETING
REGENTS' OFFICES, SALT LAKE CITY, UTAH
DECEMBER 14, 2007

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STATE BOARD OF REGENTS MEETING
REGENTS' OFFICES, SALT LAKE CITY, UTAH
DECEMBER 14, 2007

Minutes

Regents Present

Jed H. Pitcher, Chair
Bonnie Jean Beesley, Vice Chair
Jerry C. Atkin
Janet A. Cannon
Rosanita Cespedes
Amy Engh
Katharine B. Garff
Patti Harrington
Greg W. Haws
James S. Jardine
David J. Jordan
Nolan E. Karras
Anthony W. Morgan
Josh M. Reid
Marlon O. Snow
John H. Zenger

Regents Excused

Meghan Holbrook
Sara V. Sinclair

Office of the Commissioner

Richard E. Kendell, Commissioner
Carrie Beckman, Policy and Special Projects Coordinator
David L. Buhler, Associate Commissioner for Public Affairs
Troy Caserta, Accounting Officer
Jorie Colbert, Research Officer
Joyce Cottrell, Executive Secretary
Amanda Covington, Director of Communications
David S. Doty, Director of Policy Studies and Assistant Commissioner
David A. Feitz, Executive Director, UHEAA
Brian Foisy, Assistant Commissioner for Financial Services
Kimberly Henrie, Budget Director
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
Kelly Stowell, Utah Student Association
Lynne S. Ward, Director, Utah Educational Savings Plan
Gary S. Wixom, Assistant Commissioner for Academic Affairs
Andrea Worthen, Director, Education Policy and Accountability

INSTITUTIONAL REPRESENTATIVES

University of Utah

Michael K. Young, President
A. Lorris Betz, Senior Vice President for Health Sciences
David W. Pershing, Senior Vice President for Academic Affairs/Provost
Paul T. Brinkman, Associate Vice President for Budget and Planning
Charles Evans, Director, Research Park
John G. Francis, Associate Vice President for Academic Affairs
Stephen Hess, Chief Information Officer
Michael G. Perez, Associate Vice President for Facilities
Laura Snow, Special Assistant to the President and Secretary to the University
Kim Wirthlin, Vice President for Government Relations

Utah State University

Raymond T. Coward, Provost
Gary L. Carlston, Department Head, Elementary Education
Steven H. Hanks, Vice Provost, International Affairs
Fred R. Hunsaker, Interim Vice President for Business and Finance
Clifford R. Skousen, Ernst and Young Professor, School of Accountancy

Weber State University

Norm Tarbox, Vice President for Administrative Services

Southern Utah University

Michael T. Benson, President
Wes Curtis, Assistant to the President/Director of Regional Services

Snow College

Scott L. Wyatt, President
Bradley A. Winn, Academic Vice President

Dixie State College

Lee G. Caldwell, President
Karen Bauer, Associate Dean of Sciences
Donna Dillingham-Evans, Academic Vice President
John Goldhardt, Assistant Professor of Education/Liaison, Washington County School District
Donald Hinton, Dean of Education, Humanities, Arts and Social Sciences
Stanley J. Plewe, Vice President of College Services
Brenda Sabey, Associate Dean of Education, Family Studies and PEHR
Tracey Wheeler, Assistant Professor of Education

College of Eastern Utah

Ryan L. Thomas, President
Mike King, Academic Vice President
Miles Nelson, Associate Vice President for Workforce Development

Utah Valley State College

William A. Sederburg, President
Vincent Foriana, Special Assistant to the President for Constituent Relations
Elizabeth J. Hitch, Vice President for Academic Affairs
Linda Makin, Director of Budgets
Cameron Martin, Assistant to the President for Institutional Development and Planning
Janette Hales-Beckham, Chair, UVSC Board of Trustees

Salt Lake Community College

Cynthia A. Bioteau, President
Dennis Klaus, Vice President of Administrative Services
Mason Bishop, Vice President of Marketing
Julie Curtis, Assistant to the Vice President for Instruction
Deneece Huftalin, Vice President of Student Services
John Latkiewicz, Dean, Skills Center
Joe Peterson, Vice President for Instruction
Jesselie Anderson, SLCC Board of Trustees
Rev. France Davis, SLCC Board of Trustees
Stan Parrish, SLCC Board of Trustees
Halee Thomsen, SLCC Board of Trustees

Utah College of Applied Technology

Jared A. Haines, Interim President
Richard L. White, President-Appointee
Kirt Michaelis, Vice President of Administrative Services
Scott Snelson, President, Salt Lake-Tooele ATC
James Taggart, Ogden-Weber ATC

Representatives of the Media

Wendy Leonard, *Deseret Morning News*
Brian Maffly, *Salt Lake Tribune*
Roxana Orellana, *Salt Lake Tribune*

Other Guests

Mary Shumway, CTE Director, State Office of Education

Chair Jed Pitcher called the meeting to order at 9:00 a.m. and welcomed everyone to the meeting. He acknowledged Dr. Rick White, who will assume the UCAT Presidency on January 1, 2008, and excused Regents Holbrook and Sinclair. He briefly reviewed the meeting agenda.

Appointment of Interim Commissioner

Chair Pitcher explained that the search for the new Commissioner was taking a while longer than originally anticipated, it was decided that an Interim Commissioner should be appointed. **Regent Atkin moved the appointment of Dave Buhler as Interim Commissioner and the appointment of Mark Spencer as Interim Deputy to the Commissioner, seconded by Regent Snow. The motion was adopted unanimously.**

Associate Commissioner Buhler thanked the Regents for their vote of confidence and pledged to "work his heart out." He expressed his appreciation for a great staff and said together they would be working to move the work of higher education forward. Associate Commissioner Spencer also thanked the Board for their vote. President Sederburg expressed the support of the presidents for Dave's appointment as Interim Commissioner.

The Regents recessed to their respective committees at 9:05 a.m. and reconvened in Committee of the Whole at 10:30 a.m. Chair Pitcher thanked the committee chairs for ending their discussions in a timely manner.

USTAR Presentation

Dr. Ted McAleer, Executive Director, distributed handouts that identified the work being done with the funding the USTAR Governing Authority had received from the State. As background, Senate Bill 75 created the Utah Science Technology and Research Initiative (USTAR) in 2006. The top priority was the recruitment of outstanding researchers. A long-term goal was the creation of 22 new companies as an outgrowth of the research generated. Dr. McAleer said he was very pleased with the progress made in the first 15 months. He was able to recruit the first, second, and third choices of "All Stars" in 10 of the 11 innovation areas. So far, six researchers have been recruited at Utah State University and nine at the University of Utah. In addition, six USHE institutions are participating in the Technology Innovation Outreach Program.

President Young thanked Dr. McAleer for his outstanding work with the USTAR program. He credited his two Senior Vice Presidents, Dr. Dave Pershing and Dr. Lorris Betz, for leading out on the University of Utah campus. Dr. Betz predicted that in a few years, people will look back and consider USTAR to be one of the best programs ever developed in this state. The program has been successful for three reasons: (1) It is very strategically directed. (2) There is a collaborative environment at the universities. (3) Facilities have been set up efficiently for laboratory work.

President Young said many of the outstanding researchers are bringing with them substantial research grant funding. The University of Utah is at the top of the nation in technology and technology commercialization. Provost Coward said Utah State University is also seeing outstanding results. The successful hiring of All-Star researchers has been a magnet for other outstanding researchers. Other departments on campus are also benefitting from these efforts. He expressed his appreciation for the support and the opportunity of being a part of the USTAR program.

Regent Morgan praised the USTAR team for its impressive start and asked about the prospects of sustaining this lead as other states invest larger amounts of money. President Young said by continuing to

target faculty, the success should continue. His administration is concentrating on the University's areas of strength and excellence. The researchers who have been hired attract other researchers. Those already hired appreciate the cooperative work being done with other institutions. He admitted the UofU may not be able to be a competitor if recruitment salaries become excessive. Provost Coward thanked Governor Huntsman for including additional funding for USTAR in his budget recommendation. The USTAR Governing Authority has also requested more ideas for further consideration. Dr. McAleer reported several business leaders had been recruited to implement the strategy. The USTAR team is not only "courting" business leaders, but those most likely to come with them.

Commissioner Kendell agreed that USTAR will be seen as a visionary undertaking. He asked what the Regents could do to help sustain the success of this program. This needs to be a unified effort between the research universities and the other USHE institutions. President Young asked the Regents to share their excitement with legislators and community leaders. Regent Jardine recommended that the USTAR team make this presentation to local Chambers of Commerce, inviting legislators to accompany them and publicly express their support for USTAR. Dr. McAleer said he would be meeting soon with advisory council representatives from eight local Chambers and would convey this message. Chair Pitcher requested a one-page glossary or talking points.

College of Eastern Utah/Southeast Applied Technology College Merger Progress Report

Commissioner Kendell referred to Tab R and asked President Ryan Thomas to brief the Board. President Thomas said the initial concern regarding the merger was about a possible risk to the CTE programs in southeast Utah. Not only have those programs not been lost; they have been enhanced. Members of advisory boards who had initially expressed concern are now laudatory. The college has not reduced costs, but it has expanded programs. No faculty or staff lost positions as a result of the merger. SEATC personnel have been integrated into CEU programs and have worked together very well.

President Thomas related an e-mail message he had received from the person in charge of CTE programs in the southernmost area of the state. She told of a Native American woman who hitchhiked and walked to her college classes because a college education was so important to her.

Regent Reid asked about opportunities for expansion of programs in the more remote areas of the state. President Thomas said Miles Nelson was working with the local school district superintendent in Moab and with USU officials to explore ways to expand higher education offerings in that area. College officials are planning for a new joint-tenant building in Moab. Chair Pitcher thanked President Thomas for his report.

High School to College and Career Pathways

Commissioner Kendell referred to Tab T and asked Assistant Commissioner Gary Wixom and Mary Shumway, Director of CTE for the State Office of Education, to report on this item. Dr. Wixom said efforts are ongoing across the nation to expand the connection between public education and higher education. Students of the future will need a specific set of skills to be successful in the workplace. Governor Huntsman has been supportive of the message that a high school diploma is no longer sufficient to obtain success and career advancement in the workplace now and in the future.

Director Shumway said counselors and teachers in the public school system have received training. Public education officials are working with the school boards and principals to educate them on this effort. She distributed a booklet entitled "Utah High School to College and Career Pathways" and explained that it identified the specific programs or classes required from the 7th grade through high school to prepare students for various individual careers. This booklet was prepared for educators and will be available electronically in February. The electronic version will also link to majors.org and other sites to help the students.

Dr. Wixom said information is available for students beginning in the 7th grade, which was designed to help them move along the path to their chosen careers. It includes concurrent enrollment courses available in high school. He pointed out that the book refers to the New Century Scholarship and other state initiatives. A companion publication is being finalized. Everything will be available on the Web as well.

President Sederburg pointed out that the requirements for a student's senior year were quite light for most programs. Ms. Shumway explained that was because of the varied curriculum requirements throughout the state. Counselors will tell students the additional classes they need in each field. In addition, there is an individual student planner that will have all of the blanks filled in. She referred to "Career Pathways to College," that spelled out high school curriculum for those students who do not yet know what career they want to pursue. She noted that often the college is the default position for students, and many of them are unprepared when they arrive.

Commissioner Kendell pointed out this subject had been discussed throughout the state. He asked if more is known about what is happening at the 12th-grade level. Are we finding that 12th graders are taking significant courses leading to the CTE competencies or to college? Regent Cespedes asked about the down side for not including specific courses for the 12th grade. Assistant Commissioner Wixom said students could see which electives to take during their senior year to prepare them for their chosen fields. Ms. Shumway explained the booklet included minimum requirements only; most districts go beyond the minimum. Regent Jordan suggested color-coding, with minimum requirements in one color and suggested curriculum in other colors.

Chair Pitcher thanked Assistant Commissioner Wixom and Ms. Shumway for their report.

General Consent Calendar

On motion by Regent Jardine and second by Regent Atkin, the following items were approved on the Regents' General Consent Calendar (Tab T):

A. Minutes

1. Minutes of the Regular Board Meeting held October 26, 2007, at Utah State University in Logan, Utah
2. Minutes of the Special Board Meeting held November 8, 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 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. Revisions to Policy R911, *Employment of Relatives*. The amended policy expands the definition of relatives and provide that relatives not work in the same business unit, audits 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.

Reports of Board Committees

Programs Committee

Southern Utah University – Associate of Applied Science Degree in Equine Studies (Tab A). Chair Garff reported the committee had enjoyed a good discussion with SUU officials. It was noted the program was first presented as a request for a baccalaureate degree and was subsequently changed to an AAS degree. A task force comprised of university, county and community leaders identified equine studies to be a high priority. **Chair Garff moved approval of SUU’s AAS Degree in Equine Studies. Regent Cespedes seconded the motion, which was adopted unanimously.**

Dixie State College – Secondary Education Teaching Licensure Program with Emphases in Biology Education and Biology/Integrated Science Education and English Education (Tab B). Chair Garff reported that college officials had worked closely with the Washington County School District to provide secondary education teachers throughout the district. Several institutions expressed concerns or raised questions regarding the proposed program. It was also noted that Dixie’s enrollments continue to decline. College officials hope the Secondary Licensure program will attract additional students and, in turn, help the Washington County School

District by providing new teachers for the public schools. **Chair Garff moved approval of Dixie's Secondary Education Teaching Licensure Program, with the requirement of annual reports on enrollments of declared majors in each emphasis area for all three programs until the third year, when a full report will be due. Vice Chair Jordan seconded the motion, which was adopted unanimously.**

Utah Valley State College – Mission Statement (Tab C). Chair Garff reported two clarifications: (1) The reference to graduate education means master's degree-level programs. (2) The committee recommended removal of the word "comprehensive" when referring to learning opportunities. President Sederburg said the proposed mission statement carried the full endorsement of the UVSC Board of Trustees. **Vice Chair Jordan moved approval of UVSC's revised mission statement, to become effective on July 1, 2008. Chair Garff seconded the motion, which passed unanimously.** Chair Garff expressed the committee's appreciation for Associate Commissioner Stoddard and her great work in this effort.

Weber State University – Associate of Applied Science Degree in Apprenticeship (New Agenda Item). Chair Garff said WSU officials were proposing to offer an AAS Degree in Apprenticeship, in conjunction with the UCAT campuses. This program was designed for students completing an apprenticeship program under the auspices of the Bureau of Apprenticeship and Training (BAT). While the degree was requested from WSU by the Ogden-Weber Applied Technology College, the program would be open to anyone who meets the qualifications for an apprenticeship as defined by the BAT. Graduates would have greater opportunities to either advance in their organization or to move into a different position. Chair Garff noted this was an excellent collaborative effort between a credit-granting USHE institution (WSU) and a UCAT campus. Institutional officials will work closely with the Commissioner's staff to clarify final details regarding articulation. Regent Jordan pointed out two-thirds of the instruction will take place at the ATCs, with only one-third of classes on the Weber campus. He commended those responsible for pioneering collaborative partnerships among institutions. Regent Karras said he had attended an OWATC board meeting where he heard that this partnership would shorten the time to work for electricians. He commended the institutions for this work. **Chair Garff moved approval of WSU's AAS Degree in Apprenticeship, with a progress report to be presented to the Regents after the first year of operation. Regent Beesley seconded the motion, which carried unanimously.**

Revised Policy R401, *Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports* (Tab D). Commissioner Kendell commented that one important change in this policy was the strengthening of financial reporting requirements. The Chief Academic Officers (CAOs) have endorsed this procedure. The largest change was the focus on the AAS degree and the elimination of any reference to the AAT (Associate of Applied Technology) degree. The Legislative Higher Education Task Force identified the connectivity of the traditional colleges with UCAT as one of the major issues they wanted to be addressed. Last summer, Commissioner Kendell developed a list of recommendations which were incorporated into a bill that received the support of the Legislature. UCAT campuses will now partner with credit-bearing institutions on AAS degrees (see page 6 of the policy). Trustees appear to be in support of these partnerships and understand that the Regents' focus is working together to leverage assets.

Regent Beesley said the Program Review Committee (PRC) was most concerned with what was best for students. Some areas of the state do not have the same opportunities for partnering as other areas. The Regents expect the institutions to work together. Regent Beesley referred to the financial analysis document

in § 3.2 (page 2) of the policy and said the Regents were not attempting to impinge in any way on the presidents' ability to manage their institutions, but they do want to know how the institutions are doing.

Chair Garff moved approval of the revisions to policy R401. Regent Beesley seconded the motion, and the policy was adopted unanimously.

Consent Calendar, Programs Committee (Tab E). **On motion by Chair Garff and seconds by Vice Chair Jordan and Regent Cespedes, the following items were approved on the Programs Committee's Consent Calendar:**

- A. University of Utah – Asia Center
- B. Utah State University – Discontinued Business Information Technology and Marketing Education Programs
- C. College of Eastern Utah – Fast-track Approval: Certificate of Completion in Medical Assistant
- D. Utah Valley State College – Fast-track Approval: Certificate in Water and Wastewater Operations
- E. Utah College of Applied Technology – Fast-track Approval: Certificate of Completion in Barbering at BATC, MATC, and OWATC Campuses

Information Calendar, Programs Committee (Tab F). Chair Garff reported the committee had postponed consideration of Southern Utah University's strategic plan until the next meeting. Committee members commended Weber State University officials for their excellent program reviews but expressed alarm at the decline of students in the teacher education program. Chair Garff also commented on the \$25 million gift to Utah State University's School of Business from John and Karen Huntsman. Chair Pitcher said he had attended the event, which was a wonderful occasion.

Finance Committee

Revisions to Policy R541, *Management and Reporting of Institutional Investments* (Tab G). Chair Atkin reported the revisions were technical refinements and were not substantive changes. The committee recommended the following additional changes:

4.6.1.2 If any gift, devise, or bequest . . . not to exceed 30 days. The Commissioner may approve exceptions to the 30-day rule in the case of non-readily marketable investments.

4.6.1.3 Investment Grade Fixed Income and Cash Equivalents 25-100%

Chair Atkin moved approval of the revisions to policy R651, including those incorporated by the committee. Regent Snow seconded the motion, which was adopted unanimously.

Revisions to Policy R510, *Tuition and Fees* (Tab H). Chair Atkin said the proposed revisions changed the non-resident tuition rate to three times the resident rate, and gave the Commissioner the ability to recommend exceptions. The committee recommended the effective date be changed to March 1, 2008. Commissioner Kendell said setting the non-resident tuition rate at three times the resident tuition exceeds the number required in all areas. A non-resident rate of 2.8 times the resident rate would recover the full cost of

instruction. **Chair Atkin moved approval of the proposed revisions to policy R510, effective March 1, 2008. Regent Snow seconded the motion, which carried unanimously.**

Consent Calendar, Finance Committee (Tab I). Chair Atkin said a new item had been added to the committee's consent calendar. During the October Board meeting, action on a property purchase by Utah Valley State College was deferred to the Regents' Executive Committee because an appraisal had not been completed. In the interim, additional property was added to the purchase, and a price was negotiated of 7 percent above the appraisal value. **Chair Atkin moved that this item be added to the committee's Consent Calendar as an action item. Regent Snow seconded the motion, which carried.** Chair Atkin said the Regents' Executive Committee had agreed to meet via teleconference the following Monday to take action on the UVSC property purchase, with a positive recommendation from the committee.

On motion by Chair Atkin and second by Regent Snow, the following items were approved on the Finance Committee's Consent Calendar:

1. UofU and USU – Capital Facilities Delegation Reports
2. University of Utah – Property Sale
3. Dixie State College – Property Purchase
4. Utah State University – Property Purchase

USHE – 2006-2007 CTE Report (Tab J). Chair Atkin called attention to the volume of CTE (career and technical education) being done in the state of Utah. The report included training of high school students and adults by public education, the nine traditional USHE institutions, and UCAT.

Legislative Audit – Follow-up Report (Tab K). The report summarized four recent reviews of the Utah System of Higher Education by legislative staff. Recommendations for improvement have been implemented.

Planning Committee

Revisions to Policy R208, Resource and Review Teams (Tab L). Regent Beesley explained the revisions to the policy provided a greater differential between a president's formal evaluation and the ongoing Resource and Review (R&R) team process. The policy also focuses the R&R team and institutional leadership on the priorities of the Regents and Presidents. The Regents want the Presidents to use the Regents on their R&R teams as a resource. **Chair Jardine moved approval of the revisions to policy R208. Regent Beesley seconded the motion, which carried unanimously.**

USHE Legislative Priorities for 2008 (Tab M). Chair Jardine reported the State Building Board had rearranged the Regents' priorities, and the Governor's recommendation did not include either list. The Regents would like to eliminate the disconnect between the Regents' priorities and the Building Board's priorities in future years. Regent Reid reported the Finance Committee had discussed land banking proposals in an earlier meeting. The institutions are pursuing those opportunities without prioritization, for a total of \$250 million. Chair Jardine pointed out the USHE would oppose any legislation to repeal in-state tuition for students who graduated from and attended a Utah high school for three years. **Chair Jardine moved adoption of the Regents' legislative priorities for 2008. Regent Snow seconded the motion, which carried unanimously.**

Trademarking of Logos/Taglines (Tab N). Chair Jardine said the report was provided for information only and did not require any action. When the Commissioner's staff has completed the process of acquiring domain names, word/service marks and other protections, an updated report will be given to the Regents.

K-16 Alliances, Part II: Increasing Participation Through Rigorous College-Prep Curricula (Tab O). Chair Jardine reported a very good discussion in committee. The committee appreciated the input of Superintendent Harrington and SBE Vice Chair Janet Cannon. Through the K-16 Alliance, there is continuing discussion of what is needed to prepare our students for college. Regent Cannon noted that several years ago Dr. David Gardner, former President of the University of Utah, instituted the requirement that students take two years of a foreign language in high school. Regent Harrington said the State Board of Education had increased requirements for science and math courses. However, promoting a foreign language requirement is also going to be necessary in this global economy. Increased rigor will become mandatory in the future. She said she personally favored four years of math; hopefully, this would decrease the number of students requiring remediation in math. She expressed her concern about Hispanic students who need help and support to improve their English skills.

Regent Cannon said the successful implementation of a common student identifier will enable both public education and higher education to generate effective data. Regent Harrington reported success with concurrent enrollment students, who then go on to higher education institutions.

Regent Jordan appreciated the suggestion of four years of mathematics and asked if the courses are available that fit what students' needs. He suggested that a math course be designed for those students who do not plan to take extensive math courses in college, that would be appropriate for the senior year, specifically designed to prepare students for Math 1010. Assistant Commissioner Safman said that suggestion was under discussion with the math faculty across the state.

Chair Jardine said this was another example of the very positive things coming out of the K-16 Alliance. He commended the Commissioner and his staff for the data-driven items they brought to that endeavor. He noted the Salt Lake Chamber had indicated its support for increased rigor in high school curriculum. Vice Chair Beesley pointed out the booklet, "Tough Choices for Tough Times," which was provided to the Regents from the K-16 Alliance. She recommended that all Regents read it, especially the executive summary.

Report on the Higher Education Legislative Task Force (Tab P). Associate Commissioner Dave Buhler said the task force had met four times this year. Much of its attention was focused on UCAT governance. This discussion resulted in a proposed bill sponsored by Senator Greg Bell, "Utah College of Applied Technology - Governance and Operations." The bill would add to the Regents' responsibilities the creation of partnerships between higher education institutions, and the review (but not approval) of the UCAT budget requests and capital facilities requests, ensuring that they do not unnecessarily duplicate other higher or public education facilities. Other additional responsibilities assigned to the Regents were included in the Commissioner's cover memo. Associate Commissioner Buhler pointed out the additional responsibilities delegated to the UCAT Board of Trustees as well. This is only one of the many bills he and the legislative representatives will be watching during the coming general session.

Commissioner Kendell said the legislators think the ability to hire or fire UCAT campus presidents should be assigned to a public body, and they decided that body should be the UCAT Board of Trustees. He explained that the UCAT President is appointed by the Board of Regents; however, UCAT campus presidents have been appointed by the UCAT President, but the regional Boards of Directors have set the compensation and conditions of employment for their respective presidents. A public body needs the ability to govern the institutions. The Regents will continue to appoint the UCAT President, but the campus presidents will be appointed by the UCAT Board of Trustees, allowing them to retain the power to set the terms and conditions of employment for their respective presidents, using the regional boards of trustees in an advisory role.

Associate Commissioner Buhler said other bills were being drafted, including one providing for an appropriation of \$17.5 million for institutional priorities and partnerships. There is also agreement to add \$2.3 million for UCAT. This bill will mirror the Regents' budget and the request of the UCAT Board of Trustees.

Salt Lake Community College/Salt Lake-Tooele Applied Technology College Report & Recommendations

Dr. Gary Carlston described the process for conducting the SLCC/SLTATC study that was authorized by the State Board of Regents. Commissioner Kendell recommended and appointed an advisory group and a study group. The study group met frequently, and both groups worked hard throughout the summer and fall. Interviews were conducted, and reliable data were researched and assembled. Representatives from the Department of Facilities Construction and Management (DFCM) were consulted about capital facilities issues. After he had thoroughly reviewed the report, Commissioner Kendell asked Dr. Steve Laing and Dr. Paul Thompson to meet individually with representatives of various constituencies and to report their findings.

The Commissioner concluded that the mission of SLCC and SLTATC is basically the same, although there are sizeable enrollment differences in the two institutions. Credit was an important factor. It was noted that the state subsidy for UCAT is significantly greater than for SLCC, and the cost of instruction is substantially greater at SLCC than at UCAT. DFCM representatives were asked to estimate the cost of a new building for UCAT, including the cost of land, and the cost of a full campus.

There was unanimous agreement among those interviewed that the SLCC Skills Center and the SLTATC should be combined. Everyone also agreed that there needs to be a line item provision for CTE funding. Respondents were equally split on the issue of merging the two institutions. This has been a controversial issue for many years without full resolution. The Commissioner concluded that after six years of program development, the core issues of mission overlap, duplicated programs and relatively high cost remain.

Commissioner's recommendations: The Commissioner recommended the merger of Salt Lake Community College and the Salt Lake-Tooele Applied Technology College. He pointed out that SLTATC is caught between a very large comprehensive community college and the public school districts, with no immediate prospects for improving this situation. Of the 53,000 secondary students in the CTE field in the Salt Lake-Tooele area, only 393 attend the Salt Lake-Tooele ATC.

Commissioner Kendell reviewed the conditions attached to his recommendation, including the creation of "safe harbor" status for the Bridgerland, Uintah-Basin, Mountainland, Ogden-Weber and Southwest Applied

Technology Colleges. He also recommended that the Regents maintain the possibility of future studies in southern Utah to ensure optimal CTE offerings in the St. George area.

Regent Jordan commended Dr. Carlston and his group and offered his support for the Commissioner's recommendations. Regent Cannon said the State Board of Education members had not seen the report, although members of the State Office of Education staff have been heavily involved in the process. She felt a merger offered a positive resolution and recommended that the mission be expanded to include secondary students. She pointed out that offerings for secondary students should be at no cost for instruction. The State Board of Education would like an annual report with reliable data to show that secondary students will continue to be served. Regent Cannon expressed her appreciation for SLCC's willingness to meet the needs of secondary students and asked President Bioteau to ensure that students in Tooele were offered the same opportunities as those in Salt Lake.

Regent Atkin moved approval of the Commissioner's recommendations. Regent Karras seconded the motion. Vote was taken on the motion, which was adopted unanimously. Regent Karras said he appreciated Commissioner Kendell's efforts to take on this very difficult issue as he approaches his retirement.

Report of the Commissioner

Because of time constraints, Commissioner Kendell referred to his written report.

Report of the Chair

Outstanding Leaders. Chair Pitcher referred to the Most Influential Leaders profiled in the current issue of *Utah Business* magazine. He said it was a pleasure to work with such outstanding individuals. He congratulated Commissioner Kendell and all of those mentioned in the article for their contributions to Utah's citizens.

Resolutions. Regent Jardine moved that a resolution be prepared on behalf of the State Board of Regents in memory of Lorna Matheson, former member of the University of Utah Board of Trustees, who worked tirelessly to raise funds for education. Vice Chair Beesley seconded the motion, which carried unanimously.

Regent Jardine further moved that a resolution be prepared to express the Regents' appreciation for Commissioner Kendell. On a daily basis, Commissioner Kendell has done everything in his power to advance the cause of education in this state. Regent Cespedes seconded the motion, which carried unanimously.

Dave Feitz, Executive Director of the Utah Higher Education Assistance Authority, said the UHEAA Board of Directors had met the previous day and had adopted a Resolution of Appreciation for Commissioner Kendell. In his four years as Commissioner, UHEAA has achieved record student financial aid, and the UESP program

has increased substantially. He thanked the Commissioner for believing that "we are all in the student success business" and presented him with the UHEAA Resolution of Appreciation.

Commissioner Kendell thanked everyone for their generous words. He said he had learned several important lessons which he had tried to incorporate throughout his career: (1) We must be engaged in something worthwhile. (2) We must develop good relationships with the people with whom we work. (3) We must work with fidelity.

Adjournment

Regent Reid moved that the Board move into closed session to discuss personnel issues. Regent Atkin seconded the motion, and it carried unanimously. The Regents adjourned from that meeting at 2:50 p.m.

Joyce Cottrell CPS, Executive Secretary

Date Approved

January 9, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler, Interim Commissioner

SUBJECT: Establishment of the G. Homer Durham Regents Professorship and Appointment of Dr. Richard E. Kendell as the first G. Homer Durham Regents Professor

It is the intent of the State Board of Regents to establish a G. Homer Durham Regents Professorship and to appoint Dr. Richard E. Kendell as the first G. Homer Durham Regents Professor. The purpose of this new professorship is to recognize individuals who have made a significant contribution to higher education in Utah, and to facilitate opportunities for future service by those individuals. The professorship also provides a way to honor Dr. G. Homer Durham, who served with distinction as the first Commissioner of Higher Education when the Board of Regents was created in 1969.

The G. Homer Durham Regents Professorship will differ in several ways from the current Regents Professorship. It will not be restricted to Commissioners and Presidents who have served a minimum of seven years, and it will not provide a one-year salaried reorientation leave or a three-year salaried teaching position. It will be a one-year renewable appointment. Recipients of this new professorship will be available to teach or consult within the Utah System of Higher Education on a fee-for-service, hourly, or daily rate as negotiated with either the Board of Regents or an institution. A detailed description of this new professorship will be provided as proposed new policy R855 in the March 2008 Board meeting.

In recognition of Dr. Kendell's lifetime of service to Utah's educational community, and to facilitate his continuing contribution in the future, it is appropriate and within the scope of Regents' authority to appoint Dr. Richard E. Kendell as the first G. Homer Durham Regents Professor beginning January 1, 2008, for a one-year renewable term.

Commissioner Kendell has indicated a willingness to remain involved on a part-time basis in a variety of roles within the Utah System of Higher Education. These roles will include but are not limited to teaching, consulting with institutions and the Board of Regents, and mentoring and advising students.

Commissioner's Recommendation

The Interim Commissioner recommends that the State Board of Regents establish a G. Homer Durham Regents Professorship and appoint Dr. Richard E. Kendell as the first G. Homer Durham Regents Professor.

David L. Buhler, Interim Commissioner

DLB/MHS:jc

R855, G. Homer Durham Regents Professorships

R855-1. Purpose

To establish and provide guidelines for the administration of G. Homer Durham Regents Professorships to recognize individuals who have made a significant contribution to higher education in Utah, and to facilitate opportunities for future service by those individuals. The professorship also provides a way to honor Dr. G. Homer Durham, who served with distinction as the first commissioner of higher education when the Board of Regents was created in 1969.

R855-2. References

2.1. Utah Code §53B-1-103 (Establishment of State Board of Regents -- Powers and authority)

2.2. Policy and Procedures R854, Regents Professorships

R855-3. Policy

3.1. Eligibility - The Board may award the title of G. Homer Durham Regents Professor to an individual who has made a significant contribution to higher education in Utah and who is available to teach or consult within the Utah System of Higher Education on a fee-for-service, hourly, or daily rate as negotiated with either the Board of Regents or an institution.

3.2. Appointment and Term of Service - An eligible individual may be designated a G. Homer Durham Regents Professor by the Board for a one-year renewable appointment.

3.2.1. Terms - The G. Homer Durham Regents Professorship will differ in several ways from the current Regents Professorship provided in R854. It will not be restricted to commissioners and presidents who have served a minimum of seven years, and it will not provide a one-year salaried reorientation leave or a three-year salaried teaching position.

3.2.2. Activity Plan and Annual Report - G. Homer Durham Regents Professors shall submit a proposal for the Board's review and approval describing a plan of activity during each one-year renewable appointment and shall submit an annual report of their activities to appropriate campus officers, the commissioner's office, and the Board of Regents.

(Proposed for January 18, 2008.)



G. Homer Durham
Utah's First Commissioner of Higher Education

After the Utah State Legislature established a Utah System of Higher Education in 1969, an extensive search process ensued for the state's first Commissioner of Higher Education. Dr. G. Homer Durham was serving as President of Arizona State University when he was recruited to Utah's top position in higher education, which he held from September 1969 until June 1976. Because he "broke ground" as Utah's first Commissioner, Dr. Durham's responsibilities were undoubtedly greater than any of his successors. His task was to transform this state's higher education system from a collection of separately administered colleges and universities, each vying for a lion's share of some very limited funding, into a coordinated, finely meshed system of postsecondary education.

Dr. Durham was awarded the first Ph.D. in Political Science granted by UCLA – only the second Ph.D. awarded in any field by UCLA. He was an outstanding teacher who once dreamed of serving in the United States Senate. When entertaining students and their spouses in his home, he was known to ask questions using the Socratic method. There was no small talk, but rather an emphasis on major national and political issues. He was an advocate of effective education and responsible government who believed individuals should be educated not only to be effective in jobs, but to enhance personal integrity and high moral caliber.

Before going to Arizona, Dr. Durham served as the first Academic Vice President, Founder and Director of the Institute of Government, and Chairman of the Political Science Department at the University of Utah. He was also a consultant to the group establishing the Utah Coordinating Council of Higher Education, predecessor to the current State Board of Regents.

Following his death in January 1985, a tribute in the Deseret News referred to his immense personal, academic and theological legacy. An editorial in the Salt Lake Tribune called him a "pioneer, blazing new trails and building new systems."

January 9, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: University of Utah - Interdisciplinary Master of Arts Degree in Asian Studies,
Effective Fall 2008 – Action Item

Issue

The University of Utah requests approval to offer an interdisciplinary Master of Arts Degree (M.A.) in Asian Studies effective Fall 2008. This program was approved by the institutional Board of Trustees in September 2007.

Background

Responding to the need for graduates with expertise in Asian Studies, the University of Utah is proposing an M.A. in Asian Studies which will be the first in the state and the only such program in the intermountain west. The proposed Asian Studies program will fill a large and growing need for expertise on Asia in government and the private sector. Governor Jon Huntsman has opened new markets in China and is working to do the same in India. Not only will Utah benefit from these markets but there will be a need for graduates with Asian expertise to fill positions related to expanding markets.

The proposed graduate program will serve students as preparation for further academic studies at the Ph.D. level or in pursuit of careers in government service, international law, international business, and education. Once the graduate program is successfully established, it may be readily combined with a Master's in Business, Law, Public Health and other professional degrees.

The Asian Studies M.A. degree, while new, builds upon 131 undergraduate courses and 50 graduate courses already taught in thirteen departments (Anthropology, Architecture, Art History, Economics, History, Languages and Literature, Law, Philosophy, Political Science, Sociology, Theatre, Management, and Finance) in six colleges (Humanities, Social and Behavioral Science, Fine Arts, Architecture, Law, and Business). With over forty faculty members already involved in the Asian Studies program the University has ample faculty and curricular resources for the M.A. degree. The current staff for the Asian Studies program is sufficient to support the new degree.

The benefits to students and the University are significant. The program will provide important new career opportunities for graduates. It will also significantly enhance the regional, national, and international profile of the University's Asian Studies program. It will facilitate advanced research and teaching on Asia by giving faculty the opportunity to teach graduate students and guide student research in their areas of expertise. Finally, as graduates of the program enter sector jobs in business, government, education and numerous other fields in the region, their expertise will help to enhance Utah's international reputation and economic ties with Asia.

The proposed two-year Master's program expects to start with six new students and grow to 15 in the fifth year for a total of 87 students in various stages of their graduate programs. All students must complete third year level proficiency in an Asian language.

Policy Issues

The University of Utah consulted with Utah State University, Weber State University, and Brigham Young University about their undergraduate programs in Asian Studies and received support from these institutions. No issues were raised.

Commissioner's Recommendation

The Commissioner recommends that the Regents review the request by the University of Utah to offer an Integrated Master of Arts in Asian Studies, raise questions, and, if satisfied, approve the request.

David L. Buhler, Interim Commissioner

PSC/DLB
Attachment

Academic, Career and Technical Education and Student Success Committee

Action Item

Request to Offer an Integrated Master of Arts in Asian Studies, Effective Fall 2008

University of Utah

Prepared for:
David L. Buhler
by
Phyllis C. Safman

January 9, 2008

SECTION I: The Request

The University of Utah requests approval to offer an interdisciplinary Master of Arts Degree (MA) in Asian Studies effective Fall 2008. This program was approved by the institutional Board of Trustees in September 2007.

SECTION II: Program Description

The Master's degree in Asian Studies, the first ever offered in the intermountain region or Utah, is a flexible interdisciplinary two-year post-baccalaureate degree providing advanced language study and area studies education. Drawing on existing faculty and curricular resources across the many departments that comprise the B.A. program in Asian Studies, the program requires a total of 30 credits: 8 three-credit courses, a thesis (6 credits), and a minimum of third-year proficiency in an Asian language. To ensure the coherence of their graduate work, students will be required to have both a regional or country concentration and a disciplinary concentration for their program, developed in consultation with the program advisor. Regional concentrations currently include East Asia (China, Japan, and Korea) and South Asia (India, Pakistan, Sri Lanka, and Bangladesh), but will expand to include Southeast Asia as courses are developed in that area. Disciplinary concentrations will not be limited to departmental categories, but can involve creative and practical interdisciplinary combinations of courses that fit with the student's career goals.

Purpose of Degree

The Asian Studies Program at the University of Utah is undertaking a major expansion and restructuring to meet changing student demands and the growing need for expertise on Asia within the University and wider Utah community. Three new initiatives are being proposed: the restructuring of the B.A. degree in Asian Studies; the creation of a new M.A. degree in Asian Studies, and the establishment of a new Asia Center which will house these degree programs.

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 an expert on East Asian law, President Young is deeply committed to the development of Asian Studies and in his inaugural address announced his plans for the establishment of an Asia Center which will be a major focus of the upcoming capital campaign. He is also pursuing a major initiative to internationalize the University. The restructured B.A. in Asian Studies and the new M.A. degree, in conjunction with the new Asia Center proposed in a separate letter, will make a vital contribution to the fulfillment of President Michael Young's goals of internationalizing the University and expanding the presence and prestige of Asian Studies on this campus, in the region, and nationally.

Despite the significant and growing interest in Asian Studies and international studies, the state currently has no master's program in Asian Studies. The proposed new M.A. in Asian Studies will be the first ever in the state and the only such program in the intermountain west. The closest comparable M.A. programs in Asian Studies are at Arizona State University and schools in California, Oregon, and Washington. Thus, the proposed Asian Studies program will fill a large and growing need for expertise on Asia in government and private sector. The degree can be used either as preparation for further academic studies at the Ph.D. level or in pursuit of careers in government service, international law, international business, and education. It may be readily

combined with a Master's in Business, Law, Public Health and other professional degrees. After the new program is established, plans will be made with Business, Law, Health, and other professional schools towards development of joint M.A./M.B.A, M.A./J.D. and M.A/M.P.H. programs like those in other universities across the country such as the University of Michigan and the University of California, Berkeley.

Despite having over forty faculty members who specialize in Asia, over 130 faculty members engaged in research projects in Asia, and hundreds of students enrolled in Asian Language classes each year, the University has not established a regional or national presence as a major center for education, research and resources on Asia. The MA in Asian Studies will significantly enhance the profile of the Asian Studies program and make the program a resource for business, government and community organizations that require expertise on Asia by providing graduates with advanced language skills and broad knowledge of Asian countries.

Institutional Readiness

Institutional need and program preparedness were assessed with faculty and students; no new resources are required. With over forty faculty members involved in the Asian Studies program and over fifty graduate level courses in Asian Studies, the University has ample faculty and curricular resources for an MA degree. The current staff for the Asian Studies Program is sufficient to support the new degree.

Faculty

There are currently over forty faculty members in thirteen departments and six colleges who teach and conduct research on Asia. The highly productive faculty who participate in the Asian Studies program have attained national and international reputations in their respective fields and many are already active in graduate teaching within their departments. They have Ph.D. degrees from well-respected programs in their fields, including the major Asian Studies Centers at Harvard University, the University of California, Berkeley, Stanford University, Cornell University, the University of Wisconsin-Madison, and the University of Washington. Over the last five years alone, Asian Studies faculty have filled prestigious post-doctoral positions at Harvard University, the University of California, Berkeley, and the University of Washington and won highly competitive external grants for their research from the National Endowment for the Humanities, the American Council of Learned Societies, the Social Science Research Council, the Japan Foundation, and the Korea Foundation. Over the same period they have been successful in the internal grant competitions at the University, procuring four Tanner Humanities Center Fellowships, five Faculty Fellow Awards, and eight University Research Grants.

Staff

The current staff of the Asian Studies program, including the director, a student advisor, and an administrative assistant, is sufficient to support the new MA program.

Library

The library resources necessary for advanced study of Asia, including periodicals from Asia, primary source materials in Asian languages, and English language books and periodicals are available in the Greater Salt Lake region for student use. Students in the program will have the use of the substantial Asian language library holdings at the Marriott Library, including Chinese, Japanese, and Korean materials; the South Asian materials in the Middle East Library at the University; and the collections of the Family History Library in downtown Salt Lake City, which houses the world's largest collection of Chinese, Japanese and Korean local histories and genealogies, as well as substantial microfilmed archival sources. Students will also have access to the large collection of Asian language materials at the Harold B. Lee Library at Brigham Young University.

Admission Requirements

Applicants for admission to the MA program in Asian Studies will be reviewed by a graduate program committee consisting of regular faculty teaching in the program and headed by the program's graduate advisor. The degree requires successful completion of a baccalaureate degree as a prerequisite. Admission requirements will conform to the requirements of the Graduate School and admission will be competitive within the pool of applicants each year. Applicants must submit a thousand-word statement on their preparation for the program and professional goals, undergraduate transcripts, Graduate Record Examination (GRE) results, Test of English as a Foreign Language (TOEFL) score (if applicable), three letters of recommendation, and an academic writing sample. The interdisciplinary nature of the degree encourages applicants from a wide variety of undergraduate programs, although applicants will be required to demonstrate significant background in Asia-related fields.

Student Advisement

Upon admission to graduate study in the Asian Studies program, each student will be assigned to a temporary or ad hoc advisor by the graduate advisor based on the student's interests. The temporary advisor mentors the student until s/he forms a supervisory committee no later than the beginning of the second semester of the program. Supervisory committees are formally appointed by the dean of the graduate school; however each student is responsible for initiating the selection of the committee and participates fully in the selection process. The supervisory committee will be comprised of three faculty members, representing the student's chosen regional and disciplinary fields, one of whom will serve as a thesis advisor and chair of the committee. Each student, in consultation with the graduate advisor, should select a supervisory committee chair as early as possible in his or her course of study, and no later than the second semester of graduate study. In consultation with the supervisory committee chair, the student should select two additional faculty members to complete the committee. The Asian Studies graduate advisor will be responsible for recording and tracking the progress of students. Students will be required to attain the preliminary approval of their supervisory committee for their program of study by the beginning of their second semester. The supervisory committee must formally approve the plan of study by the end of the second semester.

All students must prepare a thesis based upon original research which constitutes a substantive contribution to scholarship in their chosen area of concentration. The program of study will include preliminary definition of a thesis topic. By the end of the third semester of coursework, students will prepare a thesis prospectus in consultation with their committees. After receiving committee approval, the final prospectus will be filed with the committee chair. The committee chair will serve as thesis director, but students are expected to consult regularly with the other members of their committee on thesis research and writing. The style and format of the thesis must accord with the standards set by thesis editor of the graduate school.

All students must demonstrate third year proficiency in an Asian language relevant to the student's regional specialization by the end of their program of study. Language proficiency can be demonstrated by successful completion of a third year language course with a grade of B or better as indicated by an undergraduate transcript or as part of the program of study for the MA, or by providing other evidence of proficiency that is certified by the Languages and Literature Department. Relevant language work beyond the three-year minimum requirement is encouraged and may be included among the program units.

The normal course load for a graduate student is three courses (9 credits) per semester, but students may elect to take more. Many students will have completed the language requirement before entry into the program. Depending on the number of courses taken each semester, students are expected to complete their degrees in two to four semesters, with the exception of the language requirement. In accordance with the Graduate School's regulations, all work for the master's degree must be completed within four consecutive calendar years.

Justification for the Number of Credits

An examination of existing M.A. degrees in the College of Humanities and of MA degrees in Asian Studies at other institutions was conducted. The requirement of thirty credits plus third-year language proficiency is equivalent to those of most M.A. programs at other institutions, like the University of California, Berkeley, UCLA, and Arizona State University. The credit hours required for the Asian Studies M.A. are within college and University parameters and meet the guidelines for new program established by the Board of Regents R401 policy.

External Review and Accreditation

The proposal for the Master's degree in Asian Studies has been reviewed by deans and faculty from the colleges contributing faculty and courses for the proposed program and by faculty from the other institutions in the state with Asian Studies programs, including Brigham Young University, Weber State University, and Utah State University. All have endorsed the program.

Projected Enrollment

Administrators expect to admit a minimum of six students in the first year of the program, eight in the second, ten in the third, 12 in the fourth, and 15 in the fifth. It is anticipated that most of these will be new students, although students currently enrolled in other Master's degree programs at the University may apply as well.

Table 1. Projected Enrollment Timeline

	2007-8	2008-9	2009-10	2010-11	2011-12	5-year Total
1 st year students	6	8	10	12	15	51
2 nd year students	0	6	8	10	12	36
Total Enrollment	6	14	18	22	27	87

Expansion of Existing Programs

The Asian Studies M.A. degree is a new degree but is comprised of over forty existing courses already taught in thirteen departments (Anthropology, Architecture, Art History, Economics, History, Languages and Literature, Law, Philosophy, Political Science, Sociology, Theatre, Management, and Finance) in six colleges (Humanities, Social and Behavioral Science, Fine Arts, Architecture, Law, and Business). Thus, no expansion of existing programs is required.

SECTION III: Need

Program Need

The Asian Studies program at the University of Utah is undertaking a major expansion and restructuring to meet changing student demands and the growing need for expertise on Asia within the University and wider Utah community. Proposed are three new initiatives: the restructuring of the B.A. degree in Asian Studies and the creation of a new M.A. degree in Asian Studies. The third is the Asian Center which was handled separately.

Labor Market Demand

Despite the significant and growing interest in Asian Studies and international studies, the state currently has no Master's program in Asian Studies. The proposed new M.A. in Asian Studies at the University of Utah will be the first ever in Utah and the only such program in the intermountain west. The closest comparable M.A. programs in Asian Studies are at Arizona State University and schools in California, Oregon, and Washington. Most comparable M.A. programs do not keep detailed data on what careers their graduates end up pursuing. But informal surveys of advisors and directors of such programs indicate that a small percentage of graduates continue on to Ph.D. programs in fields like political science, history, art history, and literature. Many find jobs in Asia in accounting firms, multinational corporations, or as owners of small businesses. Some pursue careers in international law and as journalists in Asia.

Within Utah, interest in Asia has been growing steadily over the last few years, spurred by the state's rapidly changing demographics, growing business ties to Asia, and educational initiatives at the national level. Governor Jon Huntsman, himself a fluent Chinese speaker, has announced that

China and India are two of the four countries of most importance for Utah's economy today. Governor Huntsman led a trade mission to China in fall 2007 highlighting the tremendous significance of trade with China for Utah's economic growth. The Governor's Office has also launched a major effort to promote trade with India, seeing it as the next economic powerhouse in Asia. Utah's exports to Asia currently total about \$1.3 billion, making up nearly one third of Utah's total foreign exports.¹ Over 134 Utah companies, including most 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.² Informal discussions with representatives from Utah companies doing business in Asia confirm the importance of language and area studies education for success in building successful business ties in Asian countries.

The unusually large number of foreign language speakers in Utah's population has also attracted international corporations like American Express and Compaq to locate major operations in the state, fostered the development of numerous global enterprises, like the translation companies ALPNET and Multiling, and made Utah a major focus of recruiting for federal government agencies like the National Security Agency (NSA), the Central Intelligence Agency (CIA), and the Federal Bureau of Investigation (FBI). In 2006 the NSA established a new language center in Utah and is recruiting large numbers of graduates with fluency in Asian languages.

To contribute to Utah's rapidly internationalizing economy or be competitive for the increasing number of federal government jobs involving foreign language and foreign country analysis, students need interdisciplinary immersion in the language and culture of the region of their focus and disciplinary training in their intended professional field. Given the complexities and increasing importance of Utah's links with Asia, it is vital for the University to provide advanced interdisciplinary education in the languages and cultures of the region in combination with disciplinary training in students' intended professional field. With the complete lack of graduate-level training in Asian Studies in the state, the proposed Master's program will fill a large and immediate void, providing critical expertise on Asia for the business, education, and political communities in the state. The creation of an M.A. degree to complement the existing B.A. degree will establish the University of Utah as the premier institution for the advanced study of Asia in the region and facilitate the realization of President Young's vision to make the University the critical resource for the region's business, political, educational and community leaders as they develop and expand their ties with Asian countries.

Student Demand

It is expected that the M.A. program will initially draw students from Utah and the surrounding intermountain states who did significant Asian Studies coursework for their B.A. degree and who wish to go into professional fields with an Asian emphasis or into Ph.D. programs that focus on Asia. Over the past few years, Asian Studies faculty have received increasing inquiries from University students who wish to pursue graduate work in the field, but do not want to leave the

¹ Governor's Office of Economic Development website,
<http://international.utah.gov/tradestatistics.html>

² Governor's Office of Economic Development, Trade Directory,
<http://international.utah.gov/directory.html>

state. Given that a number of school districts will be offering Chinese and Japanese language curriculum, some applicants may wish to combine the Asian Studies degree with an education credential to work as language teachers.

The potential size of the applicant pool is indicated by the numbers of students currently engaged in advanced coursework on Asia in the state. This includes the 40 majors and 15 minors in Asian Studies at the University and the students who completed advanced language work in 2004-5: that is, the 54 students who completed the second year of an Asian language in 2004-5, the 142 students who completed courses providing third year proficiency, and the 102 students who acquired fourth year level proficiency in advanced literature and linguistics courses. Brigham Young University currently has 41 majors. Utah State University has 26 majors and 40 minors. Weber State, which does not have a major, currently has 16 minors. As the program gains in reputation, the applicant pool is expected to expand to include students from the wider intermountain region and beyond. There are already significant numbers of graduate students from Asia in many departments that participate in the Asian Studies program and international applications are expected for the program within the first few years.

Based on the requests and inquiries that have been received from students and the community, the program projects that it will admit a minimum of six students during the first year of the program, expanding up to 15 admitted students by the fifth year. For comparison, the M.A. program in Asian Studies at the University of California, Berkeley accepts about 20 students a year, with 10-15 actually entering the program. The Master's program administered by the University of Utah's Title VI Center for Middle East Studies, the only other such interdisciplinary area studies M.A. degree program on the campus, admits 9-12 students per year and currently has some 24 Master's-level students. The enrollments for Asian languages (Chinese, Japanese, Korean or Hindi) were 380 for Fall 2005, with 220 enrolled at the third year level or higher, far exceeding the 146 students (30 taking third year and above) enrolled in Middle Eastern languages (Arabic, Hebrew, Persian and Turkish). Given these numbers, it seems reasonable to expect that an Asian Studies Master's program requiring third year level language proficiency would attract more students than the parallel program in Middle East Studies.

Similar Programs

There are no Asian Studies Master's programs within the USHE. The Asian Studies Master's program will benefit all USHE institutions. Utah State University, Weber State University and Brigham Young University have all expressed interest in the program.

Collaboration with and Impact on Other USHE Institutions

The Master's degree in Asian Studies at the University of Utah will complement and strengthen the existing Asian Studies programs in the state, including those at Weber State University, Utah State University, and Brigham Young University, by offering the opportunity for advanced area studies education for their graduates. The Asian Studies program at the University already cooperates with these institutions through joint conferences, sharing of speakers, and joint participation in the regional Western Conference of the Association for Asian Studies. The new M.A. program will expand these ties, encouraging and sometimes requiring students to consult with relevant faculty at other institutions and to use their library resources. Faculty strengths at these other institutions

complement the University's faculty and the library at BYU in particular is a major regional resource for Asian-language books and other materials.

Benefits

The benefits of an M.A. program in Asian Studies are diverse and significant. The program will provide important new career opportunities for students at the University and in the region. It will also significantly enhance the regional, national, and international profile of the University's Asian Studies program. It will facilitate advanced research and teaching on Asia by giving faculty the opportunity to teach more advanced students and guide student research in their areas of expertise. Finally, as graduates of the program enter sector jobs in business, government, education and numerous other fields in the region, their Asia expertise will help to enhance Utah's international reputation and economic ties with Asia.

Consistency with Institutional Mission

The proposed Master's program in Asian Studies will contribute to the University's mission "to educate the individual and to discover, refine, and disseminate knowledge." It will enhance the University's national and international profile as "a major teaching and research university...[that] strives to create an academic environment where the highest standards of scholarship and professional practice are observed and where responsibilities to students are conscientiously met." This program will also contribute to the University's teaching mission "to providing challenging instruction for all its students, from both Utah and other states and nations, and encourage interdisciplinary work and the integration of instruction and research opportunities." Finally, this program will contribute to the University's mission to enhance students' ability to "contribute time and expertise to community and professional service, to national and international affairs and governance, and to matters of civic dialogue."

SECTION IV: Program and Student Assessment

Program Assessment

This program is not subject to a specific agency accreditation. However, in addition to the program reviews mandated by the graduate school, the executive committee of the Asian Studies program, comprised of the director, the graduate advisor, and the heads of each of the regional sectors, will conduct an informal review at the conclusion of each of the first five academic years of the program.

Expected Standards of Performance

Outcome standards established by the executive committee will be used to assess student learning, knowledge, and skills. Specific course requirements for the Master's degree are established on an individual basis for each student by his or her supervisory committee. Because of the wide diversity of specific disciplinary and regional concentrations that are available to students, it is not feasible to establish a single core course required of all students. However, supervisory committees may require that a student take the graduate theory and methods course in the department of their disciplinary focus as part of their program. No more than six credits may

be fulfilled with directed readings. In extraordinary cases, the graduate advisor may approve exceptions to this rule. Prior to the appointment of a supervisory committee, students should consult with their temporary advisor in selected courses. All courses counted toward the degree must ultimately receive the formal approval of the supervisory committee. The committee must also approve the thesis prospectus and the completed thesis.

Students are expected to demonstrate good progress in meeting the requirements of the degree program. They must maintain a 3.0 grade point average throughout the program and receive a grade of B- or higher in all courses that are counted towards the degree. At least 24 of the credits for the degree must be University of Utah credits. The normal course load for a graduate student is three courses (9 credits) per semester, but students may elect to take more. Many students will have completed the language requirement before entry into the program. Depending on the number of courses taken each semester, students are expected to complete their degrees in two to four semesters, with the exception of the language requirement. In accordance with the Graduate School's regulations, all work for the Master's degree must be completed within four consecutive calendar years.

All students must demonstrate third year proficiency in an Asian language relevant to their regional specializations by the end of their program. Language proficiency can be demonstrated by successful completion of a third year language course with a grade of B or better as indicated by an undergraduate transcript or as part of the program of study for the M.A., or by providing other evidence of proficiency that is certified by the Languages and Literature Department. Relevant language work beyond the three-year minimum requirement is encouraged and may be included among the program units.

Student Assessment

All students in the Asian Studies Master's program will be reviewed by the graduate program committee each year at the end of the spring semester. The purpose of the review is to assess the overall progress of each student, to identify potential difficulties students may have in completing the program requirements, and to identify means by which the faculty can assist each student in completing the program successfully. Prior to the review, each student will meet with his or her advisor to discuss particular concerns or areas of difficulty, and to provide information that can be usefully shared with the graduate program committee during the review session. A report of the review deliberations, suggestions, and recommendations will be provided to each student.

Continued Quality Improvement

The Asian Studies program executive committee will assist in the development, implementation, and continued quality monitoring of the Master's degree program. The quality of the program will also be continually assessed by exit interviews with graduating students and surveys of alumni. The executive committee will use this feedback to modify the program as needed.

SECTION V: Finance

Budget

The proposed Master's program will require no new funding. Current faculty members associated with the Asian Studies program will continue to teach their normal course loads within their departments. The Asian Studies program will be acquiring new office and activity space in the new Humanities Building so no new equipment or space is needed. Advising for this program will require no new resources. Therefore, the proposed program will incur no new expenses. The new M.A. degree is expected to raise small amounts of revenue under the SCH budget paradigm. Revenue from courses in participating departments will accrue to those departments. Revenue from thesis credits will accrue to the Asian Studies program.

Funding Sources

In addition to the new revenue generated by the Master's degree, the Asian Studies program is engaged in an intensive fund-raising effort to support its programming in all areas. The program is applying for grants from the Korea Foundation and the Luce Foundation to expand faculty and course offerings, especially in Korean and Southeast Asian Studies, increase study abroad and faculty exchange with Asian countries, and expand library resources. An initiative was started to raise donor money to support the new Asia Center and to provide scholarships for students in the Asian Studies program. The inaugural fundraising dinner in Spring 2006 raised \$50,000 for the program and demonstrated the great enthusiasm for Asian Studies within the business community in Utah. The restructured B.A., the new M.A. degree, and the new Asia Center, will prepare the institution to apply for a Department of Education Title VI grant as a National Resource Center for Asian Studies in the next budget cycle in Fall 2008. This would bring in substantial new revenue for faculty lines, library resources, staff support, and programmatic activities for the new Asia Center and the Asian Studies program.

Reallocation

The program relies on existing courses and professors. The program should generate new revenue without incurring new costs; thus, there should be no internal reallocation. The dean of the College of Humanities, however, will monitor the program for new and unforeseen costs. If such costs do arise, they will be deducted from the revenue projected above before the revenues are redistributed to departments teaching the courses.

Impact on Existing Budgets

As mentioned above, SCH generated from students in the program shall follow the instructors of the courses these students enroll in. Therefore, the departments involved in the programs will benefit. Thesis credit revenues will accrue to the Asian Studies program.

Appendix A:

Asian Studies Graduate Course Descriptions

Anthropology

6123 Cultural Traditions of Asia (3) *Prerequisite: Junior or Senior Standing.*

Meets with ANTH 4123. An introduction to the peoples and cultures of Asia, with an emphasis on the religious traditions of India, southeast Asia, China, and Japan.

Architecture

6200 Japanese Architecture (3)

Examination of the historical development of architecture and related cultural trends in Japan from ancient times to the present as a means to evaluate the role of history and tradition in contemporary Japanese architecture.

Art History

6010 Topics in Southeast Asian Art (3)

Topic varies by instructor.

6020 Chinese Painting (3)

This course introduces students to Chinese paintings from the painted pottery of the Neolithic period to the 20th century. We will take this opportunity to look both broadly and closely at how the medium of painting became such a powerful visual expression in Chinese culture. We will read treatises (in translation) on paintings that discuss the laws and principles and in effect, inform us how painting are evaluated in Chinese culture. Students are introduced to the different formats of painting and how these different formats dictate our viewing perspectives and experience of narrative (i.e, story telling), figurative, and landscape paintings. In addition, issues such as portraiture, ethnicity and self representation as well as the social status of artists and their lives will also be taken into consideration.

6030 Topics in Indian Art(3)

Topic varies by instructor.

6830 Seminar: Asian Art (3) *Prerequisite: Graduate standing required.*

Topic varies by instructor.

6910 Directed Studies in Asian Art (3) *Prerequisite: Graduate standing required.*

Topic varies by instructor.

Asian Studies

6970 Thesis Research: This course will be created as soon as the Asian Studies Master's Degree Program is approved.

Economics

6430 Asian Economic History and Development (3)

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

6530 Principles of Economic Development (3)

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

History

6200 Topics in World History (3)

This course must be approved by the Director.

Meets with HIST 4200. Focuses on key topics in world history such as migration, nationalism, and revolutions. Themes depend on instructors.

6510 Asian Social History (3)

Meets with HIST 4510. A course on Asian history with thematic relevance for World History. Topics vary according to instructor.

6530 Women in Asia (3)

Meets with HIST 4530. A course examining the history of women, gender relations, and ideas about gender in East, South and/or Southeast Asia. Geographic extent of coverage and time frame may vary according to instructor.

6765 The Vietnam War (3)

Meets with HIST 4765. This course traces the history of the Vietnam War from its origins at the end of World War II to the reconciliation of Vietnam and the United States in the 1990s. Diplomatic and military developments will be examined in the context of the social, economic, and political history of North and South Vietnam and the United States, and the war will be viewed from the perspective of both sides.

6820 Pacific Histories: Encounter, Colonialism, Transformation (3)

Meets with 4820. Examines the history and consequences of European and American colonialism in the Pacific region from the late 18th century to the present. Focuses on developments on the Pacific coasts of America, the Pacific Islands, Australia, and New Zealand. Topics include Polynesian/European discourses about the Pacific as the new "New World", missionaries and religious transformations, gender relations and the colonial process, cross-cultural trade, and European anthropology and Pacific peoples.

6930 Special Studies in Asian History (3)

Content varies depending on instructor.

7240 Comparative Perspectives on History of Women & Gender (3)

Takes a comparative approach to the exploration of the history of women and gender. Provides students with a grounding in the particularities of women's experiences in a global context and a theoretical understanding of the diversity of conceptions of gender and the methodological approaches historians use to explore gender in different cultural contexts.

7760 Colloquium in Asian History (3)

A graduate-level readings course in Asian history. Offered on various topics.

7810 Seminar in Asian History (3)

A graduate-level research seminar in Asian History.

Languages and Literature

Chinese

6550 Patterns of Traditional Chinese Culture (3)

Focuses on the historical, literary, social, and political trends of traditional China. Both primary and secondary sources will be read and analyzed for their insights on the formation of Chinese culture. The course will be taught exclusively in Chinese.

6560 Problems of a Modernizing China (3)

The political, economic, and social institutions that structure Chinese society today and their connections to traditional institutions will be examined and analyzed. We will focus on the tension of China's attempt to adapt its 4,000-year-old tradition to the special needs of a modern society. This course will be taught exclusively in Chinese.

6410 Classical Chinese Fiction (3)

Presented principally in English with samples from original texts. Introductory survey of the classical narrative tradition with readings from ancient mythic traditions, historiography, classical tales, and vernacular fiction.

6620 Survey of Chinese Literature (3)

Meets with CHIN 4620.

6710 Classical or Literary Chinese (3)

Meets with CHIN 4710

6880 Directed Reading (3)

Readings selected by student and designated professor to broaden student's background in area where no course is taught.

6900 Special Topics (0.5 to 4)

Topics vary. Special courses on Chinese literature, culture, and language. Designed for advanced Chinese majors and minors.

7820 Structure of Chinese: Syntax (3)

Introduction to the structure of Mandarin Chinese, including components of word, syntax, meaning, and discourse, and their implications for learning Mandarin as a second language.

7821 Structure of Chinese: Phonetics (3)

Introduction to the articulatory features and patterns of Mandarin Chinese sound segments and tones.

7300 Graduate Language Study (1 to 4)

Topic varies by instructor

Japanese

6550 Japanese Civilization (3)

Development of Japanese culture and its contributions to world culture; literature, art, and thought in historical context.

6610 Survey of Japanese Literature: Modern Period (3)

Readings from works of men of letters. Classwork emphasizes close reading of original texts with attention to grammar, idioms, and style.

6620 Survey of Japanese Literature: The Heritage of Japanese (3)

Readings from works of men of letters. Classwork emphasizes close reading of original texts with attention to grammar, idioms, and style. Literary Japanese introduced.

6660 Contemporary Japanese Literature: The Fiction and Poetry of Japan Today (3)

Readings in the fiction and poetry of the '70s, '80s and '90s. Close readings of original texts.

6680 Modern Japanese Literature in Translation (1 to 3)

Novels by modern Japanese writers since Meiji. All readings in English. Cross-listed with C LIT 3600.

6710 Classical Japanese (3)

Close reading of classical Japanese texts with emphasis on syntax. Classwork centers on reading, analyzing, and interpreting premodern texts with attention to differences and similarities with the modern idiom. Literary aspects of texts will also be touched upon.

6880 Directed Reading (1 to 3)

Designed to broaden student's background in an area where no course is taught. Repeatable for credit when topic varies.

6900 Special Topics (1 to 4)

Student and designated faculty member select project to broaden student's background in Japanese language and civilization. Repeatable for credit when topic varies.

7290 Structure of Japanese: Syntax (3)

Study of sounds, words, and sentences through analysis of data from Japanese language. Emphasis on grammar and syntax.

7300 Graduate Language Study (1 to 4)

Topic varies by instructor.

Korean

6880 Directed Reading (1 to 4)

Readings selected by student and designated professor to broaden student's background in area where no course is taught.

7300 Graduate Language Study (1 to 4)

Topic varies by instructor.

Philosophy

6140 Classical Chinese Philosophy (3)

Meets with PHIL 4140. This course surveys the main thinkers of the "classical" period of Chinese philosophy (approx. 550-221 B.C.): Kongzi (Confucius), Mozi, Mengzi (Mencius), Laozi, Zhuangzi, Xunzi, and Han Feizi. Over time, these thinkers developed a complex and rich debate about ethics, human nature, moral psychology, and self-cultivation. The positions that they established greatly influenced later Chinese history, including the development of Buddhism, and they influenced philosophical discourse in Japan, Korea, and Vietnam as well. Thus understanding these early debates is an important stepping stone for understanding East Asian thought generally. Readings consist of primary texts in translation, with some secondary literature. No previous knowledge of Chinese language or history is necessary. Course requirements include homework assignments, papers, and an exam. Students registering for 6140 will have an extra discussion section and more substantive reading and writing assignments that are appropriate for the graduate level.

Political Science

6430 Asian Pacific American Politics (3)

Survey of the historical and contemporary political experiences of Asian Americans and their pursuits of equal rights and opportunities in the U.S. political system.

6480 International Relations of East Asia (3)

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

6680 Chinese Foreign Policy (3)

Meets with POL S 5680. Graduate students should register for POL S 6680 and will be held to higher standards and/or additional work. Sources, motivations, and strategies of contemporary Chinese foreign policy. Focuses on post-Mao era.

Course Number	Title	Credit Hours
ANTH 6123	Cultural Traditions of Asia	3
ARCH 6200	Japanese Architecture	3
ARTH 6010	Topics in Southeast Asian Art	3
ARTH 6020	Chinese Painting	3
ARTH 6030	Topics in Indian Art	3
ARTH 6830	Seminar: Asian Art	3
ARTH 6910	Directed Studies in Asian Art	3
ASTP 6970	Asian Studies Program Thesis Research	3
ECON 6430	Asian Economic History and Development	3
ECON 6530	Principles of Economic Development	3
HIST 6200	Topics in World History	3
HIST 6510	Asian Social History	3
HIST 6530	Women in Asia	3
HIST 6765	The Vietnam War	3

HIST 6820	Pacific Histories: Encounter, Colonialism, Transformation	3
HIST 6930	Special Studies in Asian History	3
HIST 7240	Comparative Perspectives on History of Women & Gender	3
HIST 7760	Colloquium in Asian History	3
HIST 7810	Seminar in Asian History	3
CHIN 6410	Classical Chinese Fiction	3
CHIN 6550	Patterns of Traditional Chinese Culture	3
CHIN 6560	Problems of a Modernizing China	3
CHIN 6620	Survey of Chinese Literature	3
CHIN 6710	Classical or Literary Chinese	3
CHIN 6880	Directed Reading	3
CHIN 6900	Special Topics	0.5-4
CHIN 7820	Structure of Chinese: Syntax	3
CHIN 7821	Structure of Chinese: Phonetics	3
CHIN 7300	Graduate Language Study	1-4
JAPAN 6550	Japanese Civilization	3
JAPAN 6610	Survey of Japanese Literature: Modern Period	3
JAPAN 6620	Survey of Japanese Literature: The Heritage of Japanese	3
JAPAN 6660	Contemporary Japanese Literature: The Fiction and Poetry of Japan Today	3
JAPAN 6680	Modern Japanese Literature in Translation	1-3
JAPAN 6710	Classical Japanese	3
JAPAN 6880	Directed Reading	1-3
JAPAN 6900	Special Topics	1-4
JAPAN 7290	Structure of Japanese: Syntax	3
JAPAN 7300	Graduate Language Study	1-4
KOREA 6880	Directed Reading	1-4
KOREA 7300	Graduate Language Study	1-4
PHIL 6140	Classical Chinese Philosophy	3
POLS 6430	Asian Pacific American Politics	3
POLS 6480	International Relations of East Asia	3
POLS 6680	Chinese Foreign Policy	3

Appendix B:
Program Schedule

Course #	Title	Credits
Year 1 - Fall		
HIST 6510	Asian Social History	3
ECON 6430	Asian Economic Development	3
CHIN 6550	Patterns of Traditional Chinese Culture	3
Total Credits		9
Year 1 - Spring		
HIST 6530	Women in Asia	3
POLS 6680	Chinese Foreign Policy	3
CHIN 6560	Problems of a Modernizing China	3
Total Credits		9
Year 2 - Fall		
POLS 6480	International Relations of East Asia	3
CHIN 6880	Directed Reading in Chinese Sources on Chinese Politics	3
Total Credits		6
Year 2 - Spring		
ASTP 6970	Thesis Research: Master's	3
ASTP 6970	Thesis Research: Master's	3
Total Credits		6
Total Credits for Degree		30

This is a sample schedule for a Master's student with a concentration on modern Chinese history, politics, and language which could be the foundation for further Ph.D. study or for a career in government service. This schedule assumes that the student has entered the program with third-year proficiency and is able to take Chinese courses at the fourth year level. The thesis course for the Asian Studies Program (ASTP 6970) will be created as soon as the Master's program is approved.

Appendix C:

List of Faculty Affiliated with the Asian Studies Program

The following faculty have significant teaching and/or research interests focused on Asia and will be teaching courses and serving on thesis committees for the Asian Studies Masters program.

Anthropology

Lars Rodseth (Assoc. Prof., Ph.D., Anthropology, University of Michigan) - South Asia, Himalayas

Architecture

Mimi Locher (Asst. Prof., M.Arch, University of Pennsylvania) - Japan

Art History

Boreth Ly (Asst. Prof., Ph.D., Art History, University of California, Berkeley) – Southeast Asia, South Asia, China

Communication

Suhi Choi (Asst. Prof., Ph.D., Temple University) – International Communication, Korean War

Economics

Gunseli Berik (Assoc. Prof., Ph.D., University of Massachusetts) - Development Economics, Gender

Minqi Li (Asst. Prof., Ph.D., University of Massachusetts, Amherst) - China

Stephen Reynolds (Prof., Ph.D., University of Wisconsin, Madison) – Southeast Asia, Trade & development

Geography

Arthur Hampson (Prof./Lecturer, Ph.D., University of Hawaii)– East & Southeast Asia

Ikuho Yamada (Asst. Prof., Ph.D., University at Buffalo, The State University of New York) – Informatics and Geography, Geography of Asia

Bing Xu (Asst. Prof., Ph.D., University of California, Berkeley) – China, GIS and public health

History

Benjamin Cohen (Asst. Prof., Ph.D., History, University of Wisconsin, Madison) – India and Pakistan

Hwa-sook Nam (Asst. Prof., Ph.D., History, University of Washington) – Korea

Wesley Sasaki-Uemura (Assoc. Prof., Ph.D., History, Cornell University) – Japan

Janet Theiss (Assoc. Prof., Ph.D., History, University of California, Berkeley) – China, comparative gender history

John Reed (Asst. Prof./Lecturer, Ph.D., History, University of California, San Diego) – U.S. in Asia

Ray Gunn (Assoc. Prof., Ph.D., History, Rutgers University) – Vietnam War

Languages & Literature

Chieko Ariga (Assoc. Prof., Ph.D., University of Chicago) – Japanese, Modern Literature
Shoji Azuma (Assoc. Prof., Ph.D., University of Texas, Austin) – Japanese, Linguistics
T. Richard Chi (Prof., Ph.D., University of California, Los Angeles) – Chinese, Linguistics
Kuiweon Cho (Asst. Prof./Lecturer, Ph.D., University of Utah) – Korean, Literary & Cultural Studies
Cheng-hua (Janet) Kerr (Instructor/Lecturer) – Chinese Language
Lea Millay (Asst. Prof./Lecturer, Ph.D., University of Oregon) – Japanese and Comparative Literature
Ashok Rajput (Asst. Prof./Lecturer, Ph.D., University of Wisconsin, Madison) – Hindi-Urdu Language, Literature, Popular Culture, Ethnomusicology
Margaret Wan (Asst. Prof., Ph.D., Harvard University) – Chinese, Ming-Qing Literature
Fusheng Wu (Assoc. Prof., Ph.D., Brown University) – Chinese, Classical Literature, Poetry

Law

Hiram Chodosh (Professor, J.D., Yale University) – International Law, Asian Law
Michael Young (Professor, J.D., Harvard University) – International Law, Japanese Law

Management

Karin Fladmoe-Lindquist (Assoc. Professor, Ph.D., University of Minnesota) – Business Strategy, International Business, East and South Asia
Anoop Madok (Assoc. Prof., Ph.D., McGill University) – Business Strategy, South Asia
Hongsuk Yang (Asst. Prof., Ph.D., University of Chicago) – East Asia

Philosophy

Deen K. Chatterjee (Assoc. Prof., Ph.D., University of Washington) – Political Philosophy, Applied Ethics
Eric Hutton (Asst. Prof., Ph.D., Stanford University) – Chinese Philosophy, Ethics

Political Science

Ron Hrebenar (Prof., Ph.D., University of Washington) – Japan, Electoral Politics
Chandran Kukathas (Prof., D.Phil., Oxford University) – Political Theory, Public Policy
Pei-te Lien (Assoc. Prof., Ph.D., University of Florida) – Asian American Politics, Taiwan
Yanqi Tong (Assoc. Prof., Ph.D., Johns Hopkins University) – China, Comparative Politics

Sociology

Kim Korinek (Asst. Prof., Ph.D., University of Washington) – East and Southeast Asia, Migration, Gender
Wen H. Kuo (Prof., Ph.D., Johns Hopkins University) – China, Social and Economic Change
Bam Dev Sharda (Prof., Ph.D., University of Wisconsin) – South Asia, sociological theory
Ming Wen (Asst. Prof., Ph.D., The University of Chicago) – China, Social Organization
Cai Yong (Asst. Prof., Ph.D., University of Washington) – China, Demography and Social Change

Zachary Zimmer (Prof., Ph.D., University of Michigan) – Southeast Asia, China,
Demography and Health

Theater

Jerry Gardner (Assoc. Prof., Ph.D., Buddhist Studies) – Asian Theater

William Parkinson (Instructor, B.A. University of Utah) – Advanced Tai Chi, Yoga for
Theater

January 9, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: University of Utah – Master of Science in Occupational Health and Master of Occupational Health – Action Item

Issue

The University of Utah requests approval to offer a Master of Science in Occupational Health (MSOH) and a Master of Occupational Health (MOH) degree, effective Fall 2008. This program has been approved by the institutional Board of Trustees on November 12, 2007.

Background

The new Council on Education for Public Health (CEPH) requirements have necessitated elimination of some necessary courses for the occupational health (OH) students. This has reduced the quality of OH education programs for Rocky Mountain Center for Occupational and Environmental Health (RMCOEH) students. The proposed degrees will restore the quality of OH education, reduce the credit requirements to more appropriate levels, and return the University of Utah to a competitive position for these students. It will also allow the U of U to once again compete for and accept outstanding physicians in the US Air Force Aerospace Medicine residency program. Additionally, it is anticipated the new degrees will be attractive to other students desiring a master's degree.

The primary difference in the two degrees is that the MSOH degree includes a requirement for a research project, and the MOH degree will primarily be for education of the Occupational Medicine (OM) residents, Aerospace Medicine residents, and other students with significant professional experience to meet an equivalency requirement.

Policy Issues

No issues were raised by other USHE institutions.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve the Request to Offer a Master of Science in Occupational Health (MSOH) and a Master of Occupational Health (MOH) Degree at the University of Utah, effective Fall 2008.

David L. Buhler, Interim Commissioner

DLB/AMW
Attachment

Academic, Applied Technology and Student Success Committee
Action Item

Request to Offer a
Master of Science
In Occupational Health

And a
Master of Occupational Health

University of Utah

Prepared for
David L. Buhler
By
Andrea M. Worthen

January 9, 2008

Section I: The Request

The University of Utah requests approval to offer a Master of Science in Occupational Health (MSOH) and a Master of Occupational Health (MOH) degree, effective Fall 2008. This program has been approved by the institutional Board of Trustees on November 12, 2007.

Section II: Program Description

Complete Program Description

The School of Medicine at the University of Utah (U of U) is providing this proposal for the addition of a Master of Science in Occupational Health (MSOH) degree and a Master of Occupational Health (MOH) degree. The primary difference in the two degrees is that the MSOH degree includes a requirement for a research project, and the MOH degree will primarily be for education of the Occupational Medicine (OM) residents, Aerospace Medicine residents, and other students with significant professional experience to meet an equivalency requirement.

The MSOH program will consist of core curricula for each program.¹ Electives will be selected from a list of options with guidance from the student's assigned faculty advisor. The electives will tend to focus on those needed for the student's area of emphasis (e.g., industrial hygiene and toxicology for the Industrial Hygiene emphasis). All MSOH students will additionally complete a master's thesis or a publishable paper. All MSOH emphases will be 43 credit hours. The IH and HSAT programs are being designed to have MSOH degree requirements of 43 credit hours to meet the American Board of Engineering Technologies (ABET) Applied Science Accreditation Commission (ASAC) requirements for those programs.²

Purpose of Degree

The new Council on Education for Public Health (CEPH) requirements have necessitated elimination of some necessary courses for the occupational health (OH) students. This has reduced the quality of OH education programs for Rocky Mountain Center for Occupational and Environmental Health (RMCOEH) students. The proposed degrees will restore the quality of OH education, reduce the credit requirements to more appropriate levels and return the U of U to a competitive position for these students. It will also allow the U of U to once again compete for and accept outstanding physicians in the US Air Force Aerospace Medicine residency program. Additionally, it is anticipated the new degrees will be attractive to other students desiring a master's degree.

The U of U MSOH/MOH degrees are proposed to meet significant market demands for which there are no alternatives in Utah. The programs are designed to prepare students in one of the following seven fields of study: 1) Industrial Hygiene (IH), 2) Hazardous Substances Academic Training (HSAT), 3) Occupational Medicine (OM), 4) Occupational Injury Prevention Research Training (OIPRT), 5) Occupational Safety, 6) Ergonomics, and 7) General Occupational Health. The Occupational Safety and Ergonomics emphases are targeted for students who have been assigned as chief or director of plant safety or plant safety and ergonomics. However, they cannot enroll in the Ergonomics and Safety program of the Center as that degree is provided by Mechanical Engineering. A prerequisite is an engineering academic degree, which many of the safety directors do not have (especially not calculus). The Center has received numerous requests for a graduate safety program that does not require an engineering background.

¹ See Appendix B.

² See Appendix B.

Institutional Readiness

The Rocky Mountain Center for Occupational and Environmental Health, Department of Family and Preventive Medicine, U of U School of Medicine, was established in 1977. In 1978 the Center was designated as a National Institute for Occupational Safety and Health Education and Research Center (ERC). It has continued as a NIOSH Center to the present, being one of only 16 such NIOSH Centers in the nation. At the most recent NIOSH site visit in February 2007, the Center received a score of 140 (scale: 100 no concerns-500 not fundable), one of the best scores any ERC has obtained. The score means continued funding support for another five years with a 17 percent increase in a tight funding environment. The Center currently receives approximately \$1.3 million per year in NIOSH support, with 60 percent of individual academic program funding restricted to student support. Faculty have been advised that this is the largest educational grant in the School of Medicine.

Faculty

Faculty for this proposed program have extensive experiences in robust curriculum design (baccalaureate, master's, doctoral, residency), administration, quality mentorship, monitoring progress, instructional methods, evaluation strategies, accreditation compliance, and assuring that students graduate with a quality educational experience and credentials. Together, they have over 100 years of combined academic experience. All have current or past responsibilities for student advising and service on committees.³ Adjunct Faculty will also serve such roles as needed to serve the needs of the students.

Staff

No new staff will be required for the MSOH/MOH programs.

Library and Information Resources

The current library and information resources available in the RMCOEH and University collections will be available to MSOH/MOH students. New resources will be obtained as needed.

Admission Requirements

MSOH students will typically have completed bachelor's training, usually sciences-based, although occasional students matriculate with other degrees. Typical IH students will have backgrounds in chemistry or biology. Typical Ergonomics students will have Physical Therapy or Occupational Therapy backgrounds. Typical Safety MSOH students will generally have a science-related baccalaureate degree. Those interested in the E & S options with engineering backgrounds are more likely to retain the option of a Master's of Mechanical Engineering, which is the only option currently available, though it necessitates a much stronger calculus and physics background than that required for the majority of current job positions. Entering MSOH students will have had to achieve competitive GRE scores.

The MOH program is for physicians seeking additional training in OM and aerospace medicine residents to become qualified to sit for the Board Examination (American Board of Preventive Medicine) in the specific sub-specialty. Entering MOH students who have an MD or DO will not be required to take the GRE.

Student Advisement

The MSOH/MOH program will assign faculty advisors from existing faculty.

³ See Appendix D.

Justification for Graduation Standards and Number of Credits

The MSOH and the MOH are programs comparable to the Master of Science in Public Health and the Master of Public Health. Currently, the MSPH requires 59 credits; in comparison, the MSOH will require 43 credits.⁴ The MPH requires 49 credits; whereas the MOH will require 32.⁵

The difference between the MSOH/MOH is a research project (either thesis or publishable paper option). The MOH would primarily be OM and Aerospace Medicine residencies. There are expected to be few other students qualified for this option, as unless they have equivalent professional experiences such as several years of full-time practice in an Occupational Safety and Health discipline, they would need the MSOH for reasons of establishing qualifications in those fields.

External Review and Accreditation

Curriculum development is guided by external Advisory Boards and committees, including the Rocky Mountain Center for Occupational and Environmental Health Advisory Board, the Industrial Hygiene & Hazardous Substances Advisory Committee, the Occupational Medicine Residency Advisory Committee and the Ergonomics and Safety Advisory Committee. All have active and ongoing input into curricular design, implementation and evaluation.

Accreditation is planned through the American Board of Engineering Technologies (ABET) Applied Science Accreditation Commission (ASAC), which already accredits the U of U's Industrial Hygiene, Hazardous Substances Academic Training, and Ergonomics and Safety programs. The Occupational Medicine residency program is also accredited through the Accreditation Council for Graduate Medical Education (ACGME)'s Preventive Medicine Residency Review Committee.

Projected Enrollment

A conservative estimate would be 12 -15 students enrolled in the first year and 12 enrolled in the second year in the combined IH and HSAT programs alone. The OM emphasis will most likely have three students per year. Within two years, the E & S emphasis will have between four and seven full-time student equivalents. Approximately five to eight aerospace medicine residents are anticipated within two to three years of initiating the proposed program.

MSOH/MOH Full Time Effort Students per Year		
Program	Matriculating Students per Year	Full Time Student Totals
IH/HSAT	6-8	12-15
Ergonomics	2	4
Safety	2	3
Occupational Medicine	3	3
Aerospace Medicine	5-8	5-8
Totals	18-23	27-33

⁴ See Appendix C.

⁵ See Appendix B.

Five Year Projection for MSOH/MOH Full Time Effort Students per Year					
Program	Year 1	Year 2	Year 3	Year 4	Year 5
IH/HSAT	12-15	20	20	20	20
Safety	3	4	5	6	7
Occupational Medicine	3	3	3	3	3
Aerospace Medicine	5-8	5-8	5-8	5-8	5-8
Totals	27-33	36-39	38-40	40-43	42-49

Expansion of Existing Program

The MSOH and MOH programs will fill an unmet need at the U of U. Though occupational health training has been available for 29 years, changes in external accreditation standards have affected the quality of education. These programs target previously identified areas for Utah State Higher Education (USHE) development involving health, engineering, and the environment through enhancing and preserving a renowned program; retaining access of students to such programs in Utah; providing businesses in Utah with access to a supply of diverse, well trained occupational safety and health professionals; and continuing to improve the business climate of the State of Utah. The improved competitiveness for business is provided through programs that prevent occupational injuries and illnesses, lower workers compensation costs, and make Utah more competitive than other states as businesses seek expansion sites.

As a National Institute for Occupational Safety and Health (NIOSH) Center, the RMCOEH is required to provide graduate programs in the diverse aspects of OH. These aspects/emphases include IH, HSAT, OM, OIPRT, ergonomics and safety (E&S), and OIPRT.⁶ The Center also has an extensive continuing education program providing over 60 courses a year to over 2,500 registrants. Each emphasis is separately supported by NIOSH funds. Until recently, the students graduating from the OM, IH, and HSAT programs received master's-level Public Health degrees [Master of Public Health (OM) or Master of Science in Public Health (IH)] from the Department of Family and Preventive Medicine's Public Health Program. During the past few years, the Council on Education for Public Health has dramatically increased the number of credit hours required for an MPH or MSPH degree. Currently, the MPH requires 49 credit hours compared to 32 previously and the MSPH 59 credit hours compared to 42 previously. In addition to increasing the total number of hours, CEPH has also markedly increased the public health content hours. These changes have had the following impact on the Center's programs.

1. It is no longer possible for residents in OM or aerospace medicine to complete the academic phase (leading to a master's degree) required by the Accreditation Council for Graduate Medical Education (ACGME) for those specialties in two semesters. As a result:
 - a. The U of U occupational medicine residency, regarded as one of the premiere programs in the country (in view of 100 percent pass rates on certification examinations and no citations during the last two ACGME site visits) is now less competitive in attracting top applicants since they can obtain other master's degrees in two semesters.
 - b. The US Air Force previously sent high quality OM and aerospace medicine residents to the Center to obtain master's degrees in recognition of the fact that Center faculty have significant expertise in both areas, residents obtain a firm foundation in the specialties and the proximity of Hill AFB. However, the Air Force will only fund two semesters so the Center is no longer able to have Air Force residents in the program.

⁶ See Appendix A for a brief description of each field.

2. The increase in Public Health content has necessitated deleting quality courses with occupational medicine or industrial hygiene content. Thus, neither the occupational medicine residents nor the industrial hygiene graduates are as well prepared to provide appropriate services on graduation.

In view of these factors, RMCOEH faculty developed the proposal for the closely related MSOH/MOH degrees. The MSOH requires 43 credit hours and the MOH requires 32 credit hours. Both degrees can be taught with current RMCOEH and departmental faculty. Although eight to ten students may move from the current Public Health Program to the MSOH/MOH, there will not be any net impact on the Department since both programs are located there and plans for this potential transition have already begun. Additionally, increased applications because of the attractiveness of the MSOH/MOH programs, including significant numbers of Air Force residents⁷ could increase the number of matriculated students.

Section III: Need

Program Need

Demand for RMCOEH graduates is robust. However, the jobs are increasingly complex and necessitate interdisciplinary problem solving. For example, prevention of injuries in a particular area of a manufacturing facility often requires the combination of a safety specialist, industrial hygienist and the plant medical personnel. These increasing complexities have been taken into consideration when designing this program by including coursework that actually addresses such problem solving situations.

The importance of occupational health and safety (OHS) is supported by the Institute of Medicine (IOM, 2000) which states that the number of new cases of occupational illness (1992) was 860,000, with 60,000 annual deaths. In 1997 over 6 million Americans were injured on the job, with over 7,000 deaths. The economic costs were \$26 billion related to illness, and \$145 billion related to injury. Thus, the tangible benefits of occupational health professionals reducing those injuries are very high.

Labor Market Demand

This proposed master's program has extensive, demonstrable market demand. National and regional demand for Industrial Hygiene and Hazardous Substances trainees has not been quantified. However, the demand for the RMCOEH's Industrial Hygiene trainees is such that most are placed in advanced career jobs before they complete the training program. As well, requests for RMCOEH Industrial Hygiene students are so high that it is not possible to fill the summer externship positions that local, regional and national industry would like the RMCOEH to fill each summer.

The shortage of trained Occupational Medicine Physicians has been estimated at 3,000-5,000 (Institute of Medicine). Consequently, there is no problem with placement of U of U OM residents and most jobs in the US go unfilled. Ergonomics and Safety students are similarly placed without difficulty prior to graduation. Occupational Injury Prevention Research is a relatively new field involving interdisciplinary solutions to workplace injury problems. The RMCOEH has successfully received PhD funding for this program, but needs to develop a master's emphasis to remain competitive. Job demand is believed to be flourishing.

⁷ A letter from the US Air Force Surgeon General is available upon request.

Program	Ave. Students Placed/Year
Industrial Hygiene	4
Hazardous Substances Academic Training	1.5
Occupational Medicine	3
Ergonomics & Safety ⁸	4
Occupational Injury Prevention Research Training (PhD)	1

Many of the initial graduates from the RMCOEH in the 1970s are now at retirement age; this information has begun to show up in the RMCOEH Graduate Surveys. It is believed that a coming wave of retirements is likely to exacerbate these shortfalls of occupational health and safety professionals.

Student Demand

The numbers of students interested in the RMCOEH's programs has been rising. Currently, there are five new IH and HSAT students who entered Fall 2007 and another three are interested in entering January 2008. There is an average of approximately 10 applications for 3 OM positions each year. Each year multiple telephone calls are received from students without engineering backgrounds who seek graduate training in ergonomics and/or safety. Currently, training cannot be provided to them, a need which this proposed program will fill. Aerospace medicine residents are sent by the US Air Force for training, have their tuition and living expenses paid by the Air Force and therefore the Air Force does to a significant extent direct where they may train.

The RMCOEH has graduated over 363 graduate students from its programs since founding of the Center at the U of U in 1977. However, RMCOEH students are not satisfied with the increased general public health requirements which have detracted from a quality OHS academic experience.⁹

Similar Programs

There are no similar programs at any USHE campus.

This proposal is expected to result in no net loss of students in the Public Health programs (MSPH or MPH). While the proposal for the new MSOH/MOH estimates the MSPH and MPH will lose about 10 students per year from existing enrollments, the RMCOEH has been informed by Public Health Programs Administration that they have far more qualified applicants for positions than can be accepted, thus filling any vacancies created will be easy and will result in no net loss. There is no negative impact on the Department of Mechanical Engineering programs; rather, they anticipate broadening the curricular offerings and involvement in training additional students in the proposed MSOH/MOH programs. The Departments of Physical Therapy and Occupational Therapy anticipate no net negative loss; rather, this proposed program broadens potential offerings to help train their students in additional competencies involving ergonomics.¹⁰

This program will work with the Public Health programs to identify areas of mutual interest, including research areas. This program will continue to rely on the Public Health Programs for the Biostatistics core curriculum. It is anticipated that the staff to run these programs would be shared and the programs will be closely coordinated. This program will also maintain close ties with the Mechanical Engineering program.

⁸ Ergonomics and Safety is combined in the engineering department, but they are different yet related fields and are separate in this proposed curriculum as the main target students (PT & OT) do not typically have substantial interest in safety.

⁹ 2006 Graduates survey performed for NIOSH training grant competitive renewal.

¹⁰ Letters of support from the Deans of the Colleges of Engineering and Health are available upon request.

Collaboration with and Impact on Other USHE Institutions

Because there are no similar programs at any USHE campus, there is no need for collaboration and there will be no apparent impact on other USHE institutions.

Benefits

It is possible that some may consider this proposal as an exceptional program as it has features of unique content in the State of Utah and region, the coverage of the entire working-age population, transdisciplinary, transcampus education and research components, provision of improvements in the business climate in Utah through lowering injuries and worker's compensation costs, and high student demand combined with the need to protect what is reportedly the largest training grant at the U of U.

A fortuitous aspect of the planning effort was the recognition that other U of U students could be attracted to the new program. Occupational and physical therapists, those without an engineering degree who desire training in safety, ergonomics, or occupational health, and others may find the MSOH/MOH degrees particularly attractive to meet their needs.

Consistency with Institutional Mission

The proposed MSOH/MOH programs will further increase the educational and research missions. This proposal addresses a unique need at the U of U and in the State of Utah that include prevention of and reductions in work-related deaths and injuries, reductions in workers compensation costs, reduced injuries among U of U employees, major research projects including support for the National Children's Study through providing the environmental measurements necessary for that project, as well as several other extramurally-funded research projects. The RMCOEH is also unique in the breadth and extent of the interdisciplinary, cross-campus collaborations that are utilized for both educational and research missions.

Section IV: Program and Student Assessment

Program Assessment

Assessment standards are determined by several accrediting bodies and the Rocky Mountain Center for Occupational and Environmental Health. The accreditors are: the American Board of Engineering Technologies (ABET) Applied Science Accreditation Commission (ASAC) and the Accreditation Council for Graduate Medical Education (ACGME)'s Preventive Medicine Residency Review Committee.

Section V: Finance

Budget

For budget purposes, the MOH and MSOH programs are inseparable. Students will take the same coursework taught by the same instructors at the same times; the programs share the same administrative support structure. The sole significant difference for budget purposes is the added time, student credit hours, and ultimately the expense involved in the thesis component of the MSOH curriculum. The MSOH and MOH are therefore presented together in the following revenue and expense projections.

Because of overlaps in funding sources for the whole of RMCOEH and of the MOH/MSOH degrees, the following table represents the entire RMCOEH budget with the MOH/MSOH. The next table is an estimated

stand-alone budget for the MOH/MSOH programs, applying approximate portions of the ERC grant and other RMCOEH funding that would be relevant to these programs.

RMCOEH - Five-Year Revenue & Expense ¹¹					
	2007-08	2008-09	2009-10	2010-11	2011-12
Revenue					
NIOSH Education and Research Center Training Grant	\$1,320,900	\$1,320,900	\$1,320,900	\$1,320,900	\$1,320,900
Research Grants	\$954,000	\$960,000	\$970,000	\$980,000	\$990,000
Contracts	\$380,000	\$380,000	\$380,000	\$380,000	\$380,000
Continuing Education	\$450,000	\$455,000	\$460,000	\$465,000	\$470,000
MBM start-up ¹²	\$120,000	\$120,000	\$57,216		
MBM Formula	0	0	\$62,784	\$238,056	\$244,596
Tuition Course Fees	\$2,000	\$6,000	\$8,000	\$20,000	\$22,000
Tax Credit Donations ¹³	\$250,000	\$270,000	\$280,000	\$300,000	\$300,000
Income	\$3,476,900	\$3,511,900	\$3,538,900	\$3,703,956	\$3,727,496
Expenses					
Faculty Salaries	\$1,547,126	\$1,593,540	\$1,641,346	\$1,690,586	\$1,741,304
Staff Salaries	\$927,752	\$955,585	\$984,252	\$1,013,780	\$1,044,193
Student tuition/stipends, etc from the RMCOEH's NIOSH Training Grant	\$300,000	\$300,000	\$300,000	\$300,000	\$300,000
Operations	\$672,022	\$630,776	\$579,302	\$663,590	\$603,999
MSOH/MOH Operational Expense	\$30,000	\$32,000	\$34,000	\$36,000	\$38,000
Expenses	\$3,476,900	\$3,511,900	\$3,538,900	\$3,703,956	\$3,727,496
Net (loss)	\$0	\$0	\$0	\$0	\$0

¹¹ The budget is spread across all the programs. There are no adverse budgetary impacts anticipated from the MSOH/MOH programs. It is anticipated that the MSOH/MOH programs will modestly enhance RMCOEH-related revenues. Those revenues will be needed to offset the higher faculty and staff costs for increased student headcounts and programmatic operations.

¹² Proposed MBM Start-up support until MBM SCH funds are received (two year initial delay)

¹³ Primarily dollar for dollar tax credits against workers compensation premiums paid by qualified donors under S.B. 159, 2005 General Legislative Session

MS Occupational Health and MOH Programs Combined - Five-Year Revenue & Expense Projections ¹⁴					
	2007-08	2008-09	2009-10	2010-11	2011-12
Revenue					
NIOSH Education and Research Center Training Grant ¹⁵	\$740,000	\$762,200	\$785,066	\$808,618	\$ 832,877
MBM Start-up ¹⁶	\$120,000	\$120,000	\$57,216		
MBM Formula			\$62,784	\$238,056	\$244,596
Tuition Course/fees	\$2,000	\$6,000	\$8,000	\$20,000	\$22,000
Tax Credit Donations ¹⁷	\$37,056	\$38,168	\$39,313	\$40,492	\$41,707
Income	\$899,056	\$926,368	\$952,379	\$1,107,166	\$1,141,179
Expenses					
Faculty Salaries	\$256,000	\$264,030	\$270,331	\$353,441	\$366,638
Staff Program Support	\$176,056	\$181,338	\$186,778	\$243,907	\$249,888
MS Student tuition/stipends & fees	\$300,000	\$309,000	\$318,270	\$327,818	\$337,653
MS Tuition/Fees	\$137,000	\$140,000	\$143,000	\$146,000	\$149,000
MSOH/MOH Operational Expense	\$30,000	\$32,000	\$34,000	\$36,000	\$38,000
Expenses	\$899,056	\$926,368	\$952,378	\$1,107,166	\$1,141,179
Net (loss)	\$0	(\$0)	\$0	(\$0)	(\$0)

Year 1 – MSOH/MOH Estimated MBM Funding (Reflected in 2010-11)				
Program	Number of Students	MSOH/MOH Course credit Student Contact hours per year	\$460 per hr/per student (minus 29% Dept overhead)	MBM Funding
IH/HSAT	20	20	\$327	\$130,800
Ergonomics	6	8	\$327	\$ 15,696
Safety	6	12	\$327	\$ 23,544
Occupational Medicine	3	26	\$327	\$ 25,506
Aerospace Medicine	5	26	\$327	\$ 42,510
Totals	40			\$238,056

Tuition courses/fees are directly related to conservative projections of enrollments in the MSOH/MOH programs, budgeting at in-state tuition rates. Students in the Safety and Ergonomics will pay tuition. Occupational Medicine, Industrial Hygiene, Hazardous Substances Academic Training would have tuition paid by the NIOSH grant. Aerospace medicine residents would have their tuition paid by the US Air Force.

The Mission Based Management (MBM) formula for funding allocations is a student contact hours driven formula in the U of U's Health Sciences Center that is routed to the Department chair for purposes of

¹⁴ The MSOH/MOH have been combined in the tables as there is not a meaningful way to separate those out as there is such extensive administrative and course overlap.

¹⁵ Actual faculty and staff salary support of the \$1.1M training grant. Remainder is graduate student support.

¹⁶ Proposed Start-up Support until MBM support is received. The MBM formula is a student contact hours driven formula in the U of U's Health Sciences Center that is routed to the generating Department chair for purposes of budgeting with HSC. These figures are the estimates of revenues for the MSOH/MOH programs that would devolve to the RMCOEH's budget based on these conservative projections.

¹⁷ Primarily dollar for dollar tax credits against workers compensation premiums paid by qualified donors under S.B. 159, 2005 General Legislative Session

budgeting with HSC. These figures are the estimates of revenues for the MSOH/MOH programs that would devolve to the RMCOEH's budget based on these conservative projections. The MBM start-up funds will support the programs for the first two years until the MBM formula based revenue takes effect.

Student contact hours for the MSOH/MOH are estimated to be at an average of 18.4 credit hours per student, per year. For budget purposes, MBM educational funding projections are based on current dollar per SCH figures. This formula is \$327 per credit hour multiplied by student contact hours multiplied by the number of students per year (with \$327 being the balance of \$460 per student contact hours minus a departmental overhead of 29 percent). It is projected that there will initially be 10-12 students entering the MSOH/MOH programs each year, with an annual total active student headcount of 27-33, rising to 42-49 over the next five years.

Funding Sources

All these programs are currently funded and have been developed under the 29-year old RMCOEH. The Center is sponsored by a federal grant from the National Institute for Occupational Safety and Health that is over \$1,300,000/year. The RMCOEH receives no direct allocation of state funds and no additional state funds are requested to fund the MOH/MSOH programs.

The tax credit donation has been footnoted in the tables. It is a dollar for dollar tax credit against the tax on state workers compensation premiums paid by qualified donors that is then routed to the RMCOEH in support of occupational safety and health programs at the center. Potential donors include workers compensation insurers and self-insured companies. This tax credit was enacted in the 2005 General Legislative Session (S.B. 159).

Host departments of educational activities and programs within the University Health Sciences Center receive educational funds (state, tuition, and other) through a formula developed and administered by the HSC Mission Based Management Advisory Committee (MBMAC). The relevant funding formula for allocations associated with the MOH/MSOH program would be derived from student contact hours (SCHs). Currently, the Department of Family and Preventive Medicine already receives the SCH related funds for the existing RMCOEH-based courses destined for the MOH/MSOH programs.

As a NIOSH Education and Research Center, faculty time (in FTE's), including time spent teaching courses, is supported in part by the ERC grant. It is difficult to separate ERC supported teaching time, as would be associated with the MOH/MSOH program, from other faculty activities. It is the faculty FTE (up to 40 percent) that is supported by the grant and not their specific activities. The relationship between the ERC grant funding and support of the MOH/MSOH programs is therefore substantial, but difficult to separate as a specific MOH/MSOH revenue source.

Reallocation

With few exceptions, the MOH/MSOH curriculum is already taught as courses through the DFPM Graduate Program in Public Health. Implementation of the MOH/MSOH curriculum does not require extensive preparation or teaching of new courses. The budgetary impact on the RMCOEH of teaching costs of implementing the new degrees is relatively minimal.

Impact on Existing Budgets

There will be no further impact on existing budgets than those described in the above budget sections.

Appendix A. Brief Descriptions of MSOH/MOH programs emphases.

Industrial Hygiene includes education in the sciences associated with determination of risks to human health, development and/or use of measurement methods to evaluate the hazards to which people are or may be exposed, setting allowable limits, and implementation of exposure controls (e.g., personal protection, and/or engineering or administrative controls) when needed. This program is heavily involved in the National Children's Study (Ed Clark, MD, PI) to perform the measurements that will be used to ascertain environmental and occupational exposures.

Hazardous Substances is a parallel or co-discipline of Industrial Hygiene and involves training on acceptable methods for handling and disposing of hazardous chemicals (e.g., protection of workers at Superfund sites).

Occupational Medicine is a subspecialty of Preventive Medicine and involves preventing workplace injuries among workers and the medical treatment of them when injuries and illnesses occur. This is MD/DO residency training program that requires a master's degree. This training is analogous to that of Aerospace Medicine Residents, which is reflected in the Air Force's interests in this program for training its residents.

Occupational Injury Prevention Research Training is a more recent discipline that involves studying injuries and working to prevent them (it is analogous to the Injury Center at the U of U, but this discipline is particularly focused on workers).

Occupational Safety involves the prevention of more acute accidents and events (e.g., eye protection, fall protection) that when neglected result in injuries or fatalities.

Ergonomics involves the fitting of the work to the worker and typically deals mostly with musculoskeletal disorders as they relate to job physical factors.

There is also a planned General Occupational Health emphasis designed to give students a broad background without concentration in one area.

Appendix B. Proposed Curricular Plans for the Master of Science in Occupational Health & Master of Occupational Health by Emphasis.

MSOH – Industrial Hygiene (IH): IH Emphasis Course Requirements

Course #	Required Courses	Credits	Offered
FPMD 6100	Introduction to Biostatistics	3	F & Sp
FPMD 6XXX	Introduction to Occupational Epidemiology	3	F
FPMD 6760	Occupational Health and Safety Administration	3	Sp
FPMD 6750	Fundamentals of Industrial Hygiene	2	F
FPMD 6751	Advanced Industrial Hygiene	3	Sp
FPMD 6752	Introduction to Occupational and Environmental Aspects of Toxicology	3	F
FPMD 6753	Industrial Ventilation	2	Sp (odd yrs)
FPMD 6754	Noise and Other Physical Agents	2	Sp (even yrs)
FPMD 6758	Occupational Environmental Health Clinic	1	F, Sp, & Su
MEEN 6960	Occupational Health and Safety Solutions	3	Sp
FPMD 67XX	Occ. Health Practicum	3	F, Sp & Su
FPMD 6975	Project Research – MSOH OR	6	F, Sp & Su
FPMD 6977	Thesis Research - MSOH	6	F, Sp & Su
	Core Credits	34	
	Electives Students Choice (see below)	9	
	MSOH-IH Total Credit Hours	43	

IH Electives (desired by Student):			
Course #	Course Title	Credits	Offered
FPMD 6756	Hazardous Substances	3	F
FPMD 6730	Quantitative Risk Assessment	3	Sp
MEEN 6100	Ergonomics	3	Sp
MEEN 6110	Safety	3	Sp

MSOH – Hazardous Substance Academic Training (HSAT): HSAT Emphasis Course Requirements

Course #	Required Courses	Credits	Offered
FPMD 6100	Introduction to Biostatistics	3	F & Sp
FPMD 6XXX	Introduction to Occupational Epidemiology	3	F
FPMD 6760	Occupational Health and Safety Administration	3	Sp
FPMD 6750	Fundamentals of Industrial Hygiene	2	F
FPMD 6751	Advanced Industrial Hygiene	3	Sp
FPMD 6752	Introduction to Occupational and Environmental Aspects of Toxicology	3	F
FPMD 6756	Hazardous Substances	3	F
FPMD 6730	Quantitative Risk Assessment	3	Sp
FPMD 6758	Occupational Environmental Health Clinic	1	F, Sp, & Su
MEEN 6960	Occupational Health and Safety Solutions	3	Sp
FPMD 67XX	Occ. Health Practicum	3	F, Sp & Su
FPMD 6975	Project Research – MSOH OR	6	F, Sp & Su
FPMD 6977	Thesis Research - MSOH	6	F, Sp & Su
	Core Credits	36	
	Electives Students Choice (see below)	7	
	MSOH-HSAT Total Credit Hours	43	

IH Electives (desired by Student):			
Course #	Course Title	Credits	Offered
FPMD 6753	Industrial Ventilation	2	Sp (odd yrs)
FPMD 6754	Noise and Other Physical Agents	2	Sp (even yrs)
MEEN 6100	Ergonomics	3	Sp
MEEN 6110	Safety	3	Sp

MSOH - Ergonomics Emphasis Course Requirements

Course #	Course Title	Credits	Offered
MEEN 6100	Introduction to Ergonomics	3	F
FPMD XXX	Introduction to Occupational Epidemiology	3	F
FPMD 6100	Introduction to Biostatistics	3	F
MEEN 6130	Design Implications for Human Machine Systems (or 6120)	3	F
MEEN 6120	Human Factors in Engineering Design (or 6130)	3	Sp
MEEN 6960-6	Interdisciplinary Seminar in Occupational Injury Prevention	1	F
MEEN 7100	Advanced Ergonomics	3	Sp
FPMD 6760	Occupational Health and Safety Administration	3	Sp
FPMD 6750	Fundamentals of Industrial Hygiene	2	F
MEEN 6960	Occupational Health and Safety Solutions	3	Sp
FPMD 6975	Project Research – MSOH OR	6	F, Sp & Su
FPMD 6977	Thesis Research - MSOH	6	F, Sp & Su
	MSOH-Ergonomics Credit Hours	33	
	Electives Students Choice	10	
	MSOH-Ergonomics Total Credit Hours	43	

Occupational Safety Emphasis Course Requirements

Course #	Course Title	Credits	Offered
FPMD 6607	Injury Surveillance	2	Sp
MEEN 6110	Introduction to Industrial Safety	3	Sp
DFPM 7100	Biostatistics II	3	Sp
MEEN 6960-4	Work Physiology and Occupational Heat Stress	3	Su
MEEN 7120	Musculoskeletal Functional Anatomy for Engineers	3	Sp
FPMD 6760	Occupational Health and Safety Administration	3	Sp
FPMD 6311	Research Design	3	F
FPMD 7310	Epidemiology II	3	Sp
FPMD 7530	Design Implementation and Evaluation of Public Health Programs	3	Sp
MEEN 6960-6	Interdisciplinary Seminar in Occupational Injury Prevention	1	F
MEEN 6960	Occupational Health and Safety Solutions	3	Sp
MEEN 7960	Computer Applications & Research Methods in Occupational Injury Prevention	3	Sp
FPMD 6975	Project Research – MSOH OR	6	F, Sp & Su
FPMD 6977	Thesis Research - MSOH	6	F, Sp & Su
	MSOH-Occupational Safety Credit Hours	39	
	Electives Students Choice	4	
	MSOH-Occupational Safety Total Credit Hours	43	

MOH – Occupational Medicine: OM Emphasis Course Requirements

Course #	Required Courses	Credits	Offered
FPMD 6100	Introduction to Biostatistics	3	F & Sp
FPMD 6XXX	Introduction to Occupational Epidemiology	3	F
FPMD 6760	Occupational Health and Safety Administration	3	Sp
FPMD 6750	Fundamentals of Industrial Hygiene	2	F
FPMD 6752	Introduction to Occupational and Environmental Aspects of Toxicology	3	F
FPMD 6703	Occupational Injuries and Diseases	3	F
MEEN 6960	Occupational Health and Safety Solutions	3	Sp
FPMD 67XX	Occupational Health Practicum	3	F, Sp & Su
MEEN 6100	Ergonomics	3	Sp
FPMD 6504	Clinical Prevention and Behavioral Aspects of Occupational Medicine	3	Sp
FPMD 6702	Advanced Topics in Occupational & Environmental Medicine	3	Sp
	MOH-OM Total Credit Hours	32	

MOSH – Occupational Injury Prevention (OIP): OIP Emphasis Course Requirements

Course #	Required Courses	Credits	Offered
FPMD 6XXX	Intro to Occupational Epidemiology	3	Sp
FPMD 6100	Introduction to Biostatistics	3	F, Sp
FPMD 6607	Injury Surveillance	2	Sp
FPMD 6703	Occupational Injuries and Diseases	3	F
FPMD 6730	Quantitative Risk Assessment	3	Sp
FPMD 6750	Fundamentals of Industrial Hygiene	2	F
FPMD 6753	Industrial Ventilation	2	Sp (odd yrs)
FPMD 7300	Epidemiology II	3	Sp
MEEN 6100	Ergonomics	3	Sp
MEEN 6110	Introduction to Industrial Safety	3	Sp
MEEN 6960	Occupational Health and Safety Solutions	3	Sp
MEEN 6960-6	Interdisciplinary Seminar in Occupational Injury Prevention	1	F
MEEN 7110	Systems Safety	3	Sp (odd yrs)
MEEN 7960	Computer Applications & Research Methods in Occupational Injury Prevention	3	Sp
FPMD 6975	Project Research – MOSH OR	6	F, Sp, Su
FPMD 6977	Thesis Research - MOSH	6	F, Sp, Su
	MOSH – OIP Credits	43	

MSOH – General Occupational Health: GOH Emphasis Course Requirements

Course #	Required Courses	Credits	Offered
FPMD 6XXX	Intro to Occupational Epidemiology	3	Sp
FPMD 6100	Introduction to Biostatistics	3	F, Sp
FPMD 6703	Occupational Injuries and Diseases	3	F
FPMD 6730	Quantitative Risk Assessment	3	Sp
FPMD 6750	Fundamentals of Industrial Hygiene	2	F
FPMD 6758	Occupational Environmental Health Clinic	1	F, Sp & Su
FPMD 67XX	Occ. Health Practicum	3	F, Sp & Su
FPMD 6790	Occupational Health and Safety Administration	3	Sp
MEEN 6100	Ergonomics	3	Sp
MEEN 6110	Introduction to Industrial Safety	3	Sp
MEEN 6960	Occupational Health and Safety Solutions	3	Sp
MEEN 6960-6	Interdisciplinary Seminar in Occupational Injury Prevention	1	F
MEEN 7110	Systems Safety	3	Sp (odd yrs)
MEEN 7960	Computer Applications & Research Methods in Occupational Injury Prevention	3	Sp
FPMD 6975	Project Research – MSOH OR	6	F, Sp, Su
FPMD 6977	Thesis Research - MSOH	6	F, Sp, Su
	MSOH – GOH Credits	43	

Appendix C. Generic Comparison between the MPH and MOH degrees¹⁸

	Master of Public Health	Master of Occupational Health ¹⁹
	49 credits	32 credits
Core Courses	Intro to Public Health	Occupational Health and Safety Solutions
	Epidemiology I	Introduction to Occupational Epidemiology
	Biostatistics I	Biostatistics I
	Health Policy and Managed Care	Intro to Ergonomics
	Environmental Health Problems	Occup. Health and Safety Administration
	Public Health Administration	Occupational Injuries and Diseases
	Social Context of Medicine	Fundamentals of Industrial Hygiene
	Public Health Practicum	Intro to Occup. & Env. Toxicology
	Occupational Injuries & Diseases	Occupational Health Practicum
		Clinical Prevention & Behav. Aspects of OM
		Advanced Topics in Occup & Env Medicine
Elective Courses	Infectious Disease Epidemiology	
	Epidemiology II	
	Biostatistics II	
	Introduction to SAS	
	No summative course	Summative course on Occupational Safety and Health problems solving in Utah Businesses

¹⁸ Note that the MSPH/MSOH degrees add a thesis or publishable paper, with credits for the MSPH of 59 credits and MSOH of 43 credits.

¹⁹ This is the Occupational Medicine Emphasis, which is also taken by the Aerospace Medicine residents. There are 6 other closely related proposed emphases (Industrial Hygiene, Hazardous Substances, General Occupational Health, Ergonomics, Industrial Safety, and Occupational Injury Prevention). All receive separate funding support from NIOSH. Also, the mixture of courses is substantially different in the different emphases.

Appendix D. Faculty

Full Professional Effort Faculty

Kurt T. Hegmann, MD, MPH will head the M.S. in Occupational Health Program. Dr. Hegmann is Associate Professor and Center Director of the Rocky Mountain Center for Occupational and Environmental Health (RMCOEH). Dr. Hegmann teaches Occupational Injuries and Diseases (FPMD 6703, 3 credits), and Clinical Prevention (FPMD 6504, 3 credits). He will develop the Occupational Epidemiology course (FPMDXXXYY, 3 credits) for this proposed program, which will be the core epidemiology course for this curriculum. He has experience teaching this graduate course at introductory and advanced levels. Dr. Hegmann has had extensive experience in accreditation site visits including at two institutions, involving approximately seven programs and five different accreditation organizations. He has completed a Medical Education Fellowship program.

Edward Holmes, MD, MPH is Associate Professor and Director of the Occupational Medicine Program. Dr. Holmes teaches Occupational and Environmental Health (FPMD XXX, 2 credits), which is an adaptation of an existing course.

Rod Larson, PhD, MS, CIH is Assistant Professor and Director of the Industrial Hygiene Program and the Hazardous Substance Academic Training Program. Dr. Larson has extensive prior, real world experience as a lead Industrial Hygienist for Exxon. Dr. Larson teaches the Introduction to Industrial Toxicology course (FPMD 6752, 2 credits) with assist from Dr. Eric Wood, MD, MSPH; and the Quantitative Risk Assessment course (FPMD 6730, 3 credits).

Royce Moser, Jr., MD, MPH is Professor and Deputy Center Director for the RMCOEH. Dr. Moser has world-wide expertise in bioterrorism. He also has administrative acumen derived from years of experience and his textbook serves as the primary instructional source for his course. He teaches the Occupational Safety and Health Administration course (FPMD 6760, 3 credits).

Leon Pahler, PhD, MSPH, CAIH is an Instructor in the Industrial Hygiene Program. He has a Ph.D. in Organic and Heterocyclic Chemistry. His prior experience includes work as a Senior Environmental Specialist at a major petroleum company's shale oil facility in Colorado. Dr. Pahler will be teaching the Hazardous Substance course (FPMD 6756, 3 credits).

Eric Wood, MD, MSPH is an Assistant Professor in the Occupational Medicine Program. However, he is dual trained, having completed prior training in Industrial Hygiene. He co-teaches the Introduction to Industrial Toxicology course (FPMD 6752, 2 credits) with Dr. Larson. He also teaches the Occupational and Environmental Health Clinic course (FPMD 6758, 1 credit).

Scott Collingwood, PhD, BSE is an Instructor in the Industrial Hygiene Program pending defense of his dissertation. He has a prior Master of Science degree in Mechanical Engineering from Iowa, and worked as an industrial hygienist for the University of Iowa Dept. of Occupational and Environmental Health. Scott Collingwood teaches the Fundamentals of Industrial Hygiene course (FPMD 6750, 2 credits); and co-teaches the Occupational Health and Safety Solutions course with Dr. Sesek and Dr. Wood (MEEN 6960).

Hannah Edwards, MD, MPH is Instructor in the Occupational Medicine Program. She is co-teaching the Occupational Injuries and Diseases (FPMD 6703, 3 credits), and Clinical Prevention (FPMD 6504, 3 credits) courses.

Adjunct Faculty

Donald Bloswick, PhD, CPE is Professor and Director of the Ergonomics and Safety Programs at the U of U. He teaches the Introduction to Ergonomics course (MEEN 6100, 3 credits).

Richard Sesek, PhD, MSPH, CPE, CSP is Assistant Professor of the Ergonomics and Safety Programs at the U of U. He teaches the Safety course (MEEN 6110, 3 credits) and OEH&S Field Trips (FPMD 6759, 1 credit). Dr. Sesek will take the OEHS Field Trips class and work with Scott Collingwood to develop the core Interdisciplinary Occupational Safety and Health Problems Solving course (MEEN 6790-3, 3 credits). This course involves taking problems in industry, researching the problems and implementing solutions to attempt to solve them. Students are planned to be divided into appropriate sized teams and then work with faculty to solve them. Industrial and workplace problems are to be submitted from any of the approximately 500 companies with which the RMCOEH has contacts.

Stephen Alder, PhD is Assistant Professor in the Department of Family and Preventive Medicine. He teaches the core Introduction to Biostatistics course (FPMD 6100, 3 credits), Research Design elective (FPMD 6958, 2 credits) and Biostatistics II (FPMD 7110, 3 credits).

Dean A. Byrd, MD is a Professor in Psychiatry and teaches the Social Context of Medicine course (FPMD 6600, 3 credits).

George White, Jr., PhD, MSPH is Professor of Family and Preventive Medicine and Director of the Public Health Programs. He teaches the Introduction to Public Health Course which is an elective (FPMD 6500, 2 credits).

Dean R. Lillquist, PhD, MSPH, CIH is a visiting lecturer for the Fundamentals of Industrial Hygiene course (FPMD 6750) and Introduction to Industrial Toxicology course (FPMD 6752). He is the past IH Program Director for the Rocky Mountain Center, and is now the Director of the (federal) OSHA Technical Center that is located in Salt Lake City, Utah.

Jeff Burton, MS, PE, CIH is a part-time instructor for the Industrial Hygiene Program. He is a past president of the American Industrial Hygiene Association. He is also internationally recognized for his expertise in ventilation design and evaluation, having written a number of books on the subject. He teaches the ventilation course (FPMD 6753).

Frank D. DeRosso, MSPH, CIH was an instructor at the Rocky Mountain Center and as an adjunct co-teaches the Advanced Industrial Hygiene course (FPMD 6751). Mr. DeRosso has twenty years of professional IH experience including a strong background in safety and environmental compliance. He is board certified in the comprehensive practice of IH.

James Nelson, PhD, CIH was a part-time RMCOEH faculty member in previous years, starting when the IH Program was first established. Now as an adjunct, he teaches the chemistry portion of the Advanced Industrial Hygiene course (FPMD 6751). Dr. Nelson is the Past-President of DataChem Laboratory, which is one of the largest occupational and environmental hygiene laboratories in the world. He is certified in chemical aspects by ABIH and has served as Chairman of the AIHA Laboratory Accreditation Committee.

January 9, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah Valley State College – Bachelor of Science in Dental Hygiene – Action Item

Issue

Officials at Utah Valley State College (UVSC) request approval to offer a Bachelor of Science in Dental Hygiene, effective Fall Semester 2008. The UVSC Board of Trustees approved the proposed program on October 10, 2007. The Program Review Committee approved the proposed program on December 4, 2007.

Background

Health care is an ever changing, ever evolving field. One of these changes revolves around the American Dental Hygiene Association (ADHA) and its vision for the near future of the profession. The association is calling for a move from a two-year associate degree to a four-year bachelor's degree, as the entry level into the profession. The association is also recommending that more research be conducted in the field by hygienists with advanced degrees. Additionally, they are encouraging a new form of oral health care provider that will involve dental hygienists being at a master degree level of education.

These proposed changes are in response to changes occurring in the delivery of health care nationwide. These changes are in a response to an explosion in new information, technologies, protocols, discoveries, regulations, and the equally important societal, economical, and cultural needs of the populations at large that the hygiene profession serves.

The proposed program builds on the existing AAS degree already in place. The proposed program will have three different emphases, which reflect the three areas that hygienists usually explore and develop in their professional and personal growth. These three areas are: 1) Education, 2) Public Health, and 3) Business.

The Utah Department of Workforce Services lists dental hygiene as one of its Five Star Careers for 2004 through 2014. A Five Star Career is one that has the highest employment outlook and the highest wages.

Graduates with a bachelor's degree in dental hygiene currently find employment in clinical practice, education, public health, private industry, and research.

Policy Issues

The proposed degree in Dental Hygiene has been reviewed by other USHE institutions. Although the other institutions support UVSC's proposal, several questions and suggestions were made, which have been addressed by UVSC. A question was raised concerning the labor market demand for more dental hygienists and that adding the bachelor's degree would not add to the labor pool. UVSC responded that the proposed degree would increase manpower in the labor market in several areas which are pertinent to the proposed three emphases; education, public health and business. First, there is a critical shortage of qualified dental hygiene educators nationwide. Second, the American Dental Hygiene Association states: "There is an ever growing need for professionals in the community/public health arena with a strong foundational knowledge in oral health. A bachelor's degree or higher is required for these positions." Third, dental hygienists are needed in the business world with a bachelor's degree.

Another question was raised concerning the source of funding for the program. UVSC has detailed in the proposal how the program funding fits with UVSC's legislative request and plan for implementing the University mission.

There are no remaining concerns by other institutions concerning the proposed degree.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve the Request to Offer a Bachelor of Science Degree in Dental Hygiene at Utah Valley State College, effective Fall 2008.

David L. Buhler, Interim Commissioner

REK/GW
Attachment

Academic, Career and Technical Education and Student Success Committee

Action Item

Request to Offer a Bachelor of Science Degree in Dental Hygiene

Utah Valley State College

Prepared for
David L. Buhler
By
Gary Wixom

January 9, 2008

SECTION I: The Request

Utah Valley State College requests approval to offer a Bachelor of Science in Dental Hygiene effective Fall Semester 2008. This program was approved by the institutional Board of Trustees on October 10, 2007.

SECTION II: Program Description

The proposed program will consist of 126 credit hours, building on the successful AAS degree program of 81 credit hours already in place. The proposed program will have three different emphases, which reflect the three areas that hygienists usually explore and develop in their professional and personal growth. These three areas are: 1) Education, 2) Public Health, and 3) Business. The degree will better equip the graduates to meet the demands of the present and future of the dental hygiene profession and oral health care. Details of the proposed degree, and the three emphases, are included in Appendix A. Details of the proposed dental hygiene courses included as part of the degree proposal are included in Appendix A.

Purpose of Degree

The proposed bachelor's degree in Dental Hygiene is designed to: 1) provide students with a broader knowledge of dental hygiene, 2) address the growing body of new knowledge and protocols in the profession, 3) prepare students for probable changes in the profession (to include an entry level bachelor's degree and a new hybrid oral health care practitioner), 4) facilitate entry into graduate school, 5) develop a larger pool of qualified dental hygiene educators, 6) meet the demand of local dental hygienists to obtain a bachelor's degree and help aid in fulfilling their individual career and personal growth 7) and further develop students problem solving and critical thinking skills.

The proposed degree will help satisfy a proven market demand as demonstrated by student and community surveys. The bachelor's degree program will help UVSC attain the goal of a more comprehensive undergraduate institution.

The proposed degree will contain six new courses taught by the Department of Dental Hygiene and address areas such as education of the patient, the community, and the hygiene student; oral public health issues; seminars in new discoveries and advances; and research.

The proposed degree is inter-disciplinary in nature with its three emphases taught by other departments. This interdisciplinary approach will help broaden the students' knowledge base, discover the connections between the areas, and heighten their ability to think creatively and approach challenges with greater resource.

Each emphasis is twelve credits and consists of four courses that will further explore the students' interest and goals, develop their talents and skills, and lay the foundation for future study while benefiting their patient and the community. The three emphases are intended to be holistic in nature, connecting other, yet related fields to dental hygiene and producing a graduate who can see these connections between fields and work with them with a truly synergistic result.

Institutional Readiness

The degree will be part of the existing Department of Dental Hygiene, which is in the School of Science and Health. The addition of this degree will have limited budgetary and personnel impact. Most of the faculty and resources are already in place with the successful AAS degree in dental hygiene. The bachelor's degree will require the addition of one full-time faculty member.

The proposed new dental hygiene courses will be taught by the current faculty members, who are well prepared to do so. All of the emphases courses, except one, are already in place and have been successfully taught by other departments. There is no negative impact on other departments, as the number of projected students registering for courses will result in a more robust enrollment in course sections.

The proposed degree does not have a clinical component and, as such, will not require additional funds to support additional clinical operation.

As stated above, the degree is in harmony with the mission of the college and well placed in the confluence of the coming changes of the institution becoming a regional teaching university.

Faculty

The Department of Dental Hygiene currently has three full-time faculty, including the chair, who will be directly involved with the delivery of this degree. The full time faculty all have terminal degrees for their profession: one has a DDS, and two have master degrees. All three current faculty members have Master Degrees in Education. They will teach the proposed new courses in the degree. A new full-time faculty member will be needed to teach some of the existing courses, as well as clinic sections. The new faculty member will contribute to the various other duties of full-time faculty members. This addition of one full-time faculty member will allow the department to maintain the healthy 65/35 ratio of part-time to full-time faculty members.

Staff

The department currently has a full-time administrative assistant and a part-time clinic secretary. The department chairperson serves as the advisor for the small 28-student AAS degree program. No additional staff will be needed in each of the first five years of the program.

Library and Informational Resources

The department has an excellent working relationship with the library. The library has always been eager and helpful in fulfilling departmental requests for new books, DVD's, journals, and other learning aids. Last year the library added over \$1,500 in new materials.

The new Digital Learning Center will help maintain the already excellent learning resources available to our students and faculty as the department and college continues to grow. The department recently underwent its special accreditation process and the library and informational resources were found to fit the needs of the program.

The department also maintains its own collection of books, DVD's, tapes, journals and other instructional/informational resources for the benefit of students and faculty. The emphasis courses are already in place in other department bachelor programs so the library resources for those courses have been provided.

Faculty will request all new library resources needed to support the new bachelor's degree.

Admission Requirements

Admission to the current AAS program and the vast majority of entry-level dental hygiene programs nationwide is competitive. Being accepted and then graduating from an accredited dental hygiene program reflects a high level of academic achievement.

Admission to the proposed BS program will also be competitive. Admission will require:

- 1) graduation from an accredited entry-level dental hygiene program with the applicant receiving either an AA/AS or an AAS in dental hygiene;
- 2) a minimum cumulative GPA of 3.0 for their AA/AS or AAS dental hygiene degree;
- 3) a personal statement of the applicant's reasons for wanting to be in the program.

Selection will be based on the level of the GPA, rubric evaluation of the personal statement and, if necessary, an interview. The maximum number of accepted students per year will be 25.

Student Advisement

The Department Chair functions as the departmental advisor, with support from the department administrative assistant. The advising process for the proposed program will remain the same and the resources available will be appropriate for the anticipated number of new students.

As is done now, the department will hold informational sessions for potential applicants, post the new program information, and application process and procedures online, meet individually with those interested in the program, and continue to present at student meetings and career fairs in the college, as well as in the community.

Once in the program, the department has the resources to advise its students in all areas of the program, as well as the profession. Students will periodically meet with the advisor to discuss their progression in the program, fulfillment of program requirements, and any other topics of concern or interest.

The department has an outstanding record of student success. The department will continue to focus success through its advisement and other efforts with the proposed program's students.

Justification for Number of Credits

The proposed degree program is within the regular guidelines in USHE policy for BS degrees.

External Review and Accreditation

No external consultants were involved in the development of the proposed program.

The department has an active Advisory Committee with whom the proposed program has been discussed at Advisory Committee meetings and with whom advice has been solicited.

The Advisory Committee has voiced strong support for the proposal. In the recent accreditation process, the Advisory Committee met with the site visitors to discuss the program. One of the commendations given to the program was acknowledgment of a strong, engaged, and supportive Advisory Committee.

The members of the advisory Committee are:

- Dr. Alex Larsen DDS
- Dr. Gary Weist DDS
- Dr. George Bailey DDS

Dr. Rella Christensen RDH, PhD
 Melinda Tate RDH, AAS
 Karen Preston RDH, BS
 Dee Webb RDH, AAS
 John Gerhauser RDH, AAS
 Trisha Seamons RDH, AAS

There is a special accreditation process for all dental hygiene programs that only offer an AA/AS or an AAS degree, or those that only offer a bachelor's degree, but do not offer an AA/AS or an AAS degree. Because UVSC already offers, and will continue to offer an AAS degree, UVSC will continue to be accredited based on their AAS degree and not on the proposed bachelor's degree.

Projected Enrollment

A significant amount of junior and senior course work in the proposed degree is offered in an interdisciplinary way through other departments. The additional courses in the Department of Dental Hygiene will generate the projected enrollment figures.

Projected	Year 1	Year 2	Year 3	Year 4	Year 5
FTE Students	6.66	9.66	10.13	10.59	10.79
Headcount	20	41	43	45	46

Expansion of Existing Program

The proposed degree program will be an expansion of the existing AAS Degree. The data for the past five years are as follows:

	2003	2004	2005	2006	2007
Graduation Head Count	14	14	14	14	14
Graduation Rate	100%	100%	100%	100%	100%
National Board Pass Rate	100%	100%	100%	100%	100%
Anesthesia Board Pass Rate	100%	100%	100%	100%	100%
Clinic Board Pass Rate*	100%	100%	100%	100%	100%

* Represents pass rate within 3 months of graduation date.

SECTION III: Need

Program Need

Health care is an ever changing, ever evolving field. One of these changes revolves around the American Dental Hygiene Association (ADHA) vision for the near future of the profession. One of the changes they are calling for is a move from a two-year associate degree to a four-year bachelor's degree, as the entry level into the profession. They also recommend that more research be conducted in the field by hygienists with advanced degrees. Additionally, they are encouraging a new form of oral health care provider that will involve dental hygienists being at a master degree level of education.

These coming changes are in response to the recent and future changes occurring in the delivery of health care nationwide. They are a response to explosion in new information, technologies, protocols,

discoveries, regulations, and the equally important societal, economical, and cultural needs of the populations at large that the hygiene profession serves.

The proposed degree will help meet these challenges by producing a graduate even better equipped to deal with both recent and future coming changes. The degree will not only be informational in nature, but will help develop the graduates critical thinking and problem solving skills when dealing with their patients, new protocols or issues of access, public health and patient education.

The ADHA also warns of the present and future shortage of qualified dental hygiene educators nationwide and encourages graduate level education of hygienists to meet this need.

In the ADHA 2001 Position paper on educational standards, the association notes: "The health care delivery climate changes. Mounting scientific evidence associating periodontal (gum) disease and systemic diseases, increased demand for access to oral health services, and ongoing technological advances, make it imperative that dental hygiene education standards not be reduced, but at a minimum, maintained and enhanced to meet the future health care needs of the public." www.adha.org

Labor Market Demand

The Utah Department of Workforce Services lists dental hygiene as one of its Five Star Careers for 2004 through 2014. A Five Star Career is one that has the highest employment outlook and the highest wages.

In its 2006-2007 report, the U.S. Department of Labor states "Employment of dental hygienists is expected to grow much faster than the average for all occupations through 2012."

The August 2006 issue of the American Dental Hygiene Association (ADHA) publication, Access, speaks of the critical shortage of dental hygiene educators, "which will get worse before it gets better."

The 2006 ADHA report, "Focus on the Profession," recommends dental hygienists get their bachelor's degree and within five years recommends a move toward the bachelor's degree as the entry point into the profession, (www.adha.org).

Graduates of bachelor's degree programs currently offered find employment in clinical practice, education, public health, private industry, and research.

Student Demand

Surveys were recently conducted of our current students as well as the dental hygiene community in Utah County and closely surrounding areas. The survey asked:

- 1) Would you be interested in attending a UVSC bachelor's degree program and
- 2) Is there a need for a quality bachelor's degree program in dental hygiene in Utah County and surrounding areas?

The response of current students was 100% positive to question one and question two.

Out of the 79 surveys returned from the surrounding dental hygiene community:

- 1) Eight, (10%) already had a bachelor's degree, but all eight thought there was a need for a quality BS degree program in the area.
- 2) Four respondents, (5%), did not have interest and did not think there was a need for a quality BS degree program in the area.

- 3) 67, (85%) are interested in attending and also think there is a need for a quality BS degree program in the area.

AAS Degree graduates in Dental Hygiene have completed more than 80 semester hours largely because of accreditation requirements. The completion of just 40-45 more credit hours for the baccalaureate degree is attractive and efficient.

Similar Programs

Weber State University is the only other USHE institution currently offering a bachelor's degree program in dental hygiene. They also offer an associate degree in dental hygiene. Dixie State College has been approved for a Bachelor's degree in Dental Hygiene and will begin the program in the Fall of 2008.

There are other bachelor's degree programs in the intermountain area. Idaho State University, Northern Arizona University, and the University of Colorado offer bachelor's degrees in dental hygiene. The University of New Mexico offers both a bachelor and a master degree in dental hygiene but does not offer an associate degree.

A bachelor's degree program in dental hygiene is needed at UVSC because:

- 1) The locations of the above are problematic for attendance by Utah Valley residents and those in surrounding areas.
- 2) The proposed UVSC program, though similar in some ways to Weber's successful program, is different in one way. They both grew out of successful associate degree programs and both retain the associate degree offering in their respective dental hygiene departments. However, the proposed UVSC program will offer the three emphases where as the Weber State program does not.
- 3) The survey performed shows a serious interest by potential students and community support.
- 4) The above information seems to show that the Bachelor of Science Degree in Dental Hygiene fits in with university status, as all of the other programs are offered through an institution with university status.

Collaboration with, and Impact on, Other USHE Institutions

In conversations with Weber State University, the program director gave a favorable view of the UVSC degree proposal. A letter of support from Weber State University is in Appendix D. Additional letters of support from the industry and advisory committee are on file in the Commissioner's Office.

Benefits

The proposed bachelor's degree program will contribute to the on-going effort of UVSC to become a comprehensive undergraduate, teaching institution in Utah Valley. The cost to the college and state will be minimal, as the only major expense will be the addition of one full-time faculty member to the department, because the program will build on the already successful AAS program, which is in place and will use many courses from other existing successful programs.

The proposed bachelor's degree program will help meet the demonstrated needs of the community members who want to attend the program. Some of the graduates of the program will go on to attend other USHE institutions to take graduate level coursework in areas of interest, sparked by their attendance in the dental hygiene bachelor's degree program. Some of the graduates of the program will become a resource for future faculty members in the various USHE dental hygiene programs, thus helping to address the

critical shortage of qualified dental hygiene educators and researchers. The proposed bachelor's degree program is also consistent with the current mission and goals of the institution, as explained in the following section.

Consistency with Institutional Mission

The degree is in harmony with the current UVSC mission in the following ways: 1) the proposed program leads to a Bachelor's degree in an area of high demand; 2) the proposed program encourages students to attain their goals, while realizing their talents both personally and professionally; 3) the proposed program is very student centered and responsive to student needs; 4) the proposed program is innovative; 5) the proposed program has courses that examine diversity and various cultures; 6) the proposed program will provide an increasingly educated work force; 7) the proposed program is designed to encourage critical thinking and problem solving skills; and 8) the proposed program will promote engaged learning through service learning.

The proposed bachelor's degree program will help UVSC attain the goal of a comprehensive undergraduate institution.

SECTION IV: Program and Student Assessment

Program Assessment

The program goals for the Bachelor of Science Degree Program in Dental Hygiene are:

1. The program will be staffed by faculty who will be role models of life-long learning, professional development and community involvement.

Assessment: Faculty will periodically formally self-assess and discuss with the chair and other faculty, their attendance at continuing education courses, their professional development and their community involvement, meeting standards devised by the department.

2. The program will be academically challenging, yet address the professional needs of the students and foster student success.

Assessment: The graduation rates will be monitored and student performance will regularly be discussed at faculty meetings. Student surveys and self-assessment will be evaluated regularly.

3. The program will address the social, cultural and economic aspects of oral health care.

Assessment: The curriculum and course objectives will address the above areas. Student performance on papers and projects relating to the above will be evaluated and discussed. Input from the advisory committee will be solicited. Service learning will be part of the curriculum.

4. The program will be holistic in nature, involving various disciplines while encouraging creativity and problem solving.

Assessment: Evaluation tools such as reflective journals, capstone papers, case studies, poster presentations and projects will be used, examined and reviewed. Student performance on these tools will be assessed. The faculty will interact with the faculty from other departments in areas of

the emphases.

Expected Standards and Competencies and Evaluation Tools

1. The student will be able to identify current issues in oral public health and develop a plan to address the issues.

Formative evaluation: Classroom discussion, student questions/answers, initial work on projects, student self-evaluations.

Summative evaluation: Completed projects, presentations, tests.

2. The student will be able to recognize the social, economic and cultural implications involved in health care education and delivery.

Formative evaluation: Classroom discussion, student questions/answers, initial work on projects, student self-evaluations.

Summative evaluation: Completed projects, presentations, tests.

3. The student will be able to apply teaching and learning strategies to diverse populations of patients and communities.

Formative evaluation: Classroom discussion, student questions/answers, initial work on projects, student self-evaluations, journal entries.

Summative evaluation: Completed projects, presentations, journals, tests.

4. The student will be able to describe new advances, protocols, discoveries and regulations in the dental hygiene profession.

Formative evaluation: Classroom discussion, student questions/answers, initial work on journal, student self-evaluations.

Summative evaluation: Completed journals, essays.

5. The student will be able to compare and contrast the realities of private practice with knowledge and skills gained from their dental hygiene education.

Formative evaluation: Classroom discussion, student questions/answers, initial work on projects, student self-evaluation.

Summative evaluation: Completed projects, presentations, tests.

6. The student will be able to explore one of three areas (Education, Public Health, or Business) and relate that area to their interests and/or professional goals.

Formative evaluation: Classroom discussion, student questions/answers, initial work on projects,

student self-evaluations.

Summative evaluation: Completed projects, tests, portfolios, final capstone paper.

The above standard levels of performance were selected to reflect the majority of course and associated learning objectives of the program. It is believed that the variety of evaluation tools will accurately measure the standards in a valid fashion.

SECTION V: Finance

Budget

Five-Year Budget Projection:

	Year 1	Year 2	Year 3	Year 4	Year 5
Students					
Projected FTE Enrollment	6.66	9.66	10.13	10.59	10.73
Cost per FTE	\$12,920	\$9,226	\$9,142	\$ 9,079	\$ 9,315
Student/Faculty Ratio	6.666	9.66	10.13	10.59	10.73
Projected Headcount	20	41	43	45	46

Projected Tuition					
Gross Tuition	\$19,980	\$28,979	\$ 30,378	\$31,777	\$32,177
Tuition to Program					

	Year 1	Year 2	Year 3	Year 4	Year 5
Expense					
Salaries & Wages	\$55,000	\$57,200	\$59,488	\$61,868	\$64,342
Benefits	\$28,050	\$29,172	\$30,339	\$31,552	\$32,185
Total Personnel Costs	\$83,050	\$86,372	\$89,827	\$93,420	\$97,157
Current	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500
Travel	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
Capital	\$0	\$0	\$0	\$0	\$0
Library	\$500	\$250	\$250	\$250	\$250
Total	\$86,050	\$89,122	\$92,577	\$96,170	\$99,907

	Year 1	Year 2	Year 3	Year 4	Year 5
Revenue					
Legislative Appropriation	\$86,050	\$89,122	\$92,577	\$96,170	\$99,907
Grants					
Re-allocation					
Tuition to program					

Total Revenues	\$86,050	\$89,122	\$92,577	\$96,170	\$99,907
Difference					
Revenue-Expense	\$0	\$0	\$0	\$0	\$0

Funding Source

The funding source will be through Legislative Appropriation. UVSC has requested funding as part of the Regents budget request under Workforce Development—Health Professions Initiative. If that Initiative is not funded, UVSC will allocate funds from the University Status—Enhance Quality of Existing and Proposed Academic Programs.

The nature of a regional university also includes meeting student needs and contributing to economic development. The proposed BS Degree in Dental Hygiene addresses some specific elements of the Utah Valley University mission statement to "meet regional educational needs," to "prepare professionally competent people," and to "foster engaged learning" which this degree does with a specific requirement. For at least these factors of meeting the mission and expanding the comprehensive offerings, use of university status funding is justified.

The \$10 million budget presented to the Board of Regents in "The Rationale for a University Mission" in December 2006 included \$2,568,300 to Enhance Quality of Existing and Proposed Academic Programs (Undergraduate Experience). Beyond enhancing the general academic experience at UVSC, this funding is to "ensure adequate faculty and support staff for most recent and proposed degree programs." UVSC has reviewed R401 budgets for previously approved degrees as well as for proposed degrees in the planning and approval process. The commitment of "university" funds toward the Dental Hygiene BS degree is consistent with the December 2006 proposed "university budget" as well as Academic Affairs master plan and priorities. This allocation is part of the \$8 million already appropriated to UVSC.

Impact on Existing Budgets:

The new faculty member, with associated costs, will increase the department budget. The library will focus at least \$500 of its acquisitions budget to new and expanded materials for this program. Supporting programs will have no budget impact but will see some slightly larger sections.

Appendix A: Program Curriculum

New Courses to be Added in the next Five Years:

Course Number	Title	Credit Hours
DENT 3060	Advanced Dental Hygiene - Public Health	3
DENT 3200	Teaching the Dental Hygiene Patient	2
DENT 4010	Cutting Edge Seminar	1
DENT 4200	Teaching the Dental Hygiene Student	3
DENT 481R	Internship in Dental Hygiene	1- 4
DENT 489R	Undergraduate Research in Dental Hygiene	3

All Program Courses:

Matriculation Requirements

Completion of an AA/AS or AAS degree in dental hygiene from an accredited Program and with Department permission.

General Education Requirements - Credits (38)

ENGL 1010 Introduction to Writing (3.0)

ENGL 2010 Intermediate Writing–Humanities/Social Science (3.0)

OR

ENGL 2020 Intermediate Writing –Science and Technology (3.0)

MATH 1050 College Algebra (4.0)

Complete one of the following: Credits (3)

HIST 1700 American Civilization (3.0)

HIST 2700 US History to 1877 (3.0)

HIST 2710 US History since 1877 (3.0)

HIST 1740 US Economic History (3.0)

POLS 1000 American Heritage (3.0)

POLS 1100 American National Government (3.0)

Complete the following: Credits (5)

PHIL 2050 Ethics and Values (3.0)

HLTH 1100 Personal Health and Wellness (2.0)

OR

PES 1097 Fitness for Life (2.0)

Distribution Courses: Credits (20)

BIOL 1010 General Biology (fulfills biology) (3.0)

CHEM 1110 Elementary Chemistry for the Health Sciences (fulfills
Physical Science) (4.0)

ZOOL 2320 Human Anatomy (fulfills additional Biology or Physical Science) (4.0)

Fine Arts: Credits (3)

COMM 1050 Introduction to Speech Communication (fulfills

- Humanities) (3.0)
 SOC 1010 Introduction to Sociology (fulfills Social/Behavioral Science) (3.0)
 OR
 SOC 1020 Modern Social Problems (3.0)

Discipline Core Requirements: Credits (67)

Complete the following:

- DENT 1010 Dental Hygiene I (4.0)
 DENT 1020 Oral Anatomy and Physiology (4.0)
 DENT 1030 Dental materials (2.0)
 DENT 1040 Dental Hygiene II (6.0)
 DENT 1050 Clinical Dental Radiology (2.0)
 DENT 1060 General and Oral Pathology (3.0)
 DENT 2010 Dental Hygiene III (6.0)
 DENT 2020 Dental Pharmacology (3.0)
 DENT 2050 Dental Hygiene Seminar (1.0)
 DENT 2060 Community Dental Hygiene (3.0)
 DENT 3030 Periodontology (3.0)
 DENT 3040 Dental Hygiene IV (6.0)
 DENT 3060 Advanced Dental Hygiene Public Health (3.0)
 DENT 3200 Teaching the Dental Hygiene Patient (2.0)
 DENT 4010 Cutting Edge Seminar (1.0)
 DENT 481R Internship in Dental Hygiene (1.0-4.0)
 MICR 2060 Microbiology for Health Professions (4.0)
 NUTR 1020 Foundations of Human Nutrition (3.0)
 PSY 1010 General Psychology (3.0)
 ZOOL 2420 Human Physiology (4.0)

Elective Requirements: Credits (9)

Choose any 3000 level courses or higher for 9 credits (DENT 489R recommended)

Emphases Requirement: Credits (12)

Choose one of the three emphases:

Education

- EDSC 3000 Educational Psychology (3.0)
 DENT 4200 Teaching the Dental Hygiene Student (3.0)
 HLTH 4200 Health Education Teaching Methods (3.0)
 SOC 3430 Sociology of Education (3.0)
 OR

Public Health

- HLTH 3200 Principles of Community Health (3.0)
 HLTH 3260 Modifying Health Behavior (3.0)
 HLTH 3800 Epidemiology (3.0)

HLTH 4300 Community Health Ethics (3.0)

OR

Business

MGMT 3000 Organizational Behavior (3.0)

MGMT 3600 Principles of Marketing (3.0)

MGMT 3170 Entrepreneurship (3.0)

MGMT 3210 Convention and Events Management (3.0)

Total Number of Credits: 126

Graduation Requirements:

- 1 Completion of a minimum of 126 semester credits.
- 2 Overall grade point average of 2.5 or above. All courses must have "C-" or higher.
- 3 A minimum of 30 credit hours in residence through course attendance at UVSC, with 10 hours earned during the last 45 hours.
- 4 Completion of GE and specified departmental requirements.
- 5 A minimum of 40 upper division credit hours.

Course Descriptions:

DENT 3060 Advanced Dental Hygiene Public Health - Examines current and future issues in oral public health. This course examines barriers and solutions to health concerns and teaches students to produce a program or process to address issues.

DENT 3200 Teaching the Dental Hygiene Patient - Addresses areas such as learning theories, teaching strategies, societal-cultural considerations and evaluates and applies them specifically to the needs of the dental hygienist when teaching his/her patients and communities at large.

DENT 4010 Cutting Edge Seminar - This seminar discusses and exposes the students to the latest in technology, information, discoveries, protocols, and procedures in the field of dental hygiene . Guest speakers in the field will be an important part of the seminar.

DENT 4200 Teaching the Dental Hygiene Student - Prepares the dental hygienist to become a successful dental hygiene educator in a dental hygiene program by addressing areas such as: learning theories, teaching strategies, learning objectives, lesson plans, syllabi, curriculum design, evaluation tools and the roles of an educator.

DENT 481R Internship in Dental Hygiene - Refers to and utilizes the student's current private practice situation as a practicing dental hygienist to further apply and develop their skills and knowledge. Requires the student to keep a reflective journal and produce a paper relating to his/her experiences. This course may be repeated for up to eight hours, with only four credits applying towards the BS in dental hygiene.

DENT 489R Undergraduate Research in Dental Hygiene - Provides students with the opportunity to conduct research under the mentorship of a faculty member. Students will put into practice the theoretical knowledge gained in their previous major courses. Students will create a significant intellectual or creative product that is characteristic of the dental hygiene discipline and worthy of communication to an audience.

ENGL 2010 Intermediate Writing - Explores interfaces between the personal and the public and invokes problems for exploration. Emphasizes the production of well-reasoned and carefully researched written arguments that embody the spirit of inquiry, explore and interrogate multiple perspectives, and negotiate meanings across a diverse array of positions.

HIST 1700 American Civilization - Stresses movements and developing institutions that are important for an appreciation of American History from the Pre-Colombian period to the present. Discussions include analysis of developing political, economic, and social institutions and their interrelationships with, and impact upon, the geographical features of the land.

HLTH 1100 Personal Health and Wellness - Examines the basic health "wellness" concept of good health through healthy living. Develops a greater appreciation for bodies and understanding of requirements to maintain or achieve good physical, mental, emotional, social, and spiritual health.

HLTH 4200 Health Education Teaching Methods - Examines teaching methods, materials and techniques. Studies secondary education health curriculum, program planning, development, implementation, and evaluation.

EDSC 3000 Educational Psychology - Stresses research-based teaching/learning principles used in a classroom setting to enhance learning. Includes study of parent education, involvement, and support strategies, and collaboration with community agencies and professional. Emphasizes the application of theory to practice with emphasis on teacher-student instructional interaction and teacher/parent/community agency interactions.

SOC 3430 Sociology of Education - Examines and investigates educational trends and issues such as private vs. public systems; dropout rates; desegregation; student achievement/failure; education policies; race; class; gender issues; the 'Hidden Curriculum'; and education reform using Sociological theory and empirical research.

HLTH 3200 Principles of Community Health - Presents the role and function of various community health services and agencies and how they interface. Examines health care models and agencies, health care reform, health objectives for the nation, and health planning and promotion. Explores life style risk reduction, environmental issues, ethical health issues, and other appropriate topics.

HLTH 3260 Modifying Health Behavior - Investigates holistic health and behavioral changes that can positively influence total human well-being. Discusses factors that impact personal health behavior.

Focuses on behavioral change models and theories including planning, implementation and evaluation. Examines health counseling approaches, group process, and strategies related to specific health problems.

HLTH 3800 Epidemiology - Introduces epidemiologic principles and methods. Examines the historical and theoretical bases of epidemiology; statistical methods; distribution of disease over person, place and time; research methods utilized in epidemiology; and the application of epidemiology to the prevention of disease and the promotion of health.

HLTH 4300 Community Health Ethics - Explores and interprets ethical codes of conduct as set forth by health professions and/or organizations. Emphasis will be given to the Code of Ethics for the Health Care profession. Examines various health care issues such as: health care allocation, health care costs, death and dying issues, patient rights, informed consent, confidentiality, etc. Investigates conflicts arising from existing and evolving codes of conduct using case studies as an arena for discussion.

MGMT 3000 Organizational Behavior - Studies behavioral theories and concepts for creating effective organizations. Deals with knowledge of individual, group, and organizational processes and variables focusing on practical application of how people work. Presents topics on communication, leadership, motivation, conflict management, socialization, team building, decision making, diversity, ethics, and culture.

MGTM 3600 Principles of Marketing - Studies consumers, markets, and environments from the perspective of the marketing manager. Covers consumer behavior, marketing research, product management, and channels of distribution. Explores pricing, advertising, and personal selling.

MGTM 3170 Entrepreneurship - Studies a comprehensive business plan including business strategy, location selection, and building design. Covers market potential, capital requirements, business organization, merchandise buying, and price and service policies. Includes communication policies, accounting and finance procedures, and legal environment.

MGTM 3210 Convention and Events Management - Analyzes the meeting, convention, and events history. Covers the various disciplines of planning including site selection, organizing, budgeting, catering, entertainment, and promotion. Introduces career opportunities through guest speakers who are industry professionals.

Appendix B: Program Schedule

As shown, the student must meet the requirement of an AAS or AA/AS degree in order to matriculate. The typical student will have at least 85 credits when beginning the program and will then have to complete approximately 41 additional credits hours to obtain the bachelor's degree.

The typical student can complete the degree in three semesters, (Fall, Spring, Fall) or four semesters (to include a summer semester). This student will likely be working at least part time.

Education Emphasis

Fall - First Semester:

DENT 3060 Advanced Dental Hygiene Public Health	3.0
DENT 3200 Teaching the Dental Hygiene Patient	2.0
EDSC 3000 Educational Psychology	3.0
ENGL 2010 Intermediate Writing	3.0

Spring - Second Semester

DENT 4200 Teaching the Dental Hygiene Student	3.0
DENT 481R Internship in Dental Hygiene	4.0
SOC 3430 Sociology of Education	3.0
HIST 1700 American Civilization	3.0

Summer

Electives	6.0
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Fall - Third Semester

DENT 4010 Cutting Edge Seminar	1.0
HLTH 4200 Health education teaching Methods	3.0
HLTH 1110 Personal Health and Wellness	2.0
Electives	3.0

Public Health Emphasis

Fall - First Semester:

DENT 3060 Advanced Dental Hygiene Public Health	3.0
DENT 3200 Teaching the Dental Hygiene Patient	2.0
HLTH 3200 Principles of Community Health	3.0
ENGL 2010 Intermediate Writing	3.0

Spring - Second Semester

HLTH 3260 Modifying Health Behavior	3.0
DENT 481R Internship in Dental Hygiene	4.0
HLTH 3800 Epidemiology	3.0
HIST 1700 American Civilization	3.0

Summer

Electives	6.0
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Fall - Third Semester

DENT 4010 Cutting Edge Seminar		1.0
HLTH 4300 Community Health Ethics	3.0	
HLTH 1110 Personal Health and Wellness		2.0
Electives		3.0

Business Emphasis:**Fall - First Semester**

DENT 3060 Advanced Dental Hygiene Public Health		3.0
DENT 3200 Teaching the Dental Hygiene Patient		2.0
MGMT 3000 Organizational Behavior		3.0
ENGL 2010 Intermediate Writing		3.0

Spring - Second Semester

MGMT 3600 Principles of Marketing		3.0
DENT 481R Internship in Dental Hygiene	4.0	
MGMT 3210 Convention and Events Management		3.0
HIST 1700 American Civilization		3.0

Summer

Electives		6.0
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Fall Third Semester

DENT 4010 Cutting Edge Seminar		1.0
MGMT 3170 Entrepreneurship		3.0
HLTH 1110 Personal Health and Wellness		2.0
Electives		3.0

Appendix C: Current Department Faculty

George F. Veit DDS, New York University; MS Education, Nova Southeastern University; Associate professor and faculty member at UVSC since 2000. Chairperson since 2001.

Christina Veit RDH; BS Dental Hygiene, Fairleigh Dickinson University; Graduate Diploma-Adult Education, University of South Australia; MS Education, Nova Southeastern University; Associate professor and faculty member at UVSC since 1998.

Kristen Kinatader-Mecham RDH; AAS Dental Hygiene, Utah Valley State College; BS Psychology, Brigham Young University; MEd Brigham Young University; Assistant professor and faculty member since 2002.

Faculty to be Hired: RDH; Master Degree level trained.

Examples of Department Adjunct Faculty:

Richard Reiser DDS MS Northwestern University; Clinical Instructor at UVSC since 1999.

Craig Ord DDS University of Nebraska; Adjunct Instructor at UVSC since 2003.

Donald Schiffman PhD; Pharmacology, Purdue University; Adjunct Instructor at UVSC since 2005.

Cynthia Hamman RDH BS University of Utah, Clinical Instructor at UVSV since 1999.

Full Time Faculty from Other Departments:

Community Health

Vance Hillman PhD; Community Health Education, Southern Illinois University; Professor and faculty member at UVSC since 1994.

Robert Walsh EdD University of Idaho; Professor and faculty member at UVSC since 2002.

Brian Barthel PhD Health Education, Southern Illinois University; Associate Professor and faculty member at UVSC since 1998.

Education

Elaine Byrd EdD in Reading from Brigham Young University; Professor and faculty member at UVSC since 2003.

Business

Harry Taute PhD New Mexico State University; Assistant Professor and faculty member at UVSC since 2004.

Ramendra Thakur PhD Southern Illinois University-Carbondale; Assistant Professor and faculty at UVSC since 2004.

Peter Robinson PhD Brigham Young University; Professor and faculty member at UVSC since 2002.

Yang Huo PhD Virginia Tech University; Associate Professor and faculty member at UVSC since 2001.

Appendix D



WEBER STATE UNIVERSITY

DR EZEKIEL R. DUMKE
COLLEGE OF HEALTH PROFESSIONS
DENTAL HYGIENE

August 13, 2007

UVSC Dental Hygiene Program
Dr. George Veit, Program Director - Dental Hygiene
Mail stop 238
800 West University Parkway
Orem, Ut 84058

RE: Letter of Support for Baccalaureate completion program in Dental Hygiene

I am pleased to offer this letter of support as the Utah Valley State College Dental Hygiene Program prepares its bid for a baccalaureate degree completion in dental hygiene. This degree offering would be a great asset to the dental hygienists in Utah county and others, regionally and nationwide. The complexity and challenges of a growing population in our country calls out for increased knowledge and skills to be provided by qualified dental hygiene professionals. With the technology that is being introduced on a daily basis, dental hygienists need additional avenues to increase their education level. The American Dental Hygienists' Association has stated in their policy that the 'Baccalaureate degree will be the entry level degree in the future' as dental hygiene practice expands to meet the needs of all.

Weber State University has a baccalaureate degree completion program and we are fortunate to have increased our baccalaureate degree level graduate numbers to over 90% of our graduates each year. Our professional practice entry level continues to be at the Associate of Science degree in dental hygiene, the need and requests for additional education is growing. I do not believe this degree offering would compete, but compliment the choices for students to complete their educational goals.

The timing of this degree offering is optimum as Utah Valley State College (University) enjoys record growth along with local, regional and national attention. The demand of services of health care professional workers is on the increase with the population growth in Utah. The UVSC dental hygiene program has evidenced their teaching expertise as they continue to have excellent graduate outcomes. They perform effectively in dental auxiliary education and are recognized as leaders within our national professional organizations.

In my judgment, as a colleague and fellow educator, the Baccalaureate degree completion program offered by UVSC Dental Hygiene Program would be an asset to your university and student / graduates. I commend you for your excellence in teaching and your professional commitment to advancing the education of dental hygienists.

Sincerely,

A handwritten signature in cursive script that reads "Stephanie Bossenberger".

Stephanie Bossenberger, RDH, MS
Professor and Department Chair

WEBER STATE UNIVERSITY | 3920 UNIVERSITY CIRCLE | OGDEN UT 84408-3920
(801) 626-6130 | (801) 626-7304 FAX

January 9, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Dixie State College of Utah – Bachelor of Science/ Bachelor of Arts in Integrated Studies, Effective Fall 2008 – Action Item

Issue

Dixie State College of Utah (DSC) requests approval to offer the Bachelor of Science/Bachelor of Arts Degree in Integrated Studies, effective Fall 2008.

Background

The Bachelor of Integrated Studies is intended to provide opportunities for students to earn a bachelor's degree different from traditional, discipline-specific programs. The proposed program is expected to serve students who have a variety of needs and interests, including those who are beginning their college program, those who may have started a program but wish to change direction, and those with associate degrees and/or college credits who want to complete a degree for career advancement or for personal fulfillment.

The Integrated Studies degree offers students a unique path to gain skills and competencies necessary to succeed in their chosen careers. By combining coursework in different disciplines, students can determine and manage their programs in ways not available in traditional academic degrees. If, as studies suggest, the primary value of a baccalaureate degree is the degree itself, over and above the field of study, then the Integrated Studies degree, with its flexibility in content-area learning, may provide a practical option.

While the proposed Integrated Studies program may not serve students seeking a job-related credential, such as in nursing, education, accounting or engineering, it is likely to serve students whose educational needs are not tied to licensure but to the benefits of completing a broadly defined experience at the baccalaureate level.

An Integrated Studies graduate will be able to demonstrate an ability to learn in multiple subject areas and to transfer skills needed for current and future jobs. In addition, the Integrated Studies degree will serve as an incubator for new programs and assist the college with measured and responsible growth. Student enrollment in upper-division courses is expected to grow. Legislative support is expected to be ongoing.

Policy Issues

DSC consulted with institutions already offering integrated baccalaureate programs. Consequently, there were no issues raised.

Commissioner's Recommendation

The Commissioner recommends that the Regents review the Dixie State College proposal to offer a Bachelor of Science/Bachelor of Arts Degree program in Integrated Studies, raise questions, and if satisfied, approve the program during the January 18 meeting.

David L. Buhler, Interim Commissioner

PCS/DLB
Attachment

Academic, Career and Technical Education and Student Success Committee

Action Item

Request to Offer a Bachelor of Science and Bachelor of Arts in Integrated Studies

Dixie State College of Utah

Prepared for
David L. Buhler
by
Phyllis C. Safman

January 9, 2008

SECTION I: The Request

Dixie State College of Utah (DSC) requests approval to offer the Bachelor of Integrated Studies (BA/BS), effective Fall semester 2008.

SECTION II: Program Description

Program Description

The Bachelor of Integrated Studies is a carefully designed degree that provides an academically rigorous and coherent program of study. The program consists of a common core and select concentrations in the following disciplines:

- Business
- Communication
- Computer and Information Technology
- English
- Biology
- Mathematical Sciences
- Psychology
- Fine Arts
- Spanish

The program offers students the flexibility of developing a major program of study that will uniquely suit their personal and professional goals. It presents the advantages of a liberal arts degree while allowing students to combine basic knowledge and explore relationships between two academic or professional fields. This approach enables students not only to assume greater responsibility and ownership of their major areas of study but also to gain knowledge and skills tailored to a specific career or professional pursuit by expanding their training beyond a traditional, discipline-specific curriculum.

Integrative, interdisciplinary study involves bridging traditional academic boundaries to examine the relationships between various disciplines. This approach challenges students to recognize the distinct methodologies and practices unique to different fields of knowledge and to appreciate the significant ways that knowledge results from interactions among these fields. A successful Integrated Studies program will produce a student who understands that learning, itself, is interdisciplinary and integrative in nature and who can identify significant connections between disciplines and incorporate them into his or her education, work and life.

The DSC Integrated Studies degree is structured thus:

Students complete

- The college's General Education requirement, or the equivalent
- Courses in the Core Requirements with a grade of C or higher in all courses (10 credit hours)

- Two Concentration Areas (at least 21 credit hours in each area—credits will vary depending on the area—of which at least 12 hours in each area must be upper-division)
- A minimum of 120 total credit hours; at least 40 credits must be upper-division

The degree centers around a core set of courses that provide training in issues, methods, and practices vital for success in college, in personal life and in one's career. All core courses are communication-intensive, training students to master basic skills in written and oral communication, critical analysis, and problem-solving. Through a mixture of individual and collaborative work, students not only develop a foundation for engaging in interdisciplinary study but also, more generally, learn how to learn. As a whole, the core courses provide a foundation for exploring issues and knowledge in the concentration areas, particularly how matters of ethics and diversity relate to learning and life in a global society and how they impact a student's immediate life and future. (See Appendices A and B.)

Students begin their Integrated Studies program with a general orientation to the major that introduces them to the theory and practice of integrative study. With the assistance of the program advisor, students design a course plan by selecting their concentration areas and identifying possible relationships between them in preparation for the culminating capstone project. The course stresses collaboration as an essential ingredient for success in college and work, and it encourages majors to develop an attitude of teamwork to achieve greater success in the degree. While the program does not follow the cohort model, it does seek to cultivate an atmosphere of collegiality and community among majors as a means to improving retention, degree completion, and overall success and satisfaction.

The core also includes two courses on subjects that provide knowledge and skills vital to functioning and thriving in a complex and fast-changing world: diversity and ethics. Regardless of one's career path, an awareness of and engagement with contemporary issues of equality and opportunity are essential for a 21st century college graduate. For this reason, students take a course that addresses aspects of diversity and difference in the context of a pluralistic American society. Students are encouraged to view difference as inherent to a vigorous and lasting democracy and to exercise sophisticated judgments and genuine thoughtfulness when examining, evaluating and communicating issues related to difference in culture and society.

In addition, students complete a course that examines the philosophical foundations of ethics, focusing on central theories and practices that explain and influence personal, professional, academic, and social attitudes and behaviors. The course addresses the relationships between values and ethics as it explores the principal role ethics occupies in the contemporary world. Students learn to apply ethical principles to real-world situations that they may encounter in their work and personal lives as a means to a better understanding of human motivation and conduct.

While the core provides essential skills and perspectives for majors, the principal focus of study lies in the concentration areas, from which majors select two areas to integrate into their program. This breadth of offerings enables students to tailor their program in order to design a degree curriculum that will meet their unique interests. The combinations of disciplines can be structured to meet individual students' academic and career goals. Beyond the general education and core curricula, students can develop programs that prepare them for specific careers. Some potential combinations include:

- Business and English – graduates will be prepared to work in a variety of corporate and professional positions using their writing and management skills.
- Biology and Mathematical Sciences – graduates will possess the skills necessary to work in a variety of positions in the fast-growing biotechnical and medical industries.
- Fine Arts and Computer & Information Technology – graduates will be able to pursue careers in digital art, graphic design, and performing arts and entertainment.
- Communication and Business – graduates will be able to provide public relations and services to a variety of employers.
- Psychology and Business – graduates will have the skills necessary to work in areas such as human resources, organizational psychology, market research, and business consulting.

Of course, these scenarios suggest only a handful of the possible programs students can develop to suit their goals. Whichever combination of concentration areas students select, the only limitation to graduates' career choices will be their own interests.

In the senior year, majors will enroll in a capstone course in which they will produce a senior project on an issue or topic related to their two chosen concentration areas. This capstone is the culminating work in the program. In it, students will demonstrate their skills in identifying, researching, and integrating knowledge and ideas that cut across their disciplinary fields. For instance, the student who integrates coursework in psychology and business might explore the subject of managing diversity in the workplace. Students will work closely with a faculty member from each concentration area. These faculty will assist students throughout their project and will be involved in the evaluation of the project. In addition, each student will present his or her findings in a public forum.

Purpose of the Degree

The Bachelor of Integrated Studies is intended to advance the institutional mission of the college and to provide opportunities for students to earn a bachelor's degree beyond the traditional, discipline-specific degree. The degree benefits students who have a variety of needs and interests, including those who are beginning their college program, those who may have started a program but wish to change course, and those with associate degrees and/or college credits who want to complete a degree for career advancement or for personal fulfillment.

The Integrated Studies degree offers students a unique path to gaining the skills and competencies necessary to succeed in their chosen careers. By combining coursework in different disciplines, students can manage and determine their programs in ways not available in traditional degrees. If, as studies suggest, the primary value of a baccalaureate degree is the degree itself, over and above the field of study, then the Integrated Studies degree, with its flexibility in content-area learning, may provide as practical an option for students as any other degree.

The first group can be called "completers." These are students, largely re-entry adults, who have achieved an associate's degree and additional coursework that do not fit into any current DSC degree program. By applying these credits to a concentration area, a student could finish a baccalaureate degree in as few as three semesters. An example would be a student who has an associate's degree and has "picked up" other classes in a specific subject area over time. If those classes meet the criteria for a concentration

area, the student would only need to complete the Integrated Studies core and a second concentration, thereby optimizing the use of his or her completed college coursework.

There are also many traditional students at DSC who want to major in disciplines not currently available at DSC as well as some who begin a major and decide to switch paths. The opportunity to concentrate on psychology or early childhood development or Spanish, even if no major is available, may entice students, who otherwise may have dropped out, to complete a degree. Currently, several hundred students are pre-majoring in disciplines not served by existing baccalaureate programs at DSC. Officials believe at least some of these students would remain at DSC if an Integrated Studies degree offered them further study in their chosen major. This, of course, does not include the hundreds of students who have not declared any major or pre-major. These students may very well be ready and willing to commit to a degree if more options were available.

The third group consists of those students who want to create a unique, personalized educational experience based on their individual needs and interests. The concentration areas, which can be blended in numerous ways, combined with the Integrated Studies core curriculum, provide an opportunity for students to create specialized learning programs relevant to their own experiences and goals. These students, and their creativity and individualized goals, can be important contributors to the academic and social life of a college, as well as the economic growth of a community.

Given the need and demand for bachelor's degrees in Washington County, and taking into account the increasing expectations among employers that graduates possess strong analytical and communication skills in addition to content-area knowledge, the Integrated Studies degree offers students the flexibility to design a unique program that will not only equip them with knowledge and training in various content areas but also ensure that they master "transferable" critical evaluation and communication skills.

Institutional Readiness

Beginning in 1999, DSC initiated a handful of programs to meet needs in various high-demand areas. Since 2005, and with a revised mission, the college has brought forward and been granted approval to offer additional baccalaureate degrees, now totaling ten. This growth has been careful, cautious and deliberate. In the subsequent years, however, the college has recognized the need to offer additional degrees to serve increasing demand. The future of economic development and improved quality of living in Washington County depend on the availability of college degrees at the baccalaureate level.

Recent data reveal that demand for present and new programs increases dramatically with new baccalaureate programs. (See Appendix C.) DSC's Integrated Studies degree answers this need by both drawing on existing programs and facilitating the development of additional degrees. A student who chooses, for instance, English as one of her concentration areas, increases enrollment in that program's courses, enabling the program to use its resources more efficiently. If the same student selects psychology as her second area of concentration, the College has the opportunity to build courses in that area and to show readiness to develop a full degree in the discipline.

Faculty

One of the several advantages of DSC's Bachelor of Integrated Studies degree is its reliance on the qualifications and expertise of existing faculty and programs across the College. Faculty in five of the ten

degrees the college presently offers will teach courses in related concentration areas, including business, communication, computer and information technology, English, and biology. Faculty in the areas of mathematical sciences, fine arts, psychology, and Spanish will provide instruction for courses in those concentrations. These faculty have numerous years of experience teaching in higher education, with over 73 percent of them holding terminal degrees in their fields. Specific faculty from each concentration area identified by degree and rank held are identified in Appendix D.

Additionally, the Department of Integrated Studies will initially consist of one faculty member who will serve as chair and will design and deliver courses in the core curriculum, recruit majors, and assist with advisement and assessment. It is anticipated that some of the core courses will be taught by faculty in relevant areas.

Staff

The inclusion of a Bachelor of Integrated Studies will necessitate hiring a lecturer/advisor. This individual's primary responsibility will be to recruit and advise students in the program. In addition to teaching courses in the core, the lecturer/advisor will assist with clerical needs. During the fifth year of the degree's existence, the department and the College will determine if administrative needs warrant additional staff.

Library and Information Resources

Some of the areas of concentration included in the DSC Integrated Studies degree are part of current DSC baccalaureate programs with differing levels of library funding. Business, communication, and computer and information technology already have ongoing library funding. English and biology have one-time appropriations and should receive ongoing support shortly. Mathematics is adequately funded for the concentration area proposed. However, psychology and Spanish would require new, ongoing funding.

Admission Requirements

The Bachelor of Integrated Studies is available to any matriculated student who is in good standing with the College. Transfer students with a 2.5 GPA are eligible for admission.

Student Advisement and Recruitment

The quality of any academic program depends on competent and consistent advisement. Student retention and success hinge on knowledgeable and experienced advisors who can guide and assist students throughout their program. Given the nature of DSC's Integrated Studies degree, students will require significant advisement in the initial planning of their program as well as subsequent meetings to address concerns and to assess progress. Advisement in the major will be handled by both the department chair and a lecturer/advisor, who will not only work with the department chair on general advisement but also with various aspects of the program assessment, including regular student progress reports.

To ensure that students pursuing the Integrated Studies degree develop a program that demonstrates intentionality, coherence and purpose, and that they make successful progress toward completion, the INTS program incorporates several key components. These comprise the following:

INTS 2000 (Introduction to Integrated Studies)

Students who matriculate into the degree are required to enroll in this course during their first semester. The course defines and demonstrates the interdisciplinary, integrative approach to learning as it encourages students to explore their own interests in integrating aspects of different disciplines available in the major. Students survey a number of traditional fields of study and the unique methods practiced in each. In consultation with the INTS advisor, each student formulates a degree plan that identifies the intended disciplinary combination and the rationale for the grouping, and outlines the potential subject and nature of the capstone project (see below). When applicable, students are encouraged to select general education courses that will enhance their integrated academic plan.

Initial Advisement and Academic Plan

In conjunction with the INTS 2000 course, students complete an individualized advising session with the INTS advisor in which they design their academic plan and completion schedule. Each student completes an Integrated Studies Individual Academic Plan form, which addresses the following [see Appendix H]:

- intended concentration areas,
- potential topics for the capstone project (centered on a problem/issue/question, etc.),
- degree completion plan,
- relevance of the plan to the student's academic and/or career goals.

On-Going Advisement

All students will be required to meet with the INTS advisor at least once every year during their study to track progress (both toward degree completion and toward refining the focus of the capstone project) and to address any issues or concerns. Additional consultations may be arranged at the request of the advisor or student, including alterations to a student's Individual Academic Plan.

At the beginning of a student's senior year, he or she will submit a formal outline of the capstone project, and a committee consisting of the INTS chair and one faculty member from each concentration area will meet to discuss and approve the project. This committee will also be responsible for assessing and evaluating the quality of the project based on its depth and sophistication in integrating aspects of its subjects.

The chair and advisor will also work closely with department chairs in the concentration areas to ensure that the needs of students in the Integrated Studies major are met without undue impact on the departments' responsibilities to students in their areas. It is understood that recommendations for course offerings will be made to the various departments but that the control over course scheduling rests with those departments. In concentration areas that offer baccalaureate degrees, the impact of the Integrated Studies program on the retention of students in the majors will be closely monitored.

Because the College values both the associate's and bachelor's degrees, and since its primary aim is to provide students the opportunity to achieve their educational goals in an efficient and timely manner, students who enter the program as freshmen will be advised to complete their general education courses and to begin a pre-major in one of the available concentration areas. Students will be encouraged to focus first on foundational general courses as well as preparatory courses in a major. This path will ensure that students have options: a student might decide to complete a baccalaureate degree in his/her pre-major area, whether at DSC or another institution; he or she may continue on in the Integrated Studies program; or the student may choose to receive an associate's degree.

As part of the pre-major, a student will be expected to complete INTS 2000 (Introduction to Integrated Studies). Other core courses in the Integrated Studies program may be taken as electives in the pre-major. (See Appendix E for a sample suggested pre-major course plan.)

Along with advisement, the program will actively recruit students both from within the College and from local and state high schools. Outreach efforts will be coordinated through the college's Counseling and Advisement office. Students pre-majoring in disciplines included in the program but not part of an existing DSC degree, will be contacted and encouraged to consider pursuing the Integrated Studies major. During the summer prior to each fall semester, the Integrated Studies department will contact those students declared as "general studies" and inform them about the program. Subsequent information sessions will also be made available.

The program will also actively recruit potential students in the increasing 25-40 year-old age group in Washington County, many of whom have completed an associate's degree or some college courses previously.

Accreditation and External Review

In preparing this proposal, an external consultant was brought to DSC at the behest of the Office of the Commissioner of Higher Education. Dr. Elaine Englehardt, Distinguished Professor of Philosophy and Special Assistant to the President, Utah Valley State College, met with administrators and the originators of the proposal to gather information and to discuss the structure and implementation of the program (See Appendix F). The chief concerns and recommendations of Dr. Englehardt's report are paraphrased here along with the steps DSC has taken and is taking to respond to them:

- Coordination of concentration area course offerings is vital to the timely completion of the degree. Departments should produce four-year schedules of offerings so students can plan their program and target their completion date.

ACTION: Most departments, including those that do not presently offer baccalaureate degrees, provide course rotation schedules. Those disciplines which at present do not offer course schedules (including Spanish and psychology) have been asked to produce them and will not be allowed to participate in the degree until they do so. Since most of the courses available in the concentration areas are part of the degree core of existing degrees, it is unlikely that any courses would become unavailable due to low enrollments.

- The effect of the Integrated Studies degree on existing degrees that offer concentration areas should be carefully monitored. If enrollments in these degree programs decline as a result of the Integrated Studies degree, the concentration area offering may need to be suspended until enrollments rise.

ACTION: Enrollment numbers in all concentration areas will be assessed and evaluated each semester. If trends suggest that the Integrated Studies program is impacting negatively enrollments in any existing degree, no additional students will be allowed to take courses in the concentration until enrollments recover. It should be understood that the Integrated Studies program is not focused on students pursuing existing degrees.

- Students in the Integrated Studies program should have access to advisement in the program itself and in each of the chosen concentration areas.

ACTION: In addition to the two faculty who will advise in the Integrated Studies program, departments offering concentrations have been asked to identify a faculty member in the area who will be available to provide needed advisement. This individual may or may not be also responsible for assisting students with their senior projects.

- Disciplines with AA/AS degrees that wish to offer concentrations in the Integrated Studies degree should submit an application that includes a list of the upper-division courses to be offered, faculty qualified to teach them, and sufficient demand for such courses. In addition, it is recommended that no more than five upper-division courses be added each year in any participating discipline.

ACTION: The Integrated Studies program will follow these sound recommendations as new concentration areas are proposed.

Along with Dr. Englehardt's recommendations, consultation will be sought from the following external reviewers:

- Dr. Judith Elsley, BIS Program Coordinator, Weber State University
- Dr. Carolyn Haynes, Director of Honors / Scholars Program, Miami University (Ohio)

Projected Enrollment

Projected enrollments for the initial period are based on recent figures that show the number of students who have declared a pre-major in a discipline represented by a concentration area but one not currently offering a baccalaureate degree. Assuming that even one third of these 388 students choose to pursue a Bachelor of Integrated Studies, the program should begin with healthy enrollment numbers.

Enrolled Students' Declared Pre-Majors (not included in any current baccalaureate programs)	
Pre-Major	Number of Students
Psychology	134
Fine Arts (incl. art, music, theatre)	208

Mathematical Science	23
Spanish	23
Total	388

Also, given recent enrollment data indicating that over 1,400 students are declared as “general studies” majors, it is reasonable to expect that some percentage of these students would select the Integrated Studies major.

SECTION III: Need

Program Need

Currently, educational attainment in Washington County falls short of the Utah average. The following table, derived from data collected by the American Community Survey (2005), compares the percentage of the national population over age 25 that has attained specific higher education degrees with attainment in both Utah and Washington County.

Educational Attainment 2004

Degree received	United States	State of Utah	Washington County, Utah
Associate's	7.4%	9.3%	11.1%
Bachelor's	17.2%	19.2%	13.9%
Graduate / Professional	10%	8.7%	7%
Total Bachelor's degree and higher	27.2%	27.9%	20.9%

Washington County lags nearly six percent behind the rest of Utah in bachelor's degrees, even though it exceeds the state average in associates' degrees by almost two percent.

Why do Washington County citizens deserve the opportunity to earn bachelor's degrees at Dixie State College? Two factors are paramount: the differential in earnings related to educational attainment and the fast rate of growth in the area.

The following table, again derived from the American Community Survey (2005), shows the median earnings of the population aged 25 and older.

Median Earnings by Educational Attainment 2004

Geographic Area	Degree Received	Wages	Increase from previous step	Increase from HS to Bachelor's degree
United States	High school diploma	\$25,829		
	Some college / Associate's degree	\$31,586	22.3%	
	Bachelor's degree	\$43,954	29.2%	70.2%
State of Utah	High school diploma	\$25,375		
	Some college / Associate's degree	\$28,052	10.5%	
	Bachelor's degree	\$38,520	37.3%	51.8%
Washington County, Utah	High school diploma	\$23,493		
	Some college / Associate's degree	\$25,360	8%	
	Bachelor's degree	\$40,276	58.7%	72.4%

These data clearly illustrate in relative terms that a bachelor's degree is worth more in Washington County than it is in other places. There are various factors that could contribute to this, but the undervaluing of an associate's degree and overvaluing of a bachelor's degree is at least partly a result of supply and demand. Washington County employers are paying a premium for bachelor's degrees because of short supply. And Washington County residents are unable to compete for better-paying jobs because of a lack of educational opportunity.

Along with increased earning, lower unemployment is also a factor in the success of baccalaureate graduates. The most recent statistics show that the average unemployment rate for people holding a bachelor's degree or higher was 2.2 percent, less than half of the rate for high school graduates (5%) and significantly lower than the level for associate degree holders (3.5%).¹

Remarkable growth in Washington County also brings a substantial increase in demand and need. According to the U.S. Census Bureau's American Community Survey, the population aged 25 years and older was 51,842 in 2000, and, in 2004, was 70,825, an increase of 37 percent. In 2005, the population of young people ages 5-18 exceeded 22,500. These young people are the future of Washington County, and DSC can provide access to a college education.

¹ Bureau of Labor Statistics, U.S. Department of Labor, "Employment status of the civilian population 25 years and over by educational attainment," available at <http://www.bls.gov/news.release/empsit.t04.htm>.

Contrary to popular perception, more than retirees are moving to Washington County. The median age for Washington County (30) in 2005 is only 5 percent higher than the whole of Utah (28.5), and it is almost 18 percent lower than the median for the entire country (36.4). In fact, the median ages for Washington County and Utah are converging.

The Census Bureau's 2005 population estimate for Washington County was 117,385, which makes it the fifth largest county by population in Utah, exceeding Cache County by over 22,500 people. This statistic provides compelling evidence that the baccalaureate offerings at Dixie State College must be increased to accommodate the educational needs and desires of the growing number of residents in this area.

Labor Market Demand

Some may reasonably question the utility of an Integrated Studies degree for job-seeking graduates. To answer this concern, one must take a broader, more pragmatic view of the baccalaureate degree. Other than in areas requiring licensure (nursing, education) or technical knowledge (accounting, engineering), the significance of the specific major discipline quickly diminishes after graduation. The College Board, offering advice to pre-college students on selecting majors, states:

As you progress in your career, you build skills and knowledge that transcend your choice of major. After about three years of work experience, your degree begins to fade into the backdrop of your résumé, and after about five years, it is relegated to the fine print. At that point, a degree is more a minimum requirement for employment rather than a testament to your knowledge.²

And though, in the same publication, the Board encourages students to identify a career “trajectory” early in order to make an informed decision on a major, the Integrated Studies degree does not inhibit a person from choosing a career; it allows a student greater latitude to design his or her education around career goals.

The Bureau of Labor Statistics has found that the average number of different jobs for workers between ages 18 and 38 is 10. Whether these are different positions or different careers, “most people make many changes during their working lives.”³ While preparing for those changes by investing in a specialized career like education or nursing can be very valuable for some, others find a more broad-based approach like that offered by an Integrated Studies program to be just as valuable. Washington County's residents need access to academically rigorous bachelor's degrees, but the exact program is often of secondary interest. The relationship is not always between a major and a career; often it is between an education and a career.

The Utah Scholars program “Achieve to Succeed” presentation, designed to interest 8th graders in higher education, includes the following advice [emphasis original]:

“No matter where you work, employers want you to have:

² College Board, “Why Your College Major Matters, and How Do You Choose Just One,” available at http://www.collegeboard.com/student/csearch/majors_careers/959.html.

³ Occupational Outlook Quarterly, Bureau of Labor Statistics, U.S. Department of Labor, available at <http://www.bls.gov/opub/oog/2006/summer/grabbag.htm>.

- Solid **academic preparation**
- Good **communication skills** (verbal and written)
- Sound **science and math** skills
- Ability to **think critically** and **make decisions**
- **Computer literacy**
- Ability to **follow through** and work as **part of a team**.⁴

These are the outcomes of a quality general education combined with an Integrated Studies degree. By providing students with analytical and communication skills, reasoning abilities, and a broad knowledge of multiple subject areas, the DSC Integrated Studies degree would endow graduates with a capacity for lifelong learning and equip them to meet the challenges of a fast-changing world and an increasingly unpredictable job market. In fact, it has been said that such an education does not train people for a specific job, but rather for careers wherein they can use their creativity, thinking abilities, and aptitude for working with a variety of people in a variety of contexts.

Above all, an Integrated Studies graduate will be able to show that she or he has demonstrated an ability to learn in multiple subject areas. The transferable skills that these graduates will take to any job, such as written and verbal communication, the ability to solve complex problems, and adaptability in a changing workplace, are among those most valued by employers.

Additionally, according to a March 2006 article in Quill, employers mention “attributes,” over skills and certifications, as the hallmarks of a “model employee.” These attributes include: being a self-motivated and lifelong learner, possessing interpersonal skills that allow an individual to work with others, thinking strategically, displaying inquisitiveness and innovation, and demonstrating flexibility. The college graduate who has pursued an individualized program of study in multiple disciplines combined with a rigorous core curriculum will be able to meet those challenges.

One of the great strengths of this degree at a young and growing institution like DSC is the opportunity this degree gives students to remain at DSC and study in their area of interest (such as history, psychology, art) even though the college does not have degrees in those areas. Then as more and more students with an interest in history or art reach a sufficient nucleus, separate degrees could then be requested and justified.

Student Demand

Demand for baccalaureate degrees in a variety of areas is evidenced in several recent polls and statistical data. A 2006 survey of students graduating with associate degrees indicated that over 78 percent of these students would remain at DSC if bachelor's degrees were offered in a field of interest. More recent data reinforce this and suggest that students may recognize that the primary imperative is to earn a bachelor's degree and they may be willing to consider a variety of programs.

In a phone survey conducted in June 2007, nearly 20 percent of 92 respondents indicated that they would be interested in an Integrated Studies degree at DSC. The survey sample consisted of students who had recently completed a General Studies AA/AS degree or who are enrolled as freshmen or sophomores in an area of study not currently included in DSC's baccalaureate offerings. Because the survey was conducted during the summer, and since the phone method did not allow for a sufficient explanation of the Integrated

⁴ Available at http://www.utahscholars.org/downloads/8th_grade.ppt.

Studies program, an additional survey by email will be conducted this month of all students designated as General Studies majors. The present phone survey found that 18 students are interested in the proposed program.

Since the recent inception of baccalaureate degrees in English and biology in the fall of 2006, the number of DSC students enrolled in bachelors programs has increased by nearly 49 percent. This is an impressive figure, showing that demand for baccalaureate degrees at DSC is high. Enrollment numbers very likely correspond to the availability of degrees.

With the limited number of existing baccalaureate offerings at DSC, the Integrated Studies degree could provide the means to attract students who wish to study in disciplines beyond the available programs. Indeed, according to a recent survey of high school graduates conducted by Monster Worldwide, 83 percent of the survey participants indicated that the availability of a major in their field of interest was the primary factor in selecting a college. With more options available, a student with an interest in psychology, for example, may be more likely to stay at DSC if she can pursue that interest as a part of an integrated course of study.

It is also expected that the program will draw from the growing number of student-athletes transferring into the College. The assistant athletic director has voiced strong support for the Integrated Studies degree and confidence that the degree will provide the necessary flexibility for student-athletes without sacrificing rigor.

Similar Programs

All baccalaureate-granting institutions in Utah offer integrated or interdisciplinary programs. Several of these programs have been considered in the process of designing the proposed Integrated Studies. It is most closely modeled on the Integrated Studies programs at UVSC and Weber State, both successful and well-regarded with much experience from which to draw. In fact, information from documents such as the UVSC 2004 Program Self-Study have provided invaluable assistance in planning the program's structure as well as in projecting the most popular concentration area disciplines and in anticipating problems related to the senior project, including faculty support. (See Appendix G for a comparison of similar programs in the USHE.)

Collaboration with and Impact on Other USHE Institutions

As indicated under Accreditation and External Review, other USHE institutions were consulted in crafting this program. Additionally, DSC participated in a state-wide task force to review such programs. The DSC Department of Integrated Studies intends to establish close relationships with similar state programs in order to facilitate transferability between courses and programs. As a part of this degree, the Integrated Studies department will carefully evaluate and accept emphasis courses as well as whole emphases from other institutions to fulfill DSC's Integrated Studies concentration area requirement. Because emphasis/concentration areas differ between institutions, the availability of transfer options is paramount to meeting student needs and to the success of the program. No negative impact on other USHE programs is anticipated.

Benefits

The Bachelor of Integrated Studies degree benefits the citizens of Washington County and elsewhere by providing the means to obtain a bachelor's degree in higher education that will advance their personal and professional goals.

With the authorization to add new baccalaureate programs DSC considers the Integrated Studies program to be a bridge to establish additional degrees. Moreover, by offering upper-level instruction in these areas, the College intends to gradually build its faculty and eventually deliver full programs in several high demand areas. The Integrated Studies program structure allows for additional concentration areas to be included as the College expands upper-division course offerings in new subject areas, and it requests, as a part of this proposal, permission to add new areas according to institutionally-determined needs. New concentration areas may be brought before the Regents for review.

In addition to assisting the institution with new programs, the Integrated Studies degree will offer an immediate benefit to several important groups of students including adult students (typically in the age range of 25-40) who have completed a number of college credits but hold no degree above an associate's, students who wish to pursue study in an area in which the College does not offer a degree, and students who wish to exercise greater management over the content of their degree program.

Consistency with Institutional Mission

The DSC Integrated Studies degree is compatible with the institution's mission. Not only does the program respond to the commitment to provide baccalaureate degrees, but it also supports the institution's promise to promote diversity in educational opportunities and to support economic development in the region.

DSC's mission allows for the College to offer "baccalaureate programs in high demand areas and in core or foundational areas consistent with four-year colleges." All other state institutions that grant baccalaureate degrees offer this or a similar degree, and data from the U.S. Department of Education related to the number of bachelor degree programs offered in various fields indicate that interdisciplinary, integrated, and general studies programs are nearly as common to institutional offerings as programs in communication, biology and computer science.⁵

The DSC Integrated Studies proposed program should be considered foundational for the institution and its students; the degree will provide opportunities for both. The institution needs a method of developing new degrees, particularly in the social sciences, and starting with limited offerings, such as those outlined in this degree proposal, presents a cautious and sensible method for expansion. The Integrated Studies degree will very likely serve as an "incubator" for new programs and, thereby, assist the college with measured, responsible, and necessary growth.

The existence of an Integrated Studies program as a "core" component of a college's offerings is demonstrated by the number of degree-granting institutions offering bachelor's degrees in such programs

⁵ Institute of Education Sciences, U.S. Department of Education, "Number of degree-granting institutions conferring degrees, by control, level of degree, and discipline division: 2003-04," available at http://nces.ed.gov/programs/digest/d05/tables/dt05_255.asp.

as well as the number of similar degrees awarded annually. According to the National Center for Education Statistics, in 2003-2004, 76 percent of institutions granting bachelor's degrees offer liberal arts and science, general studies, humanities, or multi-disciplinary studies degrees.⁶

Program offered	Number of institutions
Liberal arts and sciences, general studies, and humanities	848
Multi/interdisciplinary studies	758
Total	1,606
All institutions	2,121

Approximately five percent of all bachelor's degrees conferred by degree-granting institutions in 2003-2004 were in such multi-disciplinary programs.⁷

Bachelor's Degrees	Number of degrees
Liberal arts and sciences, general studies, and humanities	42,106
Multi/interdisciplinary studies	29,162
Total	71,268
Degrees in all disciplines	1,399,542

SECTION IV: Program and Student Assessment

Program Assessment and Expected Standards of Performance

The Integrated Studies program aims to prepare students with the necessary knowledge and skills to succeed in the workforce and in further education. With clear, measurable goals and objectives, and a comprehensive system for measuring and evaluating student performance, the program is committed to the central outcome of any successful program: student achievement. While assessment data are vital for outside review processes such as regional accreditation, the primary motive for assessment is to review the program regularly and implement necessary changes to guarantee quality outcomes. To this end, the department has defined the following program goals:

Students who complete the Bachelor of Integrated Studies degree will be able to

⁶ Institute of Education Sciences, U.S. Department of Education, "Number of degree-granting institutions conferring degrees, by control, level of degree, and discipline division: 2003-04," available at http://nces.ed.gov/programs/digest/d05/tables/dt05_255.asp.

⁷ Institute of Education Sciences, U.S. Department of Education, "Bachelor's degrees conferred by degree-granting institutions, by discipline division: Selected years, 1970-71 through 2003-04," available at http://nces.ed.gov/programs/digest/d05/tables/dt05_249.asp.

- Demonstrate critical analysis and problem-solving skills in various contexts.
- Communicate effectively through focused, articulate and competently-researched written work and oral presentations.
- Integrate knowledge across disciplines and assess the different methodologies and practices in those disciplines.
- Apply learning in new and unfamiliar contexts.
- Appreciate the value of difference as it affects and influences knowledge, culture, society, and personal life.
- Recognize how value systems and ethical considerations infuse all aspects of life, from personal decisions to cultural practices to professional life.
- Approach learning and decision-making as collaborative processes emphasizing teamwork, group planning, and negotiation.

The Integrated Studies program assessment will utilize a variety of summative and formative measures to gather information in order to evaluate both student outcomes and program success. These measures include:

- a senior project (evaluated by faculty in the Integrated Studies program and in the student's concentration areas),
- standardized exams in core courses,
- student evaluations of both core and concentration area courses,
- student progress reports at scheduled times throughout the degree process (jointly completed by students and the department chair and program advisor),
- faculty surveys of student performance in concentration area courses,
- a student reflection on the degree program at the culmination of coursework,
- concentration area evaluations and recommendations (from faculty and department chairs),
- career and educational placement data,
- employer surveys.

SECTION V: Finance

Budget

The following budget reflects anticipated on-going funds to support the Integrated Studies program, faculty to teach the core courses and conduct advising and recruitment, and administrative support. Additional needs of concentration area faculty will be addressed in the normal department budget request process.

As previously noted, the Integrated Studies major will bring increased enrollments in upper-division courses, providing increased cost efficiency in these courses. By utilizing existing courses, the program requires relatively minimal funding.

Budget Summary

	YEAR 1 *	YEAR 2 **	YEAR 3	YEAR 4	YEAR 5
EXPENSES					
Salaries & Wages	50,538	91,177	93,912	96,729	99,630
Benefits	25,903	49,630	51,119	52,653	54,233
Total Personnel Costs	76,441	140,807	145,031	149,382	153,863
Current Expense	3,000	3,300	3,630	3,993	4,392
Travel	0	0	0	0	0
Capital	0	0	0	0	0
Library	3,500	4,000	4,500	5,000	5,500
TOTAL	159,382	288,914	298,192	307,757	317,618
FTE Students	25	31	39	49	61
Cost Per FTE	6,375.28	9,319.81	7,645.95	6,280.76	5,206.85
Student/Faculty Ratio	1/25	1/15.5	1/19.5	1/24.5	1/30.5
REVENUES					
Legislative Appropriation	119,536.50	215,685.50	223,644.00	230,817.75	238,213.50
Gross Tuition Revenue	39,845.50	72,228.50	74,548.00	76,939.25	79,404.50
TOTAL	159,382.00	288,914.00	298,192.00	307,757.00	317,618.00
DIFFERENCE					
TOTAL	0	0	0	0	0

* Hire full-time tenure track faculty

** Hire full-time non-tenure track lecturer/advisor

Funding Sources

Institutional funds, including revenue from tuition and state allocations, will provide funding for the degree.

Reallocation

No reallocation of existing funds is anticipated.

Impact on Existing Budgets

The proposed program will have no budgetary impact on other programs.

APPENDIX A: Integrated Studies Curriculum and Requirements

B.A. / B.S. in INTEGRATED STUDIES

Bachelor of Arts

General education courses (32 credits)
 Core courses (10 credits)
 Concentration area courses (42 credits min each)
 Foreign language courses (16 credits)
 Elective courses (variable)

TOTAL 120 credits (minimum)

Bachelor of Science

General education courses (32 credits)
 Core courses (10 credits)
 Concentration area courses (42 credits min each)
 Elective courses (variable)

TOTAL 120 credits (minimum)

PROGRAM REQUIREMENTS

- Complete a minimum of 120 credit hours; at least 40 credits must be upper-division.
- Take a minimum of 30 credit hours at Dixie State College, at least 10 of which must be completed in the final 45 hours of coursework.
- Maintain an overall grade point average of 2.0 or higher.
- Complete Core Requirements with a grade of C or higher in all courses.
- Complete courses in two Concentration Areas (credits will vary).
- Complete at least 12 credit hours of upper-division courses in each Concentration Area.

General Education Requirement	Credits	Prerequisites / Notes
<i>Satisfy the college General Education requirements</i>		Must take either MATH 1040, MATH 1050, MATH 1100, or MATH 1210 to fulfill General Education Math requirement
Total	32	

Core Requirements		
• INTS 2000 Integrated Studies	2	
• INTS 3000 Diversity in American Society	3	ENGL 1010 (C or higher)
• INTS 3500 Ethics and Values	3	ENGL 1010 (C or higher)
• INTS 4900 Senior Project	3	Taken during the senior year
Total	11	

Concentration Area Requirements		
<i>Complete two (2) concentration areas. Credits will vary. At least 12 credits must be upper-division in each concentration.</i>		
Total	42+	
Foreign Language Requirement (BA Degree Only)		
<i>Complete 16 credits of beginning, intermediate, and/or advanced foreign language courses in a written language (excluding ASL). May apply up to 16 credits by examination for advanced fluency.</i>		This requirement applies only to students pursuing the Bachelor of Arts degree.
Total	16	
Electives		
<i>Complete a number of course credits such that the total toward the degree amounts to at least 120 credit hours.</i>		At least 40 total credit hours must be upper-division. Pre-requisite courses may be used toward electives requirement.
Minimum Total Credits for Degree	120	

** = new courses to be added

CONCENTRATION AREAS

Biological Sciences

Complete the following through elective or general education courses:

- BIOL 1610/15 Principles of Biology I (4) / Lab (1)

Complete at least 18 credits from the following courses (may not include courses taken above; 12 credits must be upper-division):

- BIOL 1620/25 Principles of Biology II (4) / Lab (1)
- BIOL 2030 Principles of Genetics (4)
- BIOL 2060/65 Principles of Microbiology (3) / Lab (1)
- BIOL 2220/25 General Ecology (3) / Lab (1)
- BIOL 2320/25 Human Anatomy (3) / Lab (1)
- BIOL 2370 Economic Botany (3)
- BIOL 2400/05 Plant Kingdom (3) / Lab (1)
- BIOL 2420/25 Human Physiology (3) / Lab (1)
- BIOL 3010 Biological Evolution (3)
- BIOL 3020/25 Cell Biology (3) / Lab (1)
- BIOL 3100 Bioethics (3)
- BIOL 3140/45 Comparative Vertebrate Anatomy (3) / Lab (1)
- BIOL 3150/55 Introduction to Biometry (2) / Lab (1)
- BIOL 3200 Invertebrate Zoology (3) / Lab (1)
- BIOL 3340/45 Plant Anatomy (3) / Lab (1)
- BIOL 3360/65 Developmental Biology (3) / Lab (1)
- BIOL 3450/55 General Microbiology (3) / Lab (1)
- BIOL 3460 Biology of Infectious Disease (3)
- BIOL 3470 Introduction to Immunology (3)
- BIOL 4130 Biology Teaching Methods (3)
- BIOL 4190/95 Mammalian Histology (3) / Lab (1)
- BIOL 4200/05 Plant Taxonomy (2) / Lab (2)
- BIOL 4230/35 General Parasitology (3) / Lab (1)
- BIOL 4260/65 Herpetology (2) / Lab (1)
- BIOL 4270/75 Ichthyology (2) / Lab (1)
- BIOL 4300 Molecular Biology (3)
- BIOL 4411/15 Mammalogy (3) / Lab (1)
- BIOL 4350/55 Animal Behavior (3) / Lab (1)
- BIOL 4380/85 Ornithology (2) / Lab (1)
- BIOL 4400 Pathophysiology (3)
- BIOL 4440/45 General Entomology (3) / Lab (1)
- BIOL 4460/65 Plant Ecology (3) / Lab (1)
- BIOL 4500/05 Comparative Vertebrate Physiology (3) / Lab (1)
- BIOL 4600/05 Plant Physiology (3) / Lab (1)

If interested, students may consider using additional elective credits toward an internship or practicum in the concentration area:

- BIOL XXXX** Internship (1-3)

Business

Complete the following through elective or general education courses:

- CIS 1200 Computer Literacy (3)
- ECON 1010 Economics of Social Issues (3)

Complete the following courses:

- ACCT 2010 Financial Accounting (3)
- ACCT 2020 Managerial Accounting (3)
- MGMT 2050 Business Law (3)
- MTKG 3010 Marketing Principles (3)
- STAT 2040 Business Statistics (4)

Complete at least three (3) of the following courses:

- FIN 3150 Managerial Finance I (3)
- MGMT 3400 Management and Organizations (3)
- MGMT 4300 Human Resource Management (3)
- MGMT 4400 International Business (3)

If interested, students may consider using additional elective credits toward an internship or practicum in the concentration area:

- MGMT 4200 Business Internship I (1-3)
- MGMT 4210 Business Internship II (1-3)

Communication

Complete the following courses through elective or general education courses:

- COMM 1050 Introduction to Communication Theory (3)
- COMM 1500 Introduction to Mass Communication (3)
- COMM 2110 Interpersonal Communication (3)

Complete at least 18 credits from the following courses (12 credits must be upper-division):

- COMM 1010 Introduction to Speech Communication (3)
- COMM 1020 Public Speaking (3)
- COMM 1130 Writing for Mass Audiences (3)
- COMM 1270 Argumentation/Critical Thinking (3)
- COMM 1380 Introduction to Television Production (3)
- COMM 1500 Introduction to Mass Communication (3)
- COMM 1610 Print News Writing and Reporting (3)
- COMM 2140 Electronic Media, News writing and Reporting (3)
- COMM 2145 Electronic Media, News writing and Reporting Lab (1)
- COMM 2170 Introduction to Organizational Communication (3)
- COMM 2370 Sports Broadcasting (3)
- COMM 2500 Elements, Trends & Issues of Digital Technology (3)
- COMM 2530 Photojournalism (3)
- COMM 2600 Introduction to Digital Film Production (3)
- COMM 2600 Screenwriting (3)
- COMM 2630 Storyboarding and Illustration (3)

- COMM 3020 Communication Research (3)
- COMM 3050 Small Group Communication (3)
- COMM 3120 Family Communication (3)
- COMM 3190 Intercultural Communication (3)
- COMM 3330 Negotiations and Bargaining (3)
- COMM 3350 Interviewing (3)
- COMM 3550 Theoretical Perspectives of Organizational Communication (3)
- COMM 3560 Visual Communication (3)
- COMM 3565 Visual Communication Lab (1)
- COMM 3580 Public Relations (3)
- COMM 3640 Digital Film Pre-Production (3)
- COMM 3650 Television Field Production and Reporting (3)
- COMM 3655 Television Field Production and Reporting Lab (1)
- COMM 3660 Digital Film Production (3)
- COMM 3680 Digital Film Post-Production (3)
- COMM 3850 Organizational Communications (3)
- COMM 4010 Persuasion (3)
- COMM 4020 Integrated Oral Presentations (3)
- COMM 4030 Applied Organization Communication Research (3)
- COMM 4350 Communication Theory (3)
- COMM 4500 Human Communication and Conflict (3)
- COMM 4580 Public Relations Case Studies (3)
- COMM 4600 Advanced Reporting (3)
- COMM 4700 Advanced Digital Film Production (3)
- COMM 4800 Advanced Digital Film Post-Production (3)
- COMM 4810 Shooting for Compositing (3)
- COMM 4820 Compositing (3)
- COMM 4850 Seminar: Organizational Communication (3)

If interested, students may consider using additional elective credits toward an internship or practicum in the concentration area:

- COMM XXXX**Internship (1-3)

Computer & Information Technology

Computer Science (*students may only apply one CIT Concentration Area to their Integrated Studies degree*)

Complete the following courses through elective or general education courses:

- CS 1400 Fundamentals of Programming (3)
- CS 1410 Object-Oriented Programming (3)
- CS 2420 Introduction to Algorithms & Data Structures (3)
- CS 2810 Computer Orgn & Architecture (3)

Complete at least 15 credits from the following courses (12 credits must be upper-division):

- CS 2450 Software Engineering (3)
- CS 3000 Internet Publishing and Design (3)
- CS 3100 Interactive Multimedia (3)
- CS 3400 Operating Systems (3)
- CS 3500 Application Development (3)
- CS 3510 Advanced Algorithms/Data Structures (3)

- CS 3520 Programming Languages (3)
- CS 3530 Computational Theory (3)
- CS 3600 Graphics Programming (3)
- CS 4000 Dynamic Web Development (3)
- CS 4300 Artificial Intelligence (3)
- CS 4550 Compilers (3)
- CS 4600 Software Engineering (3)

If interested, students may consider using additional elective credits toward an internship or practicum in the concentration area:

- CS XXXX** Internship (1-3)

Information Technology *(students may only apply one CIT Concentration Area to their Integrated Studies degree)*

Complete the following courses through elective or general education courses:

- CS 1400 Fundamentals of Programming (3)
- CS 1410 Object-Oriented Programming (3)
- IT 1100 Introduction to Operating Systems (3)
- IT 2400 Introduction to Networking (3)

Complete at least 15 credits from the following courses:

- IT 3100 Systems Design and Administration I (3)
- IT 3110 Systems Design and Administration II (3)
- IT 3200 Perl Programming (3)
- IT 3500 Electronic Commerce (3)
- IT 4200 Advanced Web Delivery (3)
- IT 4300 Database Design and Management (3)
- IT 4400 Network Design and Management (3)

If interested, students may consider using additional elective credits toward an internship or practicum in the concentration area:

- IT XXXX** Internship (1-3)

Visual Technologies *(students may only apply one CIT Concentration Area to their Integrated Studies degree)*

Complete the following through elective or general education courses:

- CS 1400 Fundamentals of Programming (3)
- VT 1300 Communication Design (3)
- VT 1400 Introduction to Internet Development (3)
- VT 2500 Computer Illustration (3)
- VT 2600 Creative Imaging (3)

Complete at least 15 credits from the following courses (12 credits must be upper-division):

- VT 2700 Typography (3)
- VT 2710 Advanced Typography (3)
- VT 3000 Internet Publishing and Design (3)
- VT 3100 Interactive Multimedia (3)
- VT 3200 Portfolio Preparation (3)
- VT 3300 Introduction to Digital Video Editing (3)
- VT 3600 3D Visualization (3)
- VT 3700 Business for Graphic Designers (3)

- VT 3750 Graphic Design History (3)
- VT 3780 Prepress and Print Production (3)
- VT 3800 Corporate Identity (3)
- VT 4000 Dynamic Web Development (3)
- VT 4100 Advanced Multimedia/Internet Integration (3)
- VT 4600 Integrated Visual/Info Systems (3)
- VT 4700 Publication Design (3)
- VT 4750 Package Design (3)

If interested, students may consider using additional elective credits toward an internship or practicum in the concentration area:

- VT 4920 Internship (1-3)

English

Complete the following through elective or general education courses:

- ENGL 2600 Critical Introduction to Literature (3)

Complete at least 18 credits from the following courses (12 credits must be upper-division):

- ENGL 2100 Technical Writing (3)
- ENGL 2270 Introduction to World Literature I (3)
- ENGL 2280 Introduction to World Literature II (3)
- ENGL 2330 Children's Literature (3)
- ENGL 2400 Introduction to American Literature I (3)
- ENGL 2410 Introduction to American Literature II (3)
- ENGL 2500 Introduction to British Literature I (3)
- ENGL 2510 Introduction to British Literature II (3)
- ENGL 3120 Document Design (3)
- ENGL 3130 Grant and Proposal Writing (3)
- ENGL 3180 Writing for Interactive Media (3)
- ENGL 3201 Genre Studies: Folklore (3)
- ENGL 3202 Genre Studies: Poetry (3)
- ENGL 3211 Period / Topic Studies: Victorian Literature (3)
- ENGL 3220 Multi-Ethnic American Literature (3)
- ENGL 3230 Literature and Culture (3)
- ENGL 3260 Major American Authors (3)
- ENGL 3270 Major British Authors (3)
- ENGL 3280 Major World Authors (3)
- ENGL 3340 Rhetoric of Science (3)
- ENGL 3360 Writing for Magazines and Trade Journals (3)
- ENGL 3510 Shakespeare (3)
- ENGL 3600 Literary Theory (3)
- ENGL 3720 Editing (3)
- ENGL 3810 History and Structure of the English Language (3)

If interested, students may consider using additional elective credits toward an internship or practicum in the concentration area:

- ENGL XXXX** Internship (1-3)

Fine Arts

Art *(students may only apply one Fine Arts Concentration Area to their Integrated Studies degree)*

Complete the following through elective or general education courses:

- ART 1100 Basic Drawing and Composition (3)
- ART 1120 Two-Dimensional Design (3)
- ART 1130 Three-Dimensional Design (3)
- ARTH 2710 Art History I (3)
- ARTH 2720 Art History II (3)

Take 12 of upper-division credits from the following:

- ART 1050 Introduction to Photography (3)
- ART 2050 Intermediate Photography (3)
- ART 3050 Advanced Photography (3)

- ART 2110 Intermediate Drawing (3)
- ART 3110 Creative Perspective Drawing (3)
- ART 4110 Expressive Drawing (3)

- ART 2190 Introduction to Sculpture (3)
- ART 3190 Intermediate Sculpture (3)
- ART 4190 Advanced Sculpture (3)

- ART 2210 Introduction to Oil Painting (3)
- ART 3210 Head and Figure Painting (3)
- ART 4210 Advanced Head and Figure Painting (3)
- ART 4220 Advanced Painting, Landscape (3)

- ART 2250 Introduction to Watercolor (3)
- ART 3250 Intermediate Watercolor (3)
- ART 4250 Advanced Watercolor (3)

- ART 2270 Phenomenon of Color (3)
- ART 3130 3-Dimensional Design II (3)
- ART 3430 Media Experimentation (3)

- ART 2410 Introduction to Life Drawing (3)
- ART 3410 Intermediate Life Drawing (3)
- ART 3420 Head Drawing (3)
- ART 3410 Figure Drawing (3)
- ART 4410 Advanced Life Drawing (3)

- ART 2570 Introduction to Ceramics (3)
- ART 3570 Intermediate Ceramics (3)
- ART 4570 Advanced Ceramics (3)

Music *(students may only apply one Fine Arts Concentration Area to their Integrated Studies degree)*

Complete the following courses through elective or general education courses:

- MUSC 1110 Music Theory I (3)

- MUSC 1120 Music Theory II (3)
- MUSC 1130 Ear Training / Sight Singing I (1)
- MUSC 1140 Ear Training / Sight Singing II (1)

Complete at least 18 credits from the following courses (12 credits must be upper-division):

- MUSC 2110 Music Theory III (3)
- MUSC 2120 Music Theory IV (3)
- MUSC 2130 Ear Training / Sight Singing III (1)
- MUSC 2140 Ear Training / Sight Singing IV (1)
- MUSC 3210 Vocal Theatre Performance (3)
- MUSC 3221 Choral Literature (3)
- MUSC 3380 Fundamentals of Conducting (3)
- MUSC 3540 Form and Analysis (3)
- MUSC 3630 Music History & Literature I (3) *(currently 2010)*
- MUSC 3640 Music History & Literature II (3) *(currently 2020)*
- MUSC 3650 Music History & Literature III (3)
- MUSC 4538 Orchestration (3)
- MUSC 4862 Vocal Literature (3)
- MUSC 4865 Piano Literature I (3)
- MUSC 4866 Piano Literature II (3)
- MUSC 4990 Voice Recital (3)

Complete the following:

- MUSC 1710 Group Piano I (1)
- MUSC 1720 Group Piano II (1)

If interested, students may consider using additional elective credits toward private music lessons:

- MUSC 18xx Private Instruction (1) (repeatable)
- MUSC 28xx Private Instruction (1) (repeatable)
- MUSC 38xx Private Instruction (1-2) (repeatable)
- MUSC 48xx Private Instruction (1-2) (repeatable)

Theatre *(students may only apply one Fine Arts Concentration Area to their Integrated Studies degree)*

Complete the following courses through elective or general education courses:

- THEA 1050 Introduction to the Visual Arts of Theatre (3)

Complete the following courses:

- THEA 3720 Theatre History & Literature I (3)
- THEA 3730 Theatre History & Literature II (3)
- THEA 3740 Theatre History & Literature III (3)

Complete at least 9 credits from the following courses (3 credits must be upper-division):

- THEA 1033 Acting I (3)
- THEA 1113 Voice and Diction (3)
- THEA 1223 Stage Makeup (3)
- THEA 1550 Costume Design I (3)
- THEA 1513 Stage Craft (3)
- THEA 1713 Script Analysis (3)
- THEA 2170 Lighting Design I (3)

- THEA 2203 Costume Construction (3)
- THEA 2210 Scenic Design I (3)
- THEA 2220 Children's Theatre (3)
- THEA 3250 Sound Design (3)
- THEA 3600 Directing I (3)
- THEA 3610 Directing II (3)
- THEA 3880 Stage Management (3)

Mathematical Sciences

Complete the following through elective or general education courses or receive credit by examination:

- MATH 1050 College Algebra/Pre-Calculus (4)
- MATH 1060 Trigonometry (3)
- MATH 1210 Calculus I (5)
- MATH 1220 Calculus II (4)

Complete at least 20 credits from the following courses (12 credits must be upper-division):

- MATH 2210 Multi-Variable Calculus (3)
- MATH 2270 Linear Algebra (3)
- MATH 2280 Ordinary Differential Equations (3)
- MATH 3000 History of Mathematics (3)
- MATH 3100 Euclidean / Non-Euclidean Geometry (3)
- MATH 3200 Introduction to Analysis (3)
- MATH 3310 Discrete Mathematics (3)
- MATH 3400 Probability and Statistics (3)
- MATH 4000 Foundations of Algebra (3)
- MATH 4500 Methods of Teaching Secondary School Math (3)

If interested, students may consider using additional elective credits toward an internship or practicum in the concentration area:

- MATH XXXX**Internship (1-3)

Psychology

Complete the following through elective or general education courses:

- PSY 1010 General Psychology (3)

Complete at least 18 credits from the following courses (12 credits must be upper-division):

- PSY 1100 Human Development (3)
- PSY 2800** Human Sexuality (3)
- PSY 3000** Statistical Methods in Psychology (3)
- PSY 3010** Research Methods in Psychology (3)
- PSY 3120** Cognitive Psychology (3)
- PSY 3400 Psychology of Abnormal Behavior (3)
- PSY 3410 Introduction to Social Psychology (3)
- PSY 3460** Physiological Psychology (3)

If interested, students may consider using additional elective credits toward an internship or practicum in the

concentration area:

- PSY XXXX** Internship (1-3)

Spanish

Complete one of the following courses:

- SPAN 3040** Intermediate Grammar and Composition (3)
- OR
- SPAN 3050** Advanced Grammar and Composition (3)

Complete at least 15 credits from the following courses:

- SPAN 3200** Business Spanish (3)
- SPAN 3580** Contemporary Issues in Spain and Spanish America (3)
- SPAN 4200** Advanced Business Spanish (3)
- SPAN 4550** Spanish Civilization and Culture (3)
- SPAN 4560** Culture and Customs of Spanish America (3)
- SPAN 4620** Introduction to Spanish Literature (3)
- SPAN 4630** Introduction to Spanish American Literature (3)

If interested, students may consider using additional elective credits toward an internship or practicum in the concentration area:

- SPAN 3950** Service Learning Practicum in Spanish (1-3)

APPENDIX B: Integrated Studies Core Courses

INTS 2000 Integrated Studies

Introduces students to the methods, practices and philosophy of integrated, interdisciplinary study. Students collaborate on problem-solving projects in which they apply integrative approaches to a number of disciplinary groupings. In consultation with the program advisor, each student completes a program plan that identifies the student's two concentration areas and defines the practical and academic bases for the discipline combination.

INTS 3000 Diversity in American Society

Engages students in a study of racial/ethnic, class, gender, cultural, and religious differences in the context of a pluralistic American society and an increasingly global, cross-cultural world. Students consider how ideals of justice, opportunity, and acceptance conflict with the realities of discrimination, inequity, and apathy. Through independent research and collaborative assignments, students examine how the imperative of diversity affects academic, business, social, political, and cultural assumptions and institutions.

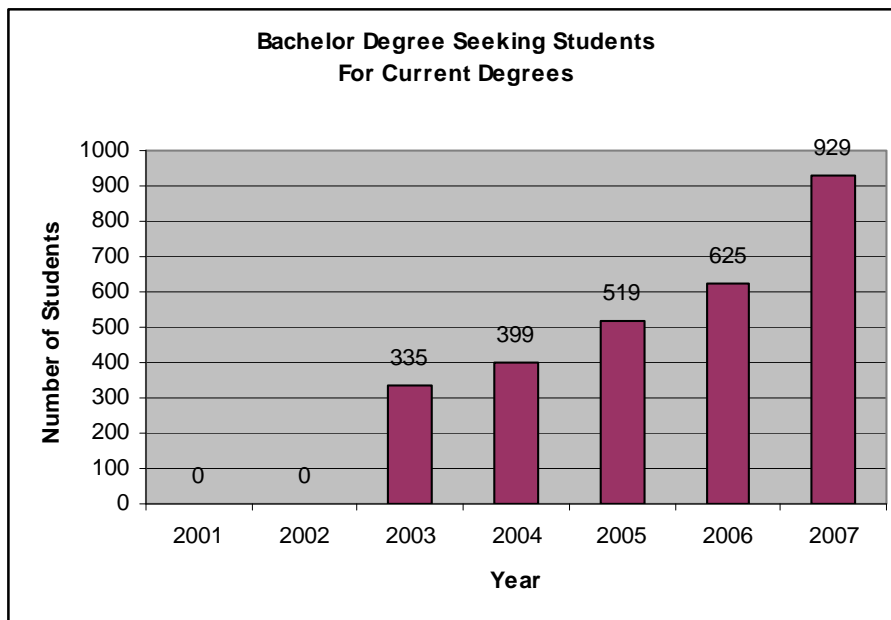
INTS 3500 Ethics and Values

Presents students with an examination of the relationships and conflicts between values and ethics in a variety of personal, professional, public and disciplinary contexts. Students review the history of ethical philosophy and practice as they explore the major ethical systems that have developed over time. The course emphasizes the application of ethical theories to contemporary situations and problems; students learn how to evaluate ethical beliefs and behaviors in the context of real-world situations.

INTS 4900 Senior Capstone

This course provides the culminating experience in the degree. Students will select a topic, issue or problem and relate their two areas of concentration through careful analysis and creative synthesis, producing a major project that applies their coursework from the Integrated Studies core to their knowledge and experiences in the discipline courses. Through a public presentation, students will present their research results.

APPENDIX C: Bachelor Degree Seeking Students for Current Degrees



Two new programs, English and Biology, began during the 2006-2007 school year, and there was a forty-nine percent increase in degree-seeking students, approximately ten percent of the institutional headcount for the year. Although this is not conclusive causality, there appears to be a distinctive pattern: new programs equal student enrollment in those programs.

APPENDIX D: Full-Time Faculty in Concentration Areas

Art

Glen Blakley	MFA	Professor
Del Parson	MFA	Professor
Dennis Martinez	MFA	Associate Professor

Business

Verl Anderson	PhD	Professor
Kevin Barrett	PhD	Professor
William Christensen	PhD	Professor
Robert Huddleston	PhD	Professor
Philip Lee	EdD	Professor
Kyle Wells	PhD	Professor
William Stratton	PhD	Professor
Munir Mahmud	PhD	Associate Professor
Nate Staheli	MAcct	Instructor

Communication

Randal Chase	PhD	Professor
Wayne Shamo	PhD	Professor
Dennis Wignall	PhD	Associate Professor
Andrea Thelen	PhD	Assistant Professor
Jon Pike	PhD	Assistant Professor
Eric Young	MEd	Assistant Professor
Rhiannon Bent	MA	Instructor
Phil Tuckett	BA	Assistant Professor

Computer Science / Visual Tech

Bart Stander	PhD	Professor
Eric Pedersen	MSS	Associate Professor
Ronald Woodland	MEd	Associate Professor
Curtis Larsen	MS	Assistant Professor
Shane Prine	MFA	Assistant Professor
Russell Ross	PhD	Assistant Professor
*NEW HIRE	PhD	

English

Brad Barry	PhD	Professor
Tim Bywater	PhD	Professor
Ace Pilkington	DPhil	Professor

Diane Albertini	MA	Associate Professor
George Jantzen	ABD	Associate Professor
Stephen Armstrong	PhD	Assistant Professor
Sue Bennett	PhD	Assistant Professor
Darl Biniaz	MA	Assistant Professor
Ami Comeford	PhD	Assistant Professor
Randy Jasmine	ABD	Assistant Professor
Carole Schuyler	PhD	Assistant Professor
Theda Wrede	PhD	Assistant Professor
*NEW HIRE (1)	PhD	
*NEW HIRE (2)	PhD	

Mathematical Sciences

Ross Decker	MA	Associate Professor
Lynn Hunt	MS	Associate Professor
Scott Mortensen	MEd	Associate Professor
Clare Banks	PhD	Assistant Professor
Barbara Blythin	MS	Assistant Professor
Costel Ionita	PhD	Assistant Professor
Jie Liu	PhD	Assistant Professor
*NEW HIRE	PhD	

Music

Ron Garner	EdD	Professor
Gary Caldwell	MM	Associate Professor
Ken Peterson	DA	Associate Professor
Nancy Allred	PhD	Assistant Professor
Paul Abegg	DA	Assistant Professor
Robert Briggs	DA	Assistant Professor
Glenn Webb	MA	Lecturer

Science

Karen Bauer	DA	Professor
David Feller	PhD	Professor
Curt Walker	PhD	Professor
Patt Allen	DVM	Associate Professor
Kelly Bringhurst	MS	Associate Professor
Thomas McNeillis	DO	Associate Professor
Del Smith	PhD	Associate Professor
Steve Sullivan	MS	Associate Professor
Peter van Valkenburg	MS	Associate Professor
Sarah Black	MA	Assistant Professor
Marius van der Merwe	PhD	Assistant Professor
Donald Warner	PhD	Assistant Professor

David Jones		MS	Instructor
*NEW HIRE	(1)	PhD	
*NEW HIRE	(2)	PhD	

Social & Behavioral Sciences

Matt Smith-Lahrman		PhD	Professor
Nolan Ashman		MS	Associate Professor
John Jones		PhD	Assistant Professor
*NEW HIRE		PhD	

Spanish

Addison Everett		MA	Associate Professor
Leonor Ceballos		PhD	Assistant Professor

Theatre

Brent Hanson		PhD	Professor
Varlo Davenport		MFA	Associate Professor
Michael Harding		MFA	Assistant Professor
Brent Innes		MFA	Assistant Professor

APPENDIX E: Sample Suggested Course Plan

Integrated Studies – Pre-Major in English Suggested Schedule for Entering Freshmen

YEAR 1					
Fall Semester			Spring Semester		
CIS 1200	Intro to Microcomputers	3	ENGL 2010	Intermediate Writing	3
ENGL 1010	Introduction to Writing	3	ENGL 2600	Critical Intro to Lit	3
ENGL 2400/2500	Am or Brit Lit I	3	Gen Ed	American Institutions	3
INTS 2000	Intro to Integrated Studies	1	Gen Ed	Life Science	3
LIB 1010	Information Literacy	1	Gen Ed	Social Science	3
Electives		4			
YEAR 2					
Fall Semester			Spring Semester		
ENGL 320x	Genre Studies	3	ENGL 2410/2510	Am or Brit Lit II	3
ENGL 3030	Advanced Writing	3	ENGL 321x	Period / Topic Studies	3
Gen Ed	Fine Arts	3	ENGL 3510	Shakespeare	3
Gen Ed	Mathematics	4	Gen Ed	Physical Science	3
Electives		3	Electives		5

Students who complete a pre-major course of study have several options. They may

- elect to receive an associate's degree
- complete a baccalaureate degree in the pre-major area (at DSC or elsewhere)
- choose to complete the remaining courses toward a Bachelor of Integrated Studies degree

APPENDIX F: Consultant Report

Dixie State College
Bachelor of Integrated Studies Degree

Report for Lucille Stoddard, Associate Commissioner of Higher Education, Utah State Board of Regents.

Submitted By: Elaine E. Englehardt, Ph.D.
May 29, 2007

Dixie State College has prepared a proposal for the Utah State Board of Regents for a Bachelor of Integrated Studies Degree. The degree is fashioned after the same model as many successful Integrated Studies Degrees in the US. There are several reasons for the approval of this degree. There are also reasons to hold the degree.

Students in the degree must complete a minimum of 120 credit hours; 40 credits must be upper division. They must take an "integrated core" of five, three-credit courses. The final course is a senior Capstone. Students select two areas of concentration, with at least 21 credits in each area. Twelve upper division credits are required in each area. Students are not guided to finish an AA or AS degree before entering the program; rather they are encouraged to initially make a four-year plan of study including general education courses. This does not restrict students who wish to matriculate into the degree program later in their college career.

Dixie State College has Bachelor Degrees in Biology, Business Administration, Computer and Information Technology, Communication and New Media, Elementary Education, Dental Hygiene, English, Nursing and Criminal Justice (in cooperation with SUU)

In a traditional Integrated Studies degree, departments on campus determine if they will participate by submitting a course of study for students in the emphasis or concentration. The departments determine how to assess if the students have a command of the discipline, particularly through the capstone project. A faculty member from each concentration is assigned to work with the student.

For the Integrated Studies program to function properly at DSC, departments will need to plan in advance the semesters when specific courses will be offered. Demand for the courses is imperative in the successful implementation of the degree. Often low enrollment courses are cancelled. When a low enrolled course is cancelled, students' graduations may be postponed until the course/s can be taught. Without proper planning and assessment of need, students can be harmed by time constraints

DSC is currently experiencing a decline in enrollments. They argue that the Integrated Studies program can help increase enrollments, by allowing more BA/BS options for the students.

It would be helpful if DSC could conduct surveys among current students, and even future students to determine if they would enroll in upper division courses that will lead to a degree in Integrated Studies. Potential areas for this survey could include math, sciences, history, philosophy and political science. The Integrated Studies has the potential of increasing FTE and headcount in some departments. Students seeking an English Concentration would be taking 21 credit hours in English with 12 of those credits as

upper division. The student could then take 21 credits in another current BA/BA program with the same effect.

DSC should also conduct surveys among faculty in departments most likely to participate in the Integrated Studies Program. The departments should give a clear letter of support to the VPAS of their willingness to commit to participation in the program. This should be accompanied with a plan for course offerings, particularly upper division courses for students.

The down side to the IS Degree is that perhaps a student would have filled all 42 credits in the specific department such as English. This now fragments the enrollments for the English Department. When enrollments decrease in a department, the department faces the real threat of reducing the number of faculty needed in the department.

It is hoped that the latter scenario would not be the case at DSC. Administrators and faculty strongly believe that by offering students more options for BA/BS degrees, that the students will remain at DSC all four years, rather than transferring at the two year point.

With enrollment numbers low, students may be assured of more upper division course choices if they are working with two disciplines or concentrations, rather than one. It would be important in the early years of the degree for coordination between departments to ensure that student progress is not impaired by low enrollment courses. Some scholarship students must take 15-16 credit hours per semester to graduate in four years. If they only take 12 or 13 credits, they will graduate in five years, with the fifth year absent a scholarship. Integrated Studies could help this situation if careful departmental planning notifies all students of availability per semester of upper division courses. A four year time-table would help the department and the students.

The integrated core is an important concept of this degree. It is imperative that qualified faculty are released from their department to teach these interdisciplinary courses. It may be that special faculty workshops should be held to ensure the content of the core courses meets with national rigor. Another option would be to offer core courses where faculty strength is already evident at DSC.

General Education is important in the first two years of the degree. Thirty-two credit hours are necessary for any degree at DSC. According to a DSC administrator, "2006-07 the following degrees at our institution did not allow for a single general education, activity, personal interest or athletic elective to count towards their specific degree; business, elementary education, nursing and computer/information technology." This administrator believes that, many students realize they could transfer to another in-state institution and graduate in two years but if they remain at DSC it could take an extra year. "It appears that the school of business now allows for 12 hours of general education electives.

The argument made for the degree is very compelling. Administrative support for the degree is exceptional. It would be interesting to see a survey on faculty and student support of the degree. It is believed that an Integrated Studies Degree at DSC would allow for better recruiting and retention of students.

I support the implementation of an Integrated Studies degree on a provisional basis.

- Departments with existing BA/BS degrees will outline for students the necessary courses and progress to complete the concentration or emphasis within a four year time frame.

- Departments with AA/AS degrees can apply for entrance to the Integrated Studies area. The application should include upper division courses that will be introduced, and the contract faculty members who can teach these courses. I would advise that no more than five upper division courses be approved per year. The department will need to show planning, qualified faculty and demand in order to remain a partner within the Integrated Studies area.
- Enrollments must increase in all majors as a result of the Integrated Studies degree. If enrollments continue to decline, it may be necessary to suspend the degree until a time when enrollments are once again growing.
- Students should have access to three advisors. (Recommended as faculty advisors.) An advisor in each concentration area, and a faculty advisor in the Integrated Studies Degree.
- The integrated core be assessed according to DSC faculty expertise.
- Limit the number of disciplines that can offer the degree until these disciplines show a strength and interest in the major. It would be important to move forward with Behavioral Sciences, and Spanish in particular.
- DSC should pay the three experts listed in the document, to review the degree and report the findings to DSC as well as the Commissioners' office. Each of the experts is well known: Scott Abbott, UVSC; Judith Elsley, WSU; and Carolyn Haynes, Miami University of Ohio. Miami University of Ohio is one of the founders and most successful examples of the Integrated Studies movement in the United States.

I do believe that DSC can implement a successful Integrated Studies program within careful constraints. Existing degrees can not be fragmented by the offerings, rather there should be careful assessment of enrollment increases or decreases once the degree begins. If a department is being harmed, it is recommended that the department not participate in the degree, but rather strengthen their majors first.

Respectfully submitted

Elaine E. Englehardt, Ph.D.
Distinguished Professor of Philosophy
Special Assistant to the President
Utah Valley State College

APPENDIX G: Comparison Chart of Similar Programs in the USHE

	DSC	UVSC	Weber	U of U	USU	SUU
	INTEGRATED STUDIES (proposed)	INTEGRATED STUDIES	INTEGRATED STUDIES (B.I.S.)	UNIVERSITY STUDIES	INTERDISCIPLINARY STUDIES	INTERDISCIPLINARY STUDIES
<i>Core Requirements</i>	<p>INTS 2000 – Introduction to Integrated Studies (2)</p> <p>INTS 3000 – Diversity in American Society (3)</p> <p>INTS 3500 – Ethics and Values (3)</p> <p>INTS 4900 – Capstone Project (3)</p>	<p>ENGL 3030 – Wrtg / Comm Effectively in/across Contexts (*possible exemption) (3)</p> <p>IS 3000 – Introductory Topics in Integrated Studies (3)</p> <p>IS 3500 – Topics in Integrated Studies (3)</p> <p>MATH 1210 – Calculus (5) <i>or</i> MATH 2040 – Principles of Statistics (4) (*BS degree only)</p> <p>PHIL 3000+ (3)</p> <p>PHIL 3000+ (3)</p> <p>IS 4980 – Integrated Studies Capstone I (3)</p> <p>IS 499R – Integrated Studies Capstone II (3)</p>	<p>EDUC 3800 – BIS Capstone and Graduation Preparation (1)</p> <p>EDUC 4800 – BIS Capstone Project (3)</p>	<p>No Core</p> <p>Students design a single, new major from existing course offerings</p>	<p>No Core</p> <p>Students design a major from courses in two disciplines</p>	<p>No Core</p> <p>Students design a composite major consisting of two or three existing majors</p>
<i>Emphasis / Concentration Requirements</i>	<p>Two Concentration Areas</p> <ul style="list-style-type: none"> • 21 credits in each (min.) • 12 upper-division credits in each (min.) 	<p>Two Emphasis Areas</p> <ul style="list-style-type: none"> • 18 credits in each (min.) 	<p>Three Emphasis Areas</p> <ul style="list-style-type: none"> • 18 credits in each (min.) • At least two emphases must offer upper-division courses 	<p>New Major</p> <ul style="list-style-type: none"> • 44 upper-division credits in the major-emphasis area, 16 of which must be 4000-level or above (min.) (min.) • 56 upper-division credits (min.) 	<p>Two Disciplines</p> <ul style="list-style-type: none"> • 15 credits in each (min.) • 21 upper-division credits (min.) 	<p>OPTION 1: Two Disciplines</p> <ul style="list-style-type: none"> • 17 credits in each (min.) <p>OPTION 2: Three Disciplines</p> <ul style="list-style-type: none"> • 17 credits in first (min.) • 10 credits in second (min.) • 7 credits in third (min.)

Appendix H

Integrated Studies Degree

Individual Academic Plan

Name: _____ ID # _____

Local Address: _____

City: _____ State: _____ ZIP Code: _____

Phone: _____ E-mail Address: _____

General Education Requirements

Core Requirement	Credits	Semester / Year	Breadth Requirement	Credits	Semester / Year
English			Life Sciences		
ENGL 1010	3				
ENGL 2010	3		Physical Sciences		
Mathematics					
			Social Sciences		
American Institutions					
			Fine Arts / Communication		
Computer Literacy					
CIS 1200	3		Literature / Humanities		
Information Literacy					
LIB 1010	1		Foreign Language (BA only)		

Integrated Studies Core

Must earn a grade of C or higher in these courses

Course	Credits	Semester / Year	Course	Credits	Semester / Year
INTS 2000	2		INTS 3500	3	
INTS 3000	3		INTS 4900	3	

Concentration Areas

Minimum 21 credits in each Concentration Area (12 upper division)

Area #1:			Area #2:		
Course	Credits	Semester / Year	Course	Credits	Semester / Year

Total Credits: Credits:			U/D	Total Credits: Credits:	

Additional Graduation Requirements

- Must complete a minimum of 120 credits, with a minimum of 40 in upper-division courses
- Cumulative GPA must be at least 2.0

Relevance of Plan to Student's Academic and/or Career Goals

Potential Topic(s) for Capstone Project

At the beginning of the senior year, the student will seek approval from the Capstone Committee

TOPIC

Specific Problems / Issues / Questions to be Addressed

Project Format(s)

Relevant Courses

Course ID	Course Name		Course ID	Course Name

Signatures

_____ Student Date

_____ Integrated Studies Advisor Date

January 9, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Consent Calendar: Academic, Career and Technical Education and Student Success Committee

The following requests have been submitted for consideration by the Regents on the Consent Calendar of the Programs Committee.

A. University of Utah

i. Bachelor of Arts or Bachelor of Science and Master of Public Policy Degree

Request : The University of Utah's College of Social and Behavioral Science requests permission to establish a combined BA/BS/MPP program that enables students to finish a Bachelor of Arts or Science and simultaneously work on a Master of Public Policy (MPP). Only students pursuing undergraduate degrees in Political Science or Economics will be considered for the combined program, recognizing that public policy curriculum builds upon that of Political Science and Economics. The MPP curriculum provides students with analytic and quantitative skills to frame policy issues, deal within their institutional and political contexts, and formulate, implement and evaluate policy. Students acquire a skills set that will launch their careers as policy analysts and leaders in private, non-profit or public organizations.

The combined program is structured such that students can complete both their undergraduate degree and the professional graduate degree in a total of five years. If approved, the combined program would be available beginning Fall Semester 2008.

This is not a request to establish a new degree program. Rather, the combined Bachelor's/Master's Degree Program is designed to enable academically strong students to receive the BA or BS in Economics or Political Science after four years and the MPP one year later.

In order to be considered for the combined program students will apply for admission during the semester in which 90 undergraduate credit hours are completed. Students will follow the regular University of Utah Graduate School application process, fulfilling all requirements for admissions except the posting of an undergraduate degree. Students must also meet current MPP admission standards at the time of application, including completion of the prerequisite courses (introductory statistics, micro economics, and U.S. national government), GRE scores and a minimum 3.5 GPA. Admitted students transition from undergraduate to graduate work during their senior year. Upon completion of all undergraduate

requirements, students will be awarded their respective BA or BS in Economics or Political Science. Students will continue on to fulfill a total of 40 graduate semester hours consisting of MPP courses earning a Master of Public Policy. Students who have had limited exposure to the public policy arena during their time as undergraduates will be encouraged to take an internship course that would count toward fulfilling their graduate elective credit hours. An example of the sequencing of coursework for this program is provided as an attachment to this request.

Need: There are complementary academic and professional elements in the fields of Political Science, Economics, and Public Policy. Thus, students can benefit greatly from enrolling in a combined degree program. By enrolling in such a program, students will be able to earn both degrees in less time and with a lower overall credit requirement than if they were to enroll in each program sequentially.

The purpose of a BA/BS/MPP is to augment students' knowledge of political science and/or economics with valuable training in public policy. The Master of Public Policy curriculum offers students a solid foundation in policy theory, analysis, and evaluation as it prepares them for careers as policy analysts and leaders in private, non-profit or public organizations. Public policy is becoming increasingly challenging and complex. The need is greater than ever to educate and train leaders who can understand, analyze, and evaluate policy issues. Many local and national government and nonprofit organizations have expressed a need for individuals who can not only manage, but also perform analytical work to address policy questions and effectively communicate the analysis to others.

An email survey of current Political Science and Economics undergraduates at The University of Utah conducted in January 2007 revealed that 65 current students expressed interest in learning more about a possible BA/BS/MPP combined program. This high level of interest by students coupled with an expressed need by public sector organizations suggests that the combined program will be successful.

It is expected that admissions to a combined BA/BS/MPP program will be competitive. The University has learned through review of five similar programs around the country that an ideal number of combined program students is typically 2-3 per year. Keeping admissions at this level will ensure competence by students and uphold the integrity of the MPP program.

Institutional Impact: The MPP program admits 8-15 students each fall. It is anticipated that the addition of the BA/BS/MPP option could increase enrollment to 11-18 students each fall. Currently, MPP core classes have modest excess capacity (20-25 students may enroll in a class that has an enrollment cap of 30). Thus, it is not expected that the addition of the BA/BS/MPP option will create a hardship for instructors teaching these classes. There will be no need for new faculty, physical facilities or equipment if the combined degree program is approved. There will be some need for the coordination of academic advising across Political Science, Economics and the Master of Public Policy to insure that students understand the combined degree application process. The MPP program manager will take the lead in this coordination.

Finances: The addition of the BA/BS/MPP option will not impose any new costs on the institution.

ii. Discontinuation of the Medical Biology Degree

Request: The College of Science is requesting the termination of the Medical Biology Degree that is administered by the College. The Medical Biology Degree was originally intended for those students wishing to attend medical or dental school. Candidates for the degree are required to complete 102 semester hours and be admitted to either medical or dental school. The application for graduation is

typically done in the third year after all University requirements, with the exception of upper division credit hours, are fulfilled. After successful completion of the first year of professional school, the student transfers back to the U 20 credit hours, which then satisfies the upper division credit hour requirement and the degree is then conferred.

It is now the case that almost all medical schools and increasingly more dental schools require a BS or BA before admission. The majority of the twenty applicants for the Medical Biology Degree per year are dental students, but there are also applicants wishing to enter medically related professions such as chiropractors, etc. More recently, the College has had requests from students in the Doctor of Pharmacy program, who want to use the degree to obtain an undergraduate degree from the U of U.

Elimination of the degree will steer pre-professional students towards more traditional majors in the sciences. As the Medical Biology students only take classes through their junior year, they typically do not take any science classes numbered 4000 or above. Elimination of the degree will lead to a modest demand in upper division science classes.

Students who are currently declared Medical Biology majors, or who become matriculated students at the University of Utah and declare Medical Biology as their major, will be allowed to graduate under the conditions and requirements of the General Catalog in the year they declare Medical Biology as their major. However, as stated in PPM 9-8 Rev 10, Section 6, in no case may a student select a set of requirements that was in effect more than four years prior to the catalog year in effect at the time of graduation. Therefore, if the Medical Biology Degree is discontinued at the end of the 2007-08 Academic Year, declared Medical Biology majors and those planning to declare Medical Biology as their major will have at most five years to complete the degree. With the assumed 2007-08 date of approval, the catalog life of the degree would expire in 2011-12, after which time this degree will no longer be offered by the University of Utah.

Need: According to Dr. Lynn Powell, Dean of Dental Education at the University of Utah School of Medicine, national trends indicate students applying to dental schools (the population best served by the Medical Biology degree) without bachelor's degrees in hand are at a significant disadvantage in the admissions process. In addition, numbers from the Pre-professional Advising Office indicate that an average of 20 students a year declare the Medical Biology major but only half those students actually graduate; the difference is due to students being denied admission to dental school. This creates a minor retention problem with those who have not been admitted or who have chosen to not accept their offer of admission, as they have few options for completing an alternative undergraduate degree in anything approaching a timely manner.

Eliminating the degree will enable pre-professional advisors at the University of Utah to fulfill their job description more fully, steering students into traditional bachelor's degrees and increasing the likelihood of student success in the dental school admissions process.

There may also be a net retention benefit to the university among this group of students in having them choose traditional majors, because many students now declare themselves Medical Biology majors and are subsequently unsuccessful at obtaining admission to dental school.

Institutional Impact: Institutional impact will be minimal.

Finances: There should be very little or no financial impact to any of the departments in the College.

B. Salt Lake Community College

i. Associate of Applied Science in Medical Laboratory Technician Inactivation

Request: Salt Lake Community College requests the inactivation of the Associate of Applied Science in Medical Laboratory Technician program.

Need: The Medical Laboratory Technician (MLT) AAS program has been a partnership with the University of Utah for over fifteen years. The U of U notified SLCC in February of 2006 of its intent to discontinue its association with the SLCC MLT program due to its need to utilize those MLT laboratory session and clinical rotation slots for its Medical Laboratory Science (Medical Technology) BS program. Survey results along the Wasatch front had projected a growing need for more four-year Medical Technology graduates, thus necessitating the U of U to reevaluate the utilization of its resources in fulfilling its university role.

Institutional Impact: The University of Utah proposed a teach-out schedule allowing all students enrolled by Fall 2006 to complete the MLT program by August of 2007, or August of 2008 for part-time students. Students have been assisted in completing their program; two students who have been deployed to Iraq will be assisted in completing their program upon their return.

Finances: Salt Lake Community College is exploring other potential funding partnerships; if other funding support is acquired and the industry need remains for AAS-level training, the program will be reactivated.

ii. Associate of Applied Science in Architectural Technology/Structural/Civil Design Discontinuance

Request: Salt Lake Community College requests approval to discontinue three Certificate programs in Architectural Technology: Certificate-Architectural Tech/Structural/Civil Design; Certificate – Architectural Tech/Construction; Certificate – Architectural Tech/CAD.

Architectural Technology students will continue to have the following options: completing an Associate degree while pursuing courses in Architectural Technology/Architecture or Architectural Technology/Construction Management; Associate of Applied Science in Architectural Technology; Associate of Applied Science in Architectural Technology/CAD and Computer Graphics Emphasis; and an Associate of Applied Science in Architectural Technology/Construction Management Emphasis.

Need: Only one student has graduated with the AAS in Architectural Tech/Structural Civil Design since its inception. There are no students currently in this AAS degree program.

There are currently no declared students in these three certificate programs of study and there have been none in the past few years. The course work for the certificates is part of other viable programs offered in Architectural Technology.

Institutional Impact: There will be no institutional impact when these programs are discontinued. No courses will be eliminated from the Architectural Technology Department.

Finances: There will be no cost savings or increase to the institution due to the elimination of these offerings.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the institutional requests on the Programs Committee's Consent Calendar.

David L. Buhler, Interim Commissioner

DLB/LS/JMC

January 9, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Proposed Policy R345, Information Technology Resource Security

Issue

Higher education institutions should have policies to secure the private sensitive information of faculty, staff, patients, students, and others affiliated with USHE institutions, and to prevent the loss of information that is critical to the operation of the institutions and USHE.

Background

Higher education institutions make extensive use of sensitive personal information, financial and research data. USHE information technology resources are at risk from potential threats such as human error, accident, system failures, natural disasters, and criminal or malicious action. These circumstances require institutions to give meticulous attention to protecting information technology resources.

Policy Issues

R345, Information Technology Resource Security, provides a framework for institutional policies. It requires each institution to designate an Information Security Officer and suggests an organizational structure to provide for determining what IT resources will be stored, who will have access, what security and privacy risk is acceptable, and what measures will be taken to prevent the loss of information resources.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve the proposed Policy R345, Information Technology Resource Security.

David L. Buhler, Interim Commissioner

DLB/HRE
Attachment

R345, Information Technology Resource Security (DRAFT)

R345-1. Purpose

To provide policy to secure the private sensitive information of faculty, staff, patients, students, and others affiliated with USHE institutions, and to prevent the loss of information that is critical to the operation of the institutions and USHE. USHE Information Technology Resources are at risk from potential threats such as human error, accident, system failures, natural disasters, and criminal or malicious action. Specific institutional policies may be more restrictive depending on the security requirements of the institution.

R345-2. References

2.1. Policy and Procedures [R132](#), Government Records Act and Management Act Guidelines

2.2. Policy and Procedures [R341](#), Computing Systems Programs

2.3. Policy and Procedures [R343](#), Information Management

R345-3. Definitions

3.1. Information Technology Resource (IT Resource) - A resource used for electronic storage, processing or transmitting of any data or information, as well as the data or information itself. This definition includes but is not limited to electronic mail, voice mail, local databases, externally accessed databases, CD-ROM, recorded magnetic media, photographs, digitized information, or microfilm. This also includes any wire, radio, electromagnetic, photo optical, photo electronic or other facility used in transmitting electronic communications, and any computer facilities or related electronic equipment that electronically stores such communications.

3.2. Server - A computer used to provide information and/or services to multiple Users.

3.3. Security - Measures taken to reduce the risk of (a) unauthorized access to IT Resources, via either logical, physical, managerial, or social engineering means; and/or (b) damage to or loss of IT Resources through any type of disaster, including cases where a violation of security or a disaster occurs despite preventative measures.

3.4. IT Resource Steward - The individual who has policy level responsibility for determining what IT Resources will be stored, who will have access, what security and privacy risk is acceptable, and what measures will be taken to prevent the loss of Information Resources.

3.5. IT Resource Custodian - The organization or individual who implements the policy defined by the IT Resource Steward and has responsibility for IT systems that store, process or transmit IT resources.

3.6. IT Resource Administrator - Institutional staff that, under the direction of the IT Resource Steward and with operational instructions from the IT Resource Custodian, have day-to-day operational responsibility for data capture, maintenance and dissemination.

3.7. User - Any person, including faculty members, staff members, students, patients and anyone else such as contractors, consultants, interns, and temporary employees, who accesses and uses institutional IT Resources.

3.8. Private Sensitive Information - Private information retained by or accessible through IT Resources such as networks and/or computers, including any information that identifies or describes an individual (Information Owner), including but not limited to, his or her name, Social Security number, medical history, and financial matters. Access to such data is governed by state and federal laws, both in terms of protection of the data, and requirements for disclosing the data to the individual to whom it pertains.

3.8.1. Private Sensitive Information does not include “public information” as defined by the Utah Government Records Access and Management Act (GRAMA), or in the case of student records, “directory information” as defined by the Family Education Rights and Privacy Act (FERPA).

3.9. Critical IT Resource - An IT Resource which is required for the continuing operation of the institution and/or its colleges and departments, including any IT Resource which, if it fails to function correctly and/or on schedule, could result in a major failure of mission-critical business functions, a significant loss of funds, or a significant liability or other legal exposure. For example, General Ledger monthly financial reporting may be considered non-Critical IT Resources by the institution, but financial reporting at fiscal year-end may be considered a Critical IT Resource.

3.10. Disaster - Any event or occurrence that prevents the normal operation of a Critical IT Resource(s).

3.11. Disaster Recovery Plan - A written plan including provisions for implementing and running Critical IT Resources at an alternate site or provisions for equivalent alternate processing (possibly manual) in the event of a disaster.

3.12. Unauthorized Access to IT Resources - Access to Private Sensitive Information or Critical IT Resources by a User(s) that does not need access to perform his/her job duties.

3.13. Information Security Officer (ISO) - The Information Security Officer is responsible for the development and maintenance of security strategy for the institution's IT Resource systems and for the resolution of campus IT security incidents.

3.14. Incident Response Team - Directed by the ISO and made up of campus personnel, the Incident Response Team is responsible for immediate response to any breach of security. The Incident Response Team is also responsible for determining and disseminating remedies and preventative measures that develop as a result of responding to and resolving security breaches.

3.15. Acceptable Use Policy – Defines User conduct for appropriate use of the Institution’s IT Resources.

R345-4. Policy

4.1. Protecting Private Sensitive Information on Institution or Departmental IT Resources - Each institution and its colleges, departments, and divisions, must take measures to protect Private Sensitive Information that is stored, processed or transmitted using IT Resources under their

control. These measures should be taken as needed and reviewed at regular intervals using best practices designated by the campus ISO.

4.1.1. Reasonable and appropriate security procedures must be designed to prevent unauthorized individuals or organizations from accessing IT Resources which store, process, or transmit Private Sensitive Information.

4.1.2. Security procedures must be designed for IT Resources that do not store, process or transmit Private Sensitive Information if access to such IT Resources provides the possibility of a breach of security.

4.2. Preventing the Loss of Critical Institution or Departmental IT Resources - At regular intervals using best practices designated by ISO, each institution and its colleges, departments, and divisions, must take measures to identify and prevent the loss of Critical IT Resources that are under their control, and to include Critical IT Resources in college, department or division Disaster Recovery Plans.

4.2.1. Reasonable and appropriate security procedures must be implemented to ensure the availability of institution or departmental Critical IT Resources.

4.3. Protecting Private Sensitive Information on Users' (Faculty, Staff, Students) IT Resources - Users of IT Resources must not knowingly retain on personal computers, servers, or other computing devices, Private Sensitive Information, such as Social Security Numbers, financial information including credit card numbers and bank information, or protected health information, including health records and medical information, except under the following conditions:

4.3.1. The User must have such Private Sensitive Information to perform duties that are necessary to conduct the business of the institution;

4.3.2. The Dean, Department Chair, or Vice President must have granted permission to the User; and

4.3.3. The User must take reasonable precautions to secure the Private Sensitive Information that resides on his/her personal computer or other computing device, e.g., implement an encryption method to protect documents that contain sensitive information.

4.3.4. Permission is not required to retain student grades, letters of recommendation, RPT documents, patentable research findings, etc., that are used regularly in the performance of faculty and staff duties. However, if a computer containing such data is readily accessible to unauthorized individuals, the User must take reasonable precautions to secure the data.

4.4. Preventing the Loss of Critical IT Resources on Users' (Faculty, Staff, Students) IT Resources - A User must take reasonable precautions to reduce the risk of loss of Critical IT Resources that reside on his/her personal computer or other computing device, i.e., at regular intervals backup critical documents on CDs or other media, or back up documents to a storage device or system which is administered by the User's IT Systems Administrator.

4.5. Identification of Private Sensitive Information and Critical IT Resources - If uncertain whether or not an IT Resource contains Private Sensitive Information or is a Critical IT Resource,

a User must seek direction from the IT Resource Steward, the IT Resource Custodian, the campus HIPAA Privacy Office, or the institution's Information Security Officer.

4.6. Reporting of Security Breaches - All suspected or actual security breaches of institutional or departmental systems must immediately be reported to the institution's Information Security Officer. IT Systems Administrators should report security incidents to the IT Resource Steward and IT Resource Custodian for their respective organization. If the compromised system contains personal or financial information (e.g. credit card information, social security, etc.), the organization must report the event to the institution's legal office.

4.6.1. If Private Sensitive Information has been accessed or compromised by unauthorized persons or organizations:

4.6.1.1. The IT Resource Steward or User who is responsible for the information must consult with the vice president, dean, department head, supervisor, ISO and the legal office to assess the level of threat and/or liability posed to the institution and to those whose Private Sensitive Information was accessed.

4.6.1.2. Individuals whose Private Sensitive Information was accessed or compromised will be notified and referred to ISO for instructions regarding measures to be taken to protect themselves from identity theft.

4.7. Reporting Loss of Critical IT Resource - If Critical IT Resources are lost, the Data Steward or User must notify those individuals and organizations that are affected by the loss of the resource.

4.8. Physical Security - Users are responsible for assuring that all electronic information, hard copy information, and hardware devices in their possession are physically protected in accordance with their classification level at all times. Users must assure that the security controls for each work area are followed and that access restrictions, sensitive data handling procedures, and the security plan for each area are adhered to.

4.9. Destruction or "Wiping" of Electronic Media - Departments and Users shall destroy private and sensitive information as well as other personal or financial information in a campus IT Resource or on personal computers, servers, or other campus computing devices, when such information is no longer needed to conduct the business of the institution, using established institutional procedures.

R345-5. Roles and Responsibilities

5.1. Institutional Information Security Officer (ISO) - The ISO reports directly to a senior institutional administrator. The ISO is responsible for the coordination, review and approval of procedures used to provide the requisite security for Private Sensitive Information or Critical IT Resources. The ISO is responsible for coordinating compliance with this policy and shall:

5.1.1. Develop and maintain security policies, plans, procedures, strategies, architectures, best practices, and minimum requirements.

5.1.2. Educate and provide assistance in complying with this policy to IT Resource Stewards, IT Resource Custodians, IT Resource Administrators, and Users. Provide guidelines consistent with

institutional policies, consultation, and assistance to campus departments and individuals regarding the proper use of computer workstations, servers, applications, group networks and other IT Resources.

5.1.3. Implement and enforce baseline perimeter security practices endorsed for institutions by federal, state, and local government agencies, and national organizations such as Educause, the SANS Institute, and the National Institute of Standards and Technology.

5.1.4. Monitor and analyze campus network traffic information to ensure compliance with institutional security and acceptable use policies, and evaluate, identify, and resolve security vulnerabilities, breaches and threats to the institution's IT Resources.

5.1.5. Conduct security audits as requested by campus departments. Conduct security audits periodically to confirm compliance with this policy.

5.1.6. Direct the campus Incident Response Team, incident response activities, and incident resolution at institutional, departmental, and individual levels. Take appropriate and reasonable remedial action to resolve security incidents.

5.1.7. Assist institutional or third party auditors in the analysis of campus IT Resources to further ensure policy compliance.

5.1.8. Monitor compliance with security policies and procedures and report compliance violations to the relevant cognizant authority.

5.2. IT Resource Custodian - IT Resource Custodians (Computer Services and other IT Resources related work units or individuals) are charged with the responsibility of managing and maintaining the campus backbone network and other IT systems and resources and, as related to their security roles and responsibilities, shall:

5.2.1. Monitor the campus network traffic flows, primarily for the purpose of network maintenance and optimization.

5.2.2. Inform the Information Security Officer of traffic patterns, which pursuant to best practices, procedures and standards, may indicate a potential or actual threat to the network backbone and campus IT Resources.

5.2.3. Apply security policy and procedures to campus network devices as directed by the ISO.

5.3. Incident Response Team - Under the direction of the Information Security Officer, the Incident Response Team is responsible for immediate response to any breach of security. The Incident Response Team is also responsible for determining and disseminating remedies and preventative measures that develop as a result of responding to and resolving security breaches.

5.4. IT Resource Steward - The IT Resource Steward is designated by the cognizant authority of the relevant group or work unit, is familiar with data issues, laws and regulations, and shall:

5.4.1. Determine the purpose and function of the IT Resource.

5.4.2. Determine the level of security required based on the sensitivity of the IT Resource.

5.4.3. Determine the level of criticality of an IT Resource.

5.4.4. Determine accessibility rights to IT Resources.

5.4.5. Determine the appropriate method for providing business continuity for Critical IT Resources (e.g., performing Service Continuity at an alternate site, performing equivalent manual procedures, etc.).

5.4.6. Specify adequate data retention, in accordance with the institution's policies, and state and federal laws for IT Resources consisting of applications or data.

5.4.7. Monitor and analyze network traffic and system log information for the purpose of evaluating, identifying and resolving security breaches and/or threats to the IT Resources of the organization for which they have responsibility.

5.4.8. An IT Resource Steward in a work unit, which lacks the professional IT staff or expertise to accomplish items 5.4.1 through 5.4.7, or to fulfill the responsibilities of the IT Resource Administrators, may request assistance from the Information Security Officer.

5.5. IT Resource Administrator - The IT Resource Administrator(s) is responsible for the performance of security functions and procedures as directed by the IT Resource Steward, implementing and administering the security of IT Resources in accordance with institutional and industry best practices and standards.

R345-6. Sanctions and Remedies

6.1. Emergency Action by the ISO - The ISO may discontinue service to any User who violates this policy or other IT policies when continuation of such service threatens the security (including integrity, privacy and availability) of the institution's IT Resources. The ISO may discontinue service to any network segment or networked device if the continued operation of such segments or devices threatens the security of the institution's IT Resources. The ISO will notify the IT Resource Steward or his/her designee to assist in the resolution of non-compliance issues before service(s) are discontinued, unless non-compliance is causing a direct and imminent threat to the institution's IT Resources.

6.2. Emergency Action by the IT Resource Steward - The IT Resource Steward may discontinue service or request that the ISO discontinue service to network segments, network devices, or Users under his or her jurisdiction, which are not in compliance with this policy. IT Resource Stewards will notify or request that the ISO notify affected individuals to assist in the resolution of non-compliance issues before service(s) are discontinued, unless non-compliance is causing a direct and imminent threat to the institution's IT Resources.

6.3. Restoration of Access - A User's access may be restored as soon as the direct and imminent security threat has been remedied.

6.4. Revocation of Access - USHE institutions shall reserve the right to revoke access to any IT Resource for any User who violates the institution's policy, or for any other business reasons in conformance with applicable institutional policies.

6.5. Disciplinary Action - Violation of the institution's policy may result in disciplinary action,

including termination of employment. Staff members may appeal revocation of access to IT Resources or disciplinary actions taken against them pursuant to institutional policy.

(Proposed for January 18, 2008.)

January 9, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Salt Lake Community College – Campus Master Plan

Regent policy requires approval of campus master plans every two years. Salt Lake Community College regularly updates its campus master plan and seeks approval during the January 2008 meeting of the Board.

Salt Lake Community College's campus master plan addresses future campus sites, building locations, campus capacity, and vehicle/pedestrian circulation. College officials will be present with additional information and will respond to questions from the Board.

Commissioner's Recommendation

The Commissioner recommends the Board approve the Salt Lake Community College campus master plan.

David L. Buhler, Interim Commissioner

DLB/MHS/MDV

January 9, 2008

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
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) **University of Utah and Utah State University – 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 Strawberry Properties Duchesne County, Utah, Lot 33, Section 33, Township 3 South, Range 8 West (Parcel ID #: 00-0017-1904). The property was gifted to the University for the benefit of the University's Crimson Club.
- 3) **USHE – Annual Report, Commissioner's Discretionary Account (Attachment 3).** Board Policy R548, Institutional Discretionary Funds Administration and Accountability, requires Regents to review the 2006-07 report of Commissioner's Office discretionary funds, as well as the 2007-08 budget for those funds. This report will subsequently be audited by internal audit staff. Discretionary funds are available for expenditure or transfer at the discretion of the president (or commissioner) of each institution. The sources of discretionary funds are investment income and unrestricted gifts and grants.

In the Commissioner's Office the discretionary funds are viewed as an important element of the reserve account to be used principally for important priorities that cannot be funded from other sources or for emergencies that may arise. Therefore, there has been limited use of the discretionary account, except for such items as employee awards and recognitions, food and beverage for some occasions, and acknowledgement of certain events involving Regents, Trustees, and Presidents. The discretionary account is an appropriate source of funds for these kinds of expenditures.

4) USHE – Proposed Revisions to Policy R561, *Accounting and Financial Controls* (Attachment 4). Information security concerns require a minor revision to Policy R561. While Boards of Trustees are authorized to establish and maintain bank accounts as necessary for the operation of their institutions, it is no longer prudent to make bank account numbers and authorized signatures available in the annual financial reports. Accordingly, policy section 3.3.5 is recommended for deletion.

David L. Buhler, Interim Commissioner

DLB/MHS/BRF/NGM/MDV
Attachments

January 9, 2007

MEMORANDUM

TO: Jerry Atkin

FROM: Mark H. 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.

UTAH SYSTEM OF HIGHER EDUCATION
2008-09 BUDGET REQUEST
FORM S-6

Date: 05-Jan-08

Initials: N8

Page 1

SOURCES AND APPLICATIONS OF INSTITUTIONAL DISCRETIONARY FUNDS

INSTITUTION: Board of Regents

Enter data in green cells only

		2006-07 Actual (1)	2007-08 Budget (2)	2008-09 Estimate (3)	Period of Obligation (4)
I. SOURCES OF INSTITUTIONAL DISCRETIONARY FUNDS					
A.	Carry Forward	\$83,115	\$99,638	\$94,638	
B.	Current Funds Interest	\$21,533	\$20,000	\$20,000	
C.	Unrestricted Gifts and Grants	\$0	\$0		
D.	TOTAL AVAILABLE (A+B+C)	\$104,648	\$119,638	\$114,638	
II. EXPENDITURES BY CATEGORY AND PROJECT					
J.	Other Education and General Current Operating Support*				
(1)	Miscellaneous Expenditures	\$5,010	\$25,000	\$20,000	
(2)					
(3)					
(4)					
(5)					
(6)					
(7)					
(8)					
(9)					
(10)	SUBTOTAL	\$5,010	\$25,000	\$20,000	
*Other Category should not include single listings of over \$50,000 in value.					
IV.	GRAND TOTAL	\$5,010	\$25,000	\$20,000	
V.	CARRY FORWARD (I-D. Less IV)	\$99,638	\$94,638	\$94,638	

R561, Accounting and Financial Controls

R561-1. Purpose

To provide for standardized accounting records and procedures in the Utah System of Higher Education.

R561-2. References

- 2.1. Utah Code [§53B-6-102](#) (Standardized Systems Prescribed by the Board)
- 2.2. Utah Code [§53B-7-101](#) (Financial Affairs)
- 2.3. Policy and Procedures [R120](#), Bylaws of the State Board of Regents
- 2.4. Report "Internal Controls - Integrated Framework" of the Committee of Sponsoring Organizations of the Treadway Commission
- 2.5. Statement No. 34 of the Governmental Accounting Standards Board
- 2.6. Statement No. 35 of the Governmental Accounting Standards Board
- 2.7. State of Utah Accounting Policies and Procedures Manual (FIACCT)
- 2.8. National Association of College and University Business Officers (NACUBO) Advisory Report 2000-8 "Footnote Requirement When Public Higher Education Institutions Report Natural Classifications on Their Statement of Revenues, Expenses, and Changes in Net Assets"

R561-3. Policy

3.1. Annual Financial Reports of Member Institutions to be Issued in Accordance with Generally Accepted Accounting Principles for Colleges and Universities - Each member institution shall issue an annual financial report for each fiscal year, in accordance with generally accepted accounting principles for colleges and universities and such annual reports shall be filed with the Office of the Commissioner for the use of the Board and its staff upon publication.

3.1.1. Fixed Asset Accounting Conventions - To preserve financial statement comparability in reporting fixed assets, institutions will calculate depreciation using the straight line method and adopt the following guidelines related to capitalization, useful lives, and residual values. An institution may deviate from these guidelines upon showing contravening federal or state regulations, likely adverse audit determinations, or other exceptional circumstances.

3.1.1.1. Equipment - Capitalization limits for equipment are as follows: \$5,000 for University of Utah, Utah State University, Weber State University, Utah Valley State College and Salt Lake Community College; \$3,000 for Southern Utah University and Dixie State College; \$1,000 for Snow College and College of Eastern Utah. The determination of useful lives for equipment shall be as reflected in the State of Utah Standard Useful Life Table (FIACCT 09-09.01). Residual values will be determined by each institution on a case by case basis.

3.1.1.2. Land - All land shall be capitalized and not depreciated.

3.1.1.3. Buildings - Capitalization limits for buildings are as follows: \$50,000 for University of Utah, Utah State University, Weber State University, Utah Valley State College and Salt Lake Community College; \$20,000 for Southern Utah University, Snow College, Dixie State College and College of Eastern Utah. Buildings are

determined to have a 40-year useful life at the time initial construction is completed. Residual values will be determined by each institution on a case by case basis.

3.1.1.4. Building Improvements - Capitalization limits for building improvements are as follows: \$50,000 for University of Utah, Utah State University, Weber State University, Utah Valley State College and Salt Lake Community College; \$20,000 for Southern Utah University, Snow College, Dixie State College and College of Eastern Utah. When an improvement extends the useful life of a building, the building and the improvement shall be determined to have a remaining useful life equal to the length of time which the improvement extends the building's useful life. When an improvement does not extend the useful life of a building, the useful life of the improvement shall be determined to be the remaining useful life of the building. Residual values will be determined by each institution on a case by case basis.

3.1.1.5. Infrastructure - Capitalization limits for infrastructure items are as follows: \$50,000 for University of Utah, Utah State University, Weber State University, Utah Valley State College and Salt Lake Community College; \$20,000 for Southern Utah University, Snow College, Dixie State College and College of Eastern Utah. The determination of useful lives for infrastructure items shall be as reflected in the State of Utah Standard Useful Life Table (FIACCT 09-09.01). Residual values will be determined by each institution on a case by case basis.

3.1.1.6. Land Improvements - Capitalization limits for land improvements are as follows: \$50,000 for University of Utah, Utah State University, Weber State University, Utah Valley State College and Salt Lake Community College; \$20,000 for Southern Utah University, Snow College, Dixie State College and College of Eastern Utah. The determination of useful lives for land improvements shall be as reflected in the State of Utah Standard Useful Life Table (FIACCT 09-09.01). Residual values will be determined by each institution on a case by case basis.

3.1.1.7. Library Books - All library books shall be capitalized. The useful life of all books shall be determined to be 20 years. Residual values will be determined by each institution on a case by case basis.

3.1.1.8. Works of Art - Capitalization limits for Works of Art are as follows: \$5,000 for University of Utah, Utah State University, Weber State University, Utah Valley State College and Salt Lake Community College; \$2,000 for Southern Utah University, Snow College, Dixie State College and College of Eastern Utah. Pieces classified as inexhaustible works of art shall not be depreciated. Useful lives for other works of art shall be determined by each institution on a case by case basis. Residual values for other works of art will be determined by each institution on a case by case basis.

3.1.2. Reporting Expenditures in the Financial Statements - To preserve financial statement comparability, institutions will report expenditures as follows:

3.1.2.1. Use natural classifications on the Statement of Revenues, Expenditures and Changes in Net Assets (as illustrated in GASB 35 presentation of Basic Financial Statements for Public Institution Engaged Only in Business Type Activities), and

3.1.2.2. Present both natural and functional classifications in a footnote to the financial statements consistent with the format specified in the NACUBO Advisory Report 2000-8.

3.2. Certification of Financial and Other Documents - Financial and other documents requiring official certification by officers of the Board shall be subject to the following procedures:

3.2.1. Board authorization or approval for certification of such documents shall first be obtained, ordinarily at a regular Board meeting.

3.2.2. The necessary documents shall then be certified in writing (a) as to the above approval and (b) as to their accuracy and consistency with the Board authorization, by the President of the institution concerned, or by the Office of the Commissioner of Higher Education, or both.

3.2.3. The documents thus certified and submitted may then be taken directly to the officer or officers of the Board concerned for any required signatures.

3.2.4. The Commissioner of Higher Education and the Associate Commissioner for Finance and Facilities are hereby authorized to sign for either the Secretary or the Treasurer of the Board in the event of the unavailability of either the Secretary or the Treasurer.

3.2.5. The Associate Commissioner for Finance and Facilities is hereby appointed Treasurer of the Board, under Section 3.2.3. of R120, Bylaws of the State Board of Regents, and shall serve in such capacity subject to the recommendation of the Commissioner of Higher Education to, and action by, the Board.

3.3. Accounting and Operating Controls - The Board authorizes each President and institutional Board of Trustees to establish and maintain a system of internal accounting and operating controls for their institution. This system of internal controls shall incorporate the principles and objectives specified by the Committee of Sponsoring Organizations of the Treadway Commission report "Internal Control - Integrated Framework." In addition, the Board recommends the following:

3.3.1. That institutional Boards of Trustees authorize the President and Chief Financial Officer, or Chief Financial Officer and Controller, to establish imprest bank accounts for such purposes as they deem necessary for efficient operation of their institution and authorize appropriate signatures for same.

3.3.2. That institutional Boards of Trustees authorize all bank accounts and approve all signatures except as provided in recommendation 3.3.1.

3.3.3. That the Controller or Treasurer at each institution maintain an up-to-date record of all bank accounts and authorized signatures.

3.3.4. That from time to time there should be a review of cash on hand and cash receipts and internal examiners shall undertake an examination of cash disbursements, accounts payable, and purchasing.

~~**3.3.5.** That the annual financial reports, as of June 30 each year, shall include a record of the bank accounts and authorized signatures at each institution.~~

(Adopted March 23, 1971, amended April 27, 1971, Sep. 25, 1973, Sep. 2, 1999, April 20, 2001 and May 31, 2002.)

January 9, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – Annual Report of Institutional and System Bonded Indebtedness

Background

Annually the Board of Regents requests an update of outstanding bond obligations within the Utah System of Higher Education.

Issue

Utah Code 53B-21 provides the Regents with the authority to issue negotiable revenue bonds for the purpose of “acquisition, purchase, construction, improvement, remodeling, adding to, extending, furnishing, or equipping of more than one building” (Section 101). Bonds are secured by institutional income and revenues, including (but not limited to) student fees, land grant interest, and profits from proprietary activities. Bonds may be issued in multiple series with multiple call dates, at the discretion of the Regents. Section 110 of the chapter allows the Regents to issue refunding bonds, although the Regents generally use the more flexible parameters of the Utah Refunding Act (UCA 27-11). While revenue bonds require legislative approval, refunding bonds may be issued at the discretion of the Board of Regents.

Current federal regulations permit a tax-exempt bond to be refunded one time (advanced refunding) unless the refunding issue is within 90 days of the call date on the refunded bonds (current refunding). Tax-exempt bonds may be refunded with taxable bonds. Bonds (with callable and non-callable maturities) may also be defeased at any time through a total cash defeasance escrow, although this is a rare occurrence.

College and university bonds are not counted as an official “debt of the state” (53B-21-102), but some bond covenants carry a “moral obligation” pledge stating that the Board of Regents will, in the case of potential default, formally request financial assistance from the Governor and Legislature. The Regents have never needed to exercise such a clause.

Commissioner’s Recommendation

Information Only.

David L. Buhler, Interim Commissioner

DLB/MHS/BRF/NGM
Attachments

State of Utah, Board of Regents
Colleges and Universities
Bond Obligations
as of 06/30/2007

College or University	Original Amount	Series	Purpose	Maturity Month	Final Maturity Date	Moral Obligation	Outstanding as of June 30, 2007
University of Utah⁽¹⁾	11,140,000	1987A	Aux & Campu Fac Sys Ref Rev	October 1	2014	No	1,490,000
	52,590,000	1997A	Aux & Campu Fac Sys Rev (variable)	April 1	2027	Yes	12,000,000
	25,020,000	1998A	Hospital Rev	August 1	2013	No	6,457,349
	120,240,000	1998A	Aux & Campu Fac Sys Ref Rev	April 1	2016	Yes	56,234,102
	5,975,000	1999A	Aux & Campu Fac Sys Rev	April 1	2014	Yes	3,404,618
	17,585,000	2000A	Research Facilities Rev and Ref	June 30	2020	No	2,245,519
	2,755,000	2001	Aux & Campu Fac Sys Rev	April 1	2021	No	2,205,935
	9,685,000	2004A	Research Facilities Rev	April 1	2019	No	8,108,083
	5,515,000	2005A	Research Facilities Rev (Moran Eye Center)	April 1	2025	No	5,270,586
	20,130,000	2005B	Research Facilities Rev Ref	April 1	2020	No	18,159,991
	30,480,000	2005A	Hospital Rev Ref	August 1	2018	?	31,436,853
	42,955,000	2005A	Aux & Campu Fac Rev Ref	April 1	2021	?	42,942,820
	77,145,000	2006A	Hospital Rev Ref	August 1	2032	?	82,227,692
	20,240,000	2006B	Hospital Rev	August 1	2032	?	20,240,000
	10,000,000	2007A	Research Rev	April 1	2022	?	10,000,000
	42,450,000	2007	Certificates of Participation	December 1	2027	?	42,677,861
							<u>345,101,409</u>
Utah State University⁽¹⁾	500,000	1999	Roosevelt Campus	July 1	2020	No	374,000
	15,010,000	1999A	Student Fee & Housing Sys Ref Rev	December 1	2014	Yes	12,215,000
	23,735,000	2002A	Research and Ref Rev	December 1	2017	Yes	20,630,000
	705,000	2003A	Research Revenue Bonds	December 1	2015	No	521,000
	11,065,000	2004A	Student Building Fee Ref Rev	April 1	2026	Yes	10,245,000
	39,155,000	2007	Student Fee & Housing Sys Rev	April 1	2035	Yes	39,155,000
							<u>83,140,000</u>
Weber State University⁽¹⁾	5,050,000	1998A	Student Facilities Sys Ref Ref	April 1	2010	Yes	2,630,000
	12,280,000	2001A	Student Facilities Sys Rev	April 1	2012	Yes	1,375,000
	22,810,000	2005	Student Facilities Sys Rev	April 1	2032	Yes	22,810,000
	10,155,000	2007	Student Facilities Sys Ref Ref	April 1	2031	Yes	10,155,000
							<u>36,970,000</u>
Southern Utah University⁽¹⁾	4,540,000	2002A	Student Building Fee/Refunding Rev	May 1	2014	Yes	3,795,000
	10,060,000	2003	Student Building Fee/Refunding Rev	May 1	2023	Yes	8,760,000
	975,000	2005	Pav/Sta Fac Exp Student Building Fee Rev	Jun 1	2014	Yes	769,670
							<u>13,324,670</u>
Snow College⁽¹⁾	2,500,000	2002	Richfield Events Center Rev	April 1	2020	Yes	<u>1,603,170</u>
Dixie College⁽¹⁾	2,815,000	1998	Auxiliary Sys Rev Ref	May 1	2010	Yes	840,000
	6,475,000	1999A	Lease Rev Ref	May 1	2023	Yes	450,000
	1,500,000	2002	Auxiliary Sys Rev	May 1	2021	Yes	1,500,000
	1,420,000	2006	Auxiliary Sys Rev	May 1	2026	Yes	1,420,000
	4,845,000	2006	Lease Rev Ref	May 1	2023	Yes	4,790,000
							<u>9,000,000</u>
College of Eastern Utah⁽¹⁾							<u>0</u>
Utah Valley State College⁽¹⁾	11,020,000	2004A	Student Center Building Fee/Unified Sys Rev Ref	November 1	2020	Yes	8,650,000
	4,035,000	2004B	Student Center Building Fee/Unified Sys Rev Ref Taxable	November 1	2011	Yes	2,240,000
	3,900,000	2004A	MBA Utah County/Lease Rev	November 1	2019	No	3,540,000
	2,600,000	2004B	MBA Utah County/Lease Rev Taxable	November 1	2014	No	1,965,000
							<u>16,395,000</u>
Salt Lake Community College⁽¹⁾	6,600,000	1998	Aux Sys & Student Fee Rev Ref	June 1	2012	Yes	4,415,000
	5,890,000	2001	Aux Sys & Student Fee Rev Ref	June 1	2016	Yes	5,590,000
							<u>10,005,000</u>
Total outstanding bonds.....							515,539,249
Total outstanding bonds with Moral Obligation support.....							235,676,560
Total outstanding bonds without Moral Obligation support.....							279,862,689
							<u>515,539,249</u>

⁽¹⁾ Institution reviewed and approved this item prior to publication

State of Utah, Board of Regents
Colleges and Universities
Bond Obligations
as of 06/30/2006

College or University	Original Amount	Series	Purpose	Maturity Month	Final Maturity Date	Moral Obligation	Outstanding as of June 30, 2006
University of Utah⁽¹⁾	11,140,000	1987A	Aux & Campu Fac Sys Ref Rev	October 1	2014	No	\$ 1,490,000
	24,615,000	1997	Hospital Rev Ref	August 1	2006	No	3,405,000
	52,590,000	1997A	Aux & Campu Fac Sys Rev (variable)	April 1	2027	Yes	13,000,000
	25,020,000	1998	Hospital Rev	August 1	2013	No	6,235,000
	120,240,000	1998A	Aux & Campu Fac Sys Ref Rev	April 1	2016	Yes	57,625,000
	5,975,000	1999A	Aux & Campu Fac Sys Rev	April 1	2014	Yes	3,835,000
	17,585,000	2000A	Research Facilities Rev and Ref	June 30	2020	No	3,005,000
	26,670,000	2001	Hospital Rev	August 1	2022	No	11,350,000
	2,755,000	2001	Aux & Campu Fac Sys Rev	April 1	2021	No	2,345,000
	9,685,000	2004A	Research Facilities Rev	April 1	2019	No	8,600,000
	5,515,000	2005A	Research Facilities Rev (Moran Eye Center)	April 1	2025	No	5,350,000
	20,130,000	2005B	Research Facilities Rev Ref	April 1	2020	No	20,000,000
	30,480,000	2005	Hospital Rev Ref	August 1	2018		30,480,000
	42,955,000	2005	Aux & Campu Fac Rev Ref	April 1	2021		42,570,000
							<u>\$ 209,290,000</u>
Utah State University⁽¹⁾	500,000	1999	Roosevelt Campus	July 1	2020	No	396,000
	15,010,000	1999A	Student Fee & Housing Sys Ref Rev	December 1	2014	Yes	13,450,000
	23,735,000	2002A	Research and Ref Rev	December 1	2017	Yes	22,075,000
	705,000	2003A	Research Revenue Bonds	December 1	2015	No	569,000
	11,065,000	2004A	Student Building Fee Ref Rev	April 1	2026	Yes	10,245,000
	805,000	2004B	Student Building Fee Rev Taxable	April 1	2007	Yes	275,000
	40,470,000	2004	Student Fee & Housing Sys Rev	April 1	2035	Yes	40,470,000
							<u>\$ 87,480,000</u>
Weber State University⁽¹⁾	3,665,000	1997A	Student Facilities Sys Ref Ref	April 1	2007	Yes	\$ 440,000
	5,050,000	1998A	Student Facilities Sys Ref Ref	April 1	2010	Yes	2,945,000
	12,280,000	2001A	Student Facilities Sys Rev	April 1	2031	Yes	11,410,000
	22,810,000	2005	Student Facilities Sys Rev	April 1	2032	Yes	22,810,000
							<u>\$ 37,605,000</u>
Southern Utah University⁽¹⁾	4,540,000	2002A	Student Building Fee/Refunding Rev	May 1	2014	Yes	4,265,000
	10,060,000	2003	Student Building Fee/Refunding Rev	May 1	2023	Yes	8,810,000
	975,000	2005	Pav/Sta Fac Exp Student Building Fee Rev	Jun 1	2014	Yes	868,710
							<u>\$ 13,943,710</u>
Snow College⁽¹⁾	2,500,000	2002	Richfield Events Center Rev	Sept 1	2019	Yes	\$ 1,746,019
Dixie College⁽¹⁾	2,815,000	1998	Auxiliary Sys Rev Ref	May 1	2010	Yes	\$ 1,095,000
	6,475,000	1999A	Lease Rev Ref	May 1	2023	Yes	660,000
	1,500,000	2002	Auxiliary Sys Rev	May 1	2021	Yes	1,500,000
	1,420,000	2006	Auxiliary Sys Rev	May 1	2026	Yes	1,420,000
	4,845,000	2006	Lease Rev Ref	May 1	2023	Yes	4,845,000
							<u>\$ 9,520,000</u>
College of Eastern Utah⁽¹⁾	\$ 1,250,000	1996A	Student Sys Rev Ref	July 1	2021	No	<u>\$ 970,000</u>
Utah Valley State College⁽¹⁾	11,020,000	2004A	Student Center Building Fee/Unified Sys Rev Ref	November 1	2020	Yes	\$ 9,430,000
	4,035,000	2004B	Student Center Building Fee/Unified Sys Rev Ref Taxable	November 1	2011	Yes	2,855,000
	3,900,000	2004A	MBA Utah County/Lease Rev	November 1	2019	No	3,725,000
	2,600,000	2004B	MBA Utah County/Lease Rev Taxable	November 1	2014	No	2,175,000
							<u>\$ 18,185,000</u>
Salt Lake Community College⁽¹⁾	6,600,000	1998	Aux Sys & Student Fee Rev Ref	June 1	2012	Yes	5,185,000
	5,890,000	2001	Aux Sys & Student Fee Rev Ref	June 1	2016	Yes	5,640,000
							<u>\$ 10,825,000</u>
Total outstanding bonds.....							<u><u>\$ 389,564,729</u></u>
Total outstanding bonds with Moral Obligation support.....							<u><u>\$ 246,899,729</u></u>
Total outstanding bonds without Moral Obligation support.....							<u><u>\$ 142,665,000</u></u>
							<u><u>\$ 389,564,729</u></u>

⁽¹⁾ Institution reviewed and approved this item prior to publication

January 9, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – Report of the Audit Review Subcommittee

2007 Work Plan

The Audit Review Subcommittee had four areas of focus during 2007. The first area of focus was strengthening financial reporting at the College of Eastern Utah. Commissioner's staff members spent considerable time, during early 2007, training CEU personnel so that CEU could close FY 2005 and FY 2006, and be prepared to close FY 2007. The Commissioner arranged for and partially funded the services of a public accounting firm to assist CEU staff. Although CEU's difficulties were related to Banner reporting, the fundamental problem was limited experience and expertise in basic accounting, including preparation of financial statements. CEU staff have completed closing financial statements for FY05 and FY06. Fiscal year 2007 should be closed later this month.

A second area of focus was follow-up and "lessons learned" regarding a significant theft by a cashier at Snow College. Commissioner's staff has developed and will present a template for a minimum standard of separation of duties for a business office. A draft of this template will be hand-carried to the January 18 meeting.

A third area of focus was establishing a system resource team which could perform an IT Network Security Assessment for each institution. Assessments have been completed for seven of ten institutions. These assessments have been very useful in suggesting ways that institutions can fortify networks against intrusion and disruption. The assessment team found several issues common to many of the institutions. Several institutions lacked a written policy regarding the use of sensitive data. The team recommended network configuration changes for several institutions. The team found several instances of inadequate protection of wireless access.

A fourth area of focus was developing a legislative appropriations request to augment the internal staff function within USHE institutions. This request is included on the Regent-approved USHE appropriations request to the 2008 Legislature.

2007 Institutional Annual Reports

Regent policy R565 calls for Trustee Audit Committees to provide an annual report to the Regent Audit Review Subcommittee. The Regent committee conducted interviews with trustee audit chairs in January 2007 to review their work during 2006.

The Regent committee will meet on January 17, 2008, with trustee committees to receive the reports for 2007. Audit Review Subcommittee chair Nolan Karras will provide an oral report regarding these interviews at the January 18 Regent meeting.

Commissioner's Recommendation

This agenda item is provided for information only. No action needed.

DLB/MHS

David L. Buhler, Interim Commissioner

January 9, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – Report of Auxiliary Funds

Background

The Board of Regents requests an annual update of auxiliary operations within the Utah System of Higher Education (USHE).

Issue

Auxiliary enterprises are business activities, or other support activities (as distinguished from primary programs of instruction, research, and public service, and from organized activities and intercollegiate athletics). According to SBR Policy R550, the primary purpose is to provide specified services to students, faculty, staff, or guests of the institution. All housing, food service, and college store activities in any institution are to be classified and managed as auxiliary enterprises. Other activities which serve primarily individuals (as distinguished from internal departments of the institution) and operate on an essentially self-supporting basis may also be classified and managed as auxiliary enterprises.

Annually USHE institutions provide reports of auxiliary enterprise activity. This information has been consolidated by OCHE staff for the purpose of Regent review. Auxiliary operations are examined by independent auditors during the annual financial statement audits.

Commissioner's Recommendation

Information Only.

David L. Buhler, Interim Commissioner

DLB/MHS/BRF
Attachment

January 9, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – "Impact of Technology" Briefing

Computing and the Internet are invaluable tools that serve faculty and students by providing broad access to educational information in all formats. Information from anywhere in the world can be delivered to a faculty and student desktop or laptop. These tools have improved the breadth, diversity, and quality of education and research. They have also improved the efficiency and convenience of business and academic service processes.

For instance, computing and the Internet have also provided a global delivery system where *anyone* can share and receive information. Students and faculty can use powerful search engines to find educational information and courses for virtually any subject. The quantity and quality of competitors that can provide on-line courses, learning objects, library materials, and certificate and degree programs has increased dramatically in recent years. It causes one to ask questions such as: If, in the future, many of the services provided by the Utah System of Higher Education may be delivered by competitors, possibly at a low cost and high quality, how will Utah's colleges and universities alter their strategies to compete? Should the added capability and competition empowered by computing and the Internet be considered a disruptive threat, or do these technologies provide a grand opportunity to improve the accessibility, quality, efficiency, and accountability of institutions within the Utah System of Higher Education?

Technologies offer a tremendous opportunity to improve higher education. At the meeting, Chief Information Officer, Steve Hess, will provide a presentation and lead a discussion on the impact of technology on higher education and the various policy and planning implications.

Commissioner's Recommendation

Information Item only. No action is needed.

David L. Buhler, Interim Commissioner

DLB/MHS/SH

January 9, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – Actions of Regents' Executive Committee – Follow-up Report

This memorandum reports action taken by the Executive Committee of the State Board of Regents at public meetings held on December 17, 2007 and December 21, 2007. On December 17, 2007, the Executive Committee authorized Utah Valley State College to purchase parcels of property contiguous to the Orem campus.

On December 21, 2007, the Executive Committee approved a resolution to amend 1988 and 1993 Student Loan Master Indentures. The amendments are needed to implement new temporary maximum auction rates.

Commissioner's Recommendation

This is presented as information only.

David L. Buhler, Interim Commissioner

DLB/MHS
Attachment

January 9, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: UHEAA - Update on Student Loan Bonds and Current Market Conditions

Recent instability in the credit markets has led to significant fluctuations in interest rates on auction rate bonds like those issued by the State Board of Regents, particularly tax exempt bonds. As a result, there is concern that the Maximum Auction Rates (MAR) established more than 10 years ago, may not be sufficient to attract investors to these bonds. As a temporary measure, broker-dealers around the country have worked with clients, insurers, and the rating agencies to permit a waiver of the MAR through the end of January 2008. Virtually all issuers have taken similar action to temporarily increase the MAR.

At its meeting on December 18, 2007, the Student Finance Subcommittee voted unanimously to recommend Board of Regents adoption of an approving resolution to temporarily increase the MAR through January 31, 2008 on the Board's two outstanding student loan master indentures. On December 21, 2007, the Executive Committee of the Board of Regents unanimously approved an approving resolution to implement this change.

UHEAA staff will continue to closely monitor the auction rate markets and, in consultation with underwriters, bond counsel, and Assistant Attorney General Tom Anderson, will determine what, if any, further action may be needed by the Board of Regents at the end of January. If action is needed, this will require a meeting of the Executive Committee on behalf of the full Board of Regents at the end of January.

Commissioner's Recommendation

This report is for information only. No action is required by the Board of Regents.

David L. Buhler, Interim Commissioner

DLB/DAF/ROD

January 10, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Institutional Reports on Campus Programs and Initiatives Related to Minority and Disadvantaged Students—Information Item

At the December 2006 regular meeting, the Regents approved, with some modifications, the prioritized recommendations of the USHE Task Force on Minority and Disadvantaged Students. These recommendations provide a framework for future programs that should be funded and implemented to improve the preparation, participation, and completion rates of minority and disadvantaged students in USHE institutions.

In addition, recognizing that USHE institutions are already addressing this issue through a variety of campus programs, the Strategic Planning and Communications Committee has asked for reports from USHE institutions on such programs so that it can be better informed about effective strategies currently underway. This month the Committee will hear reports from the College of Eastern Utah and Snow College.

Commissioner's Recommendation

This item is for information only and requires no action.

David L. Buhler, Interim Commissioner

DLB:dsd
Attachment

Minority Programs at the College of Eastern Utah - A Report to the Utah Board of Regents

January 2008

The College of Eastern Utah (CEU) serves a geographically and culturally diverse region of Utah. The College has traditionally had, if not the highest, one of the highest percentages of ethnically diverse students of any school in the Utah System of Higher Education. This is largely due to the unique mission of our San Juan Campus that provides educational programming for the “4 Corners” area and its large Native American population. The San Juan campus in particular has developed a culture that focuses on minority students with special emphasis on Native Americans.

Fall Semester 2007, CEU had a total of 2100 students enrolled – 1549 at the Price campus, and 551 at the San Juan campus in Blanding. The breakdown by racial groups is detailed in the table below.

Excluding “Other” and “Unspecified” categories, minorities comprise 20.8% of CEU’s student population.

College of Eastern Utah Enrollment by Race (Fall Semester 2007)

Race	Price Campus		San Juan Campus		Institution Totals	
	Number	%	Number	%	Number	%
American Indian or Alaskan Native	15	1	317	58	332	15.8
Asian or Pacific Islander	17	1	0	0	17	0.8
Black, Non-Hispanic	9	1	0	0	9	0.4
Hispanic	65	4	10	2	75	3.6
Native Hawaiian or Pacific Islander	2	0	0	0	2	0.1
Non-Resident Alien	2	0	0	0	2	0.1
Other	14	1	1	0	15	0.7
Unspecified	73	5	11	2	84	4.0
White Non-Hispanic	1352	87	211	38	1563	74.5
Totals	1549	100	551	100	2100	100

CEU does not have a dedicated director of minority/multicultural programs. The administration of such rests primarily with Student Services offices on both campuses. Though understaffed, Student Services staff and faculty do an exceptional job in recruiting and supporting minority students. Both campuses

participate in several important programs that reach out to minority students and potential students. Highlights of important programs are listed below.

Minority Program Activities

Both campuses have **Student Support Services** and **Upward Bound** grants. These federally funded programs focus on reaching out to high school students that are considered “at risk” of not moving ahead to a post-secondary experience or not being successful should they choose to enroll in college. The grants focus on individuals from Carbon, Emery, Grand, and San Juan counties that would be 1st generation college students, come from low income families, or have disabilities and promote experiences that help the transition from high school to college.

Upward Bound

San Juan Campus - Upward Bound (UB) provides approximately 50 participants with a college experience on the CEU-SJC campus in the month of June. The students live in the dorms and eat in the cafeteria. Some of these students are enrolled in two college courses taught by CEU-SJC faculty with the remaining students enrolled in high school classes. All students participate in individual tutoring as well as group sessions. Many evening activities are held under the direction of the UB counselors. Some of the activities include basketball, volleyball, baseball, swimming, movies and service projects. Many of the participants in the UB program are Native Americans from the southern end of San Juan School District. Two thirds of the participants in the UB program are Native American while the remaining one third is comprised of Non-Hispanic White and Hispanic.

Price Campus - The Price Upward Bound (UB) grant started Fall of 2007. Currently there are 55 high school students in the program from Carbon, Emery, and Grand counties. Approximately 50% of the participants are minority students with 25% with English as their second language. Activities include weekly tutoring programs at the high schools, monthly Saturday workshops for parents and students, and a 6 week on-campus program being planned for summer 2008.

Student Support Services

Student Support Services (SSS) focuses on supporting students from the same demographic groups as the Upward Bound program, however, rather than working with high school students, it supports students currently enrolled in CEU.

San Juan Campus – Last year, the San Juan Campus sponsored seven noon forums that involved 388 students and staff that addressed the following multicultural issues: traditional and modern medical resources; federal, state, and tribal governments; history and consequences of uranium mining on public and tribal lands; drug and alcohol dangers among

Native American youth; anglo and native perspectives of Veteran's Day; multicultural celebrations of the holidays; native languages in the southwest and their origins.

Price Campus – There are currently have 131 total students in the program, of which 19 are minorities (about 15%). The program aids students by providing private tutoring, workshops on college success skills, financial aid, academic and transfer advising, career counseling, etc. Students also have opportunities to participate in a variety of cultural awareness activities such concerts and theatrical productions.

In addition, both campuses have multicultural student clubs that provide support and social experiences for minority students. The efforts of these clubs and other volunteer efforts help students feel engaged and included.

Other San Juan Campus Activities

Summer Experience

Summer Experience is a seven-week program designed to provide students with the opportunity to take college level courses that are accompanied with a variety of field experiences and trips. During Summer Experience students typically take 12-15 credit hours, at least 9 hours of which applies to their general education requirements. Activities and field trips are designed to accompany these courses and to enhance the in-class experiences. For instance, during the 2007 Summer Experience students took Music and Astronomy classes and attended an opera in Logan and the Lowell Observatory in Flagstaff. In addition, many activities are planned to take advantage of the geologic, ecologic, and archeological resources of the Four Corners Area.

The program is open to anyone who would like to participate; however, it is typically taken by high school students. In addition, college students that are participating in Title III Learning Communities often enroll in order to help them keep on track for their college studies. This program is a wonderful recruiting tool because it introduces students to the college itself and the instructors at the college. The program is limited to 20 students; 5-6 are typical Native American students.

TITLE III Grant

The San Juan Campus of CEU was originally created as a grass root effort to enhance quality educational services to residents of a remote area characterized by poverty, rural isolation, lack of access to postsecondary education, first-generation college, poor academic preparation, and limited English proficiency. CEU-SJC created three outreach centers which have, in fact, greatly

increased access for residents of rural communities. Extensive investments have been made in distance education technology, interactive curriculum, and faculty development to further enhance the quality and quantity of instructional programming in the outlying communities. Mandatory testing, placement, and a new Developmental English as a Second Language curriculum, tutoring along, and an adult education partnership, have been implemented to help students raise their academic skills. These programs have led to increased enrollment, improving GPAs, increased graduation/completion rates, and increased number of transfer students to four- year institutions. Seventy-nine percent of participants have been Native Americans.

Other Price Campus Activities

Gear Up

CEU received a Federal Gear Up Grant running from 2005-2011. The program is designed to reach out to high school students and direct them towards college. The program focuses on high school students from Carbon and Emery counties that are 1st generation college students, come from low income families, or have disabilities. Minority students are typically over represented in these categories. CEU staff conduct in-school tutoring at Carbon and Green River high schools, parent-student workshops that focus of helping students and their parents understand what needs to be done to prepare for a successful college experience, recruitment activities including tours of CEU and other Utah colleges, week-long summer camps dedicated to college preparation, etc. Currently 31 of 130 participants are minorities.

The Future

The College of Eastern Utah is serious in its commitment to providing access and quality education to minority students. Though much remains to be done, we have made great strides in serving Native American students. We recognize that more efforts need to be directed towards to other minorities in our service areas, especially the Hispanic community. Hispanic students make up only 3.6% of our enrollment this academic year compared to 7.4% in the general population of Southeastern Utah. We look forward to assisting a greater number of this important segment of our population.

January 10, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah Valley State College Mission Implementation—Information Item

At its December 2007 regular meeting, the Board of Regents approved a new mission statement for Utah Valley State College (soon to become Utah Valley University), which states in part: "UVU builds on a foundation of substantive scholarly and creative work to foster engaged learning." This focus on engaged learning is an exciting new approach to higher education that has positive implications for all USHE institutions. President Sederburg will be presenting UVU's plan to implement this new mission and how it connects with the Regents' plans to increase preparation, participation, and completion.

President Sederburg will lead a discussion on the following topics:

- The history and evolution of UVU's mission focus on engaged learning.
- The role of a regional university in promoting service and engagement.
- The creation and role of UVU's new Center for Engaged Learning.
- The Carnegie Foundation's election classification for Community Engagement.
- UVU's present and planned initiatives designed to promote engaged learning and service, including the in-progress partnership with the Office of the Commissioner, Utah Campus Compact, and the Alpine and Provo School Districts to implement Utah Scholars and increase both the diversity and academic preparation of UVU's future student body.

Given our desire to continually highlight and expand the significant contributions USHE institutions make to the state, approaches which focus on "community leadership and strong relationships that extend the university into the workplace and the region" are essential to the Board's strategic planning.

Commissioner's Recommendation

This item is for information only and requires no action.

David L. Buhler, Interim Commissioner

DLB:dsd
Attachment



CREATING THE FUTURE YOU

Effective July 1, 2008, Utah Valley State College will change its name to Utah Valley University. With this transition comes the opportunity to define the mission, roles, and core values of UVU, which are based upon the same principles that have guided this institution since its inception in 1941 and that will continue to guide it into the future.



+ WHAT IS OUR 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 life-long learners and leaders, serve as stewards of a globally interdependent community.

HOW WILL WE ACCOMPLISH OUR MISSION?

We begin by emphasizing engaged learning in everything we do. In an effort to create engaged learning through community, the Center for Engaged Learning was developed. The Center has been given the charge to collaborate with UVSC's academic community as well as student affairs to help create opportunities for service and engagement within the region.

WHAT IS THE ROLE OF A REGIONAL STATE UNIVERSITY?

- Provide quality academic learning opportunities for students through 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.
- Provide access to higher education and offers a broad range of opportunities from developmental education through honors programs.
- Provide 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.
- Promote economic and cultural development to contribute to the quality of life of the region and state.
- Foster 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.
- Provide cultural experiences that enrich the community and offer significant and varied opportunities for continuous learning.

WHAT ARE OUR CORE VALUES?



LEARNING AND SCHOLARSHIP: UVU values preparing intellectually resilient graduates for a future of continuous and cross-disciplinary learning. UVU encourages its 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 our 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.

THE CENTER FOR ENGAGED LEARNING

Our goal is to create “communities of engaged learners connected in meaningful ways to the world we live in while developing students of strong character and ethics.” – *President William A. Sederburg, Spring 2007*

REMEMBER THE THREE P’S:

- PEOPLE
- PLACE
- PROFESSION

PEOPLE OF INTEGRITY

Some examples include: Ethics, leadership, student development, personal identity

STEWARDS OF PLACE

Some examples include: Outreach, service learning, partnerships, cultural outreach, economic development, regional and global engagement

PROFESSIONALLY COMPETENT

Some examples include: Exceptional instruction, faculty/staff current in their fields, internships, mentoring, advising, talent force development



Based on Teaching, Scholarship and Creative Work

■ The UVU Center for Engaged Learning (CEL) promotes opportunities for students, faculty, and staff to participate in the Communities of Engaged Learning Initiative, which consists of all forms of instruction, appropriate research, and interaction with the regional community.

■ CEL fosters student cohorts for engaged learning and promotes the active involvement of students in the implementation, practice and demonstration of actions and activities that develop professional competence, community stewardship (local, regional and global) and personal integrity.

■ The CEL is charged with overseeing grants that support the initiative. Specifically, \$400,000 annually has been set aside to fund faculty and staff grants (approximately \$2,500 per faculty/staff per year) that will support the focus on People, Place and Profession.

For a CEL grant application visit our website at: www.uvsc.edu/engage

WHAT ARE THE CARNEGIE PERSPECTIVES?

“It’s easier to move a cemetery than to change a curriculum.”

– Woodrow Wilson, SOURCE: Carnegie Perspectives, July 2007

The Carnegie Foundation’s elective classification for Community Engagement affirms that a university or college has institutionalized Community Engagement in its identity, culture, and commitments. It also affirms that the practices of community engagement are aligned with institution’s identity and form an integral component of the institutional culture. Those practices may be focused in curricular engagement, outreach and partnerships, or both.

COMMUNITY ENGAGEMENT describes the collaboration between institutions of higher education and their larger communities for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

CURRICULAR ENGAGEMENT describes the teaching, learning and scholarship that engages faculty, students, and community in mutually beneficial and respectful collaboration. Their interactions address community identified needs, deepen students’ civic and academic learning, enhance community well-being, and enrich the scholarship of the institution.

SOURCE: Carnegie Foundation



“A NEW CARNEGIE CLASSIFICATION ARRIVES”

Institutions will not be able to just state that they are committed to community engagement, but will have to provide concrete evidence. Among other things, they will need to describe teaching, learning and scholarship that both benefit the college and the local community. They will also need to provide examples and data on the depth of participation in various outreach efforts.

SOURCE: “Inside Higher Ed, News”, April 4, 2006



UVU'S INITIATIVE TO BE AN ENGAGED UNIVERSITY IS PART OF A NATIONAL MOVEMENT

Cover Story

Beyond rankings: A new way to look for a college

NSSE offers families an alternative way to think about school quality

By Mary Beth Marklein USA TODAY



When Michael Turchy sought a job with the state of North Carolina straight out of college in 2001, his interviewer seemed surprised that he had already published research on wetlands.

"I had direct experience others didn't have," says Turchy, environmental supervisor for the transportation department and a graduate of Western Carolina University in Cullowhee, N.C. "I could tell he was a little impressed."

A leg up in the job market is just one way students can benefit when they work closely with faculty, sometimes side-by-side in research. And the degree to which faculty work with students is the kind of thing prospective students might want to look for when they consider where to apply for college.

Problem is, that kind of information hasn't typically been available to the public in a meaningful way.

The National Survey of Student Engagement wants to change that. While many popular college guides focus on things like SAT scores of incoming freshmen, or a college's party-school reputation, NSSE (pronounced

"nessie") seeks to gauge the quality of an undergraduate education by looking at how actively involved students are with their studies, professors and the campus community. Decades of research show that the more engaged students are, the more likely they are to learn.

Colleges appear to welcome such information. Since its 2000 debut, NSSE has surveyed nearly 1,200 schools at least once, and it has spawned similar surveys for law schools, community colleges and other populations.

Most colleges keep results confidential, using their data as an internal assessment tool. But this year, for the first time, NSSE is encouraging participating schools to make their scores publicly available.

USA TODAY, in partnership with NSSE, is publishing this guide in print and online to how NSSE can help prospective college students and parents find a school that fits their needs. More than 250 schools have agreed to disclose their scores.



WHAT IS THE EMPHASIS ON ENGAGED LEARNING?

- Enhance teaching and learning through relevant curricula.
- Expand research and scholarship opportunities for faculty/staff and students.
- Provide learning activities that optimize student service and constructive impact upon the community.
- Prepare engaged citizens who are knowledgeable about the issues affecting their generation and their community.
- Increase awareness and solutions to important societal issues.
- Deeper commitment and contributions to the public good.
- Strengthened civic responsibility and active engagement in civic affairs.

“Our highest priority in all of this is to connect the professional interests of our students with issues facing their generation and their community, and to connect the campus with the broader community.” – William A. Sederburg, Spring 2007

WHAT ARE THE BUILDING BLOCKS?

BUDGET	10 million for University status
POLICIES	
ATHLETICS	Division I Status
GRADUATE PROGRAMS	Three Future Graduate Degrees (Education, Nursing, & Business)
FACILITIES	State of the art digital library
ACADEMIC PROGRAMMING	30 new 4-year degrees
FACULTY/STAFF	Recruit and hire those committed to engaged learning
STUDENTS	Recruit and retain students with high ethics and integrity



HOW WILL ENGAGED LEARNING HELP UTAH?

UVU Department	Project	Geographical Area
Computer/Networking Science	Linux hotspots in local businesses	Orem/Provo
Languages	Advance Business Language in Portugese	Orem/Provo
Biology	Natural History Excursion	Green River
Athletics	Wrestling Clinics	Utah County
Multicultural Center	Hispanic Youth Role Models	Utah County
Accounting	Independence High School	Provo
Theater	Utah War Tour Production	Utah/Wyoming/Nevada/Idaho
Earth Science	Wasatch Fault	Payson
Behavioral Science	The SOS Community Service Project	Michigan
Business Management	Transformational Learning	Provo/Orem
Languages	Helping Victims of the Peru Earthquake	Orem/Provo/Peru
College Success	Kiwanis Club Project	Orem/Provo
Multicultural Center	Hula Project	Utah/Hawaii
Nursing	Taiwan Healthcare	Utah County/Taiwan
English	Helping Girl Scouts Receive Math Badge	Provo/Orem
Music	Film Composition Internships	Provo/Orem/California
CAL	Jr. High Leadership	Utah County
Multicultural Center	Native American Students	Utah County



CEL | Success.

Film Composition Internships at James Newton Howard Studio

NEED/PROBLEM: Students interested in Film Composition and related fields have a difficult time gaining practical experience and training. Most colleges and universities do not offer specific courses in Film Composition. Updating the rapidly changing technology is impractical for most schools.

SOLUTION: Provide an Engaged Learning Opportunity.

In August 2007, James Newton Howard Studio, one of the most respected film composition studios in Hollywood, was approached by Dr. David Fullmer (Assistant Professor, Music Department, Conductor of the UVSC Symphony Orchestra, UVSC Jazz Ensemble, and UVSC Percussion Ensemble) about establishing an internship with UVSC. JNH Studio responded by inviting several UVSC students to Southern California October 9-14. During that time the students attended the live recording session of a studio orchestra scoring Howard's latest film "I Am Legend" starring Will Smith. These students also toured the JNH Studio in Santa Monica to observe and work with the composer's assistants. It is hoped that UVSC might establish an ongoing relationship with JNH Studio. The CEL Grant (\$2,500) helped to offset the trip costs for the six students and two faculty members.

CEL | Success.

Study of Prehistoric Earthquakes on the Wasatch Fault near Payson, Utah

NEED/PROBLEM: The Wasatch fault runs right through the heavily populated Wasatch Front urban corridor. Although there have been no large historic earthquakes on the Wasatch fault, geologic studies indicate that it is capable of producing earthquakes of about magnitude 7, and that such earthquakes occur about every 350 years. Analyses of trenches dug across the Wasatch Fault are needed in order to better anticipate sizes and potential damage from future earthquakes on the fault.

SOLUTION: Provide an Engaged Learning Opportunity.

Dr. Daniel Horns, Department of Earth Science has conducted a trenching study on a section of the fault near Spring Lake, just south of Payson. This work, which is being conducted in a manner identical to professional fault studies, has already involved more than a dozen students in two different classes and has given our program and students better visibility among the community of professional geologist in Utah. The work will be presented by students at two regional meetings (the Utah Confer-

ence on Undergraduate Research and a regional meeting of the Geological Society of America) and one international meeting (a meeting of the Association of Environmental and Engineering Geologists).



Students Mallory Palmer, Dawn McShinsky, and Don Bagshaw study earthquake-related features in the fault trench.

CEL | Success.

UVU Faculty and Students Serves Independence High

NEED/PROBLEM: Independence High School in the Provo School District, is an alternative public high school servicing “at risk” students. Students come from all backgrounds and struggle with mainstream education. Independence High School does not have the financial means and resources to implement technology that is needed in today’s classroom.

SOLUTION: Provide an Engaged Learning Opportunity.

The partnership with UVSC (UVU) is the best thing that could happen to the accounting program at Independence High School. The students are really excited for the days that Steve Teeter comes to class. He brings lots of excitement, lots of great materials, written grants to help the learning environment, and most importantly, he brings all of his accounting teaching experience. He shares this experience freely and helps me, the accounting teacher at Independence High School, with his openness and willingness to share. Steve also helps me to explain

difficult concepts to the students, in a way they will understand. With Steve’s help I really believe that we can reach the students at Independence High School. I hope to continue this partnership in the future and help prepare our students for success in their lives.



Sincerely,
Sarah B. Lloyd
Principal



Through the game Monopoly and other non-traditional methods, students from Independence High School get excited about accounting, thanks to UVU Faculty & Students.

CEL | Success.

The Latinos Unidos Mentoring Program

NEED/PROBLEM: The Latinos Unidos Mentoring Program provides Hispanic UVSC students the opportunity to give back to their community. This is accomplished through (1) dynamic classroom/assembly presentations that inspire and motivate students to attend college and be proud of their heritage, (2) service projects in the Latino (a) community, (3) booth presentations at parent/teacher conferences, and (4) Tutoring/Mentoring.

SOLUTION: Provide an Engaged Learning Opportunity.

We will target schools in five school districts (Nebo, Provo, Alpine, Wasatch and Summit) as well as select schools outside of our target area who have a high population of Latino students. The objectives of this program are to:

- : Develop mentoring relationships between Hispanic students at UVU and local high schools.
- : Engage Hispanic parents and students in college access process.
- : Provide a service-learning opportunity for existing UVU Hispanic students to develop skills as they make presentations. These skills include: public speaking, leadership, communication, mentoring, etc.
- : Assist students (K-12) in their understanding of core subjects through tutoring.
- : Increase enrollment and retention of Hispanic students at UVU.

We have made two visits already (speaking to 120 participants total) and have multiple visits scheduled each week for the rest of the school year. We currently have 40-50 Latinos Unidos Mentors who are volunteering their time to inspire the Latino youth in our community.

Administrators are excited about our partnership. The mentors have loved their experiences and have told me that this is the type of thing they want to do throughout their college experience at UVSC.

Thank you CEL for the opportunity to engage our Latino students with our community.

Kyle Reyes
Hispanic/Latino Outreach Coordinator
Utah Valley State College



Hispanic UVSC students listen to a classroom presentations that inspire and motivate students to attend college and be proud of their heritage,

Our goal is to create “communities of engaged learners
connected in meaningful ways to the world we live in
while developing students of strong character and ethics.”

– President William A. Sederburg, Spring 2007



January 10, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Measuring Utah Higher Education Report—Information Item

At the November 2006 regular meeting, the Regents approved the reformatting of the annual report published by the Office of the Commissioner titled *Measuring Utah Higher Education*. We felt that, in order for the Office of the Commissioner and the Regents to advance the Strategic Directions, and ensure consistency between the messaging campaign (encouraging better student preparation, greater participation in higher education, and more completion of degrees) and System priorities, the report should be redesigned and reframed so that it clearly focuses on the critical higher education policy issues facing Utah. The redesign approved by the Regents tracks data specifically related to preparation, participation, and completion, so that the report can be used as a reliable measure of progress toward achieving specific System goals.

Following the Regents' approval of the new format, the redesigned report was published and distributed for the first time in 2007. This will therefore be the second year that we have prepared the report with the revised format; we plan to have the report printed and distributed to legislators, the Office of the Governor, and other policymakers and stakeholders in February 2008.

A copy of the 2008 report will be distributed at the meeting on January 18 for your review and reference in the coming year.

Commissioner's Recommendation

This item is for information only and requires no action.

David L. Buhler
Commissioner of Higher Education

DLB:dsd



UTAH SYSTEM OF HIGHER EDUCATION

Building a Stronger State of MindsSM

Measuring Utah Higher Education Annual Report
2008

Published by the Office of the Commissioner of Higher Education
January 2008



Utah's effort to grow its economy and improve the quality of life for its citizens, increasingly depends on quality education. The education level of Utah's citizens has a direct positive impact on personal income levels, health, civic participation, and overall happiness. Furthermore, educational attainment of Utahns expands the state's tax base and sustainable economic growth. While it is imperative that every person graduate from high school, it is increasingly important for Utahns to obtain higher education. In order to sustain a family and compete in the workforce, individuals must attain some level of postsecondary education: a skill certificate, an associate's degree, a bachelor's degree or beyond.

The State Board of Regents and the Utah System of Higher Education (ten public colleges and universities) are committed to helping Utah and its families by "building a stronger state of minds." A stronger state of minds will result from a three-pronged, focused strategy to improve college preparation, participation, and completion. This strategy provides the framework for our mission, goals, operating budget, and communications.

This document addresses each component of this strategy and its key indicators. The indicators will help state decision makers, education leaders and the public to understand higher education's successes, challenges, and areas that may require additional attention. In order for Utah citizens and communities to succeed in the future, parents, educators, employers, businesses, government leaders, religious leaders and community groups all must raise expectations. It is our hope that this report will help frame such expectations.

David L. Buhler
Interim Commissioner of Higher Education

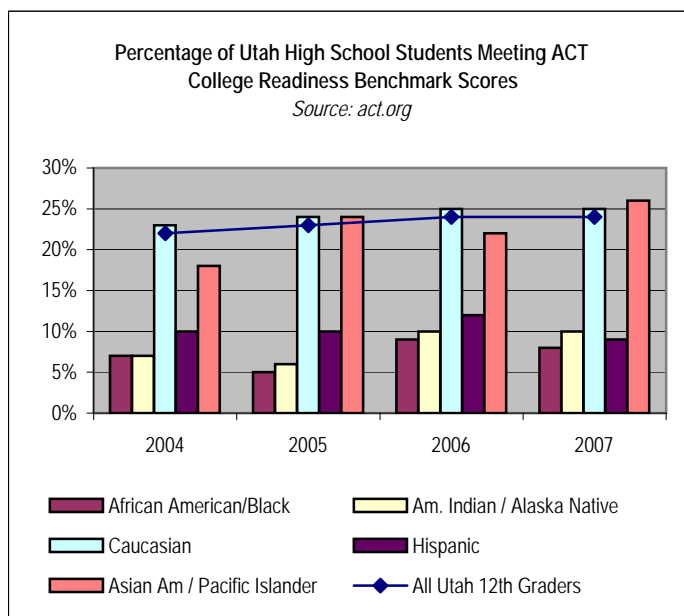
Preparation

The State Board of Regents wants to encourage more Utahns to be prepared to enter college directly from high school. The following two measurements provide the state of Utah a look at how well its students are prepared to enter college.

Percentage of High School Students Meeting ACT College Readiness Benchmarks

The overall percentage of Utah 12th graders meeting all four ACT benchmark scores for college readiness has increased 2 percent since 2004 and remained constant from 2006 to 2007 at 24 percent.

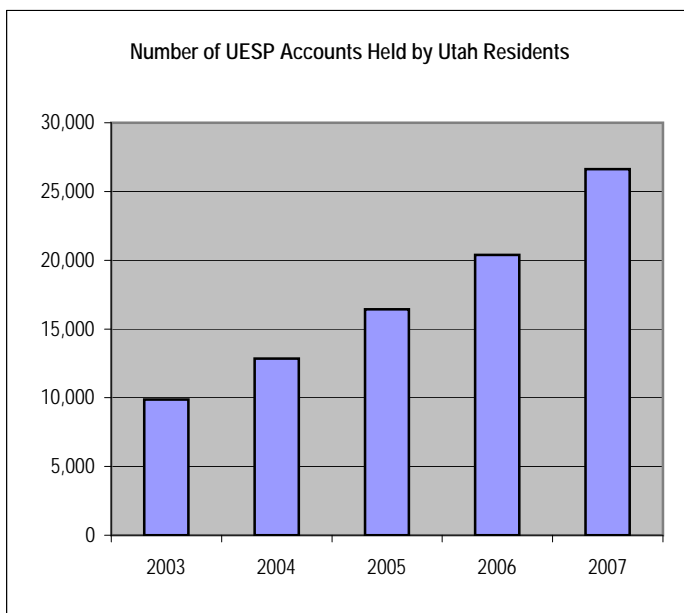
ACT, which scores subject knowledge on a scale of 1-36, has established College Readiness Benchmark scores in the areas of English (18), Math (22), Reading (21), and Science (24). A benchmark score is the minimum score needed to indicate a 50 percent chance of obtaining a B or higher, or about a 75 percent chance of obtaining a C or higher, in the corresponding college-level classes in English Composition, Algebra, Social Science and Biology.



Number of Utah Families with a Utah Educational Savings Plan Account (529 Plan)

The number of Utah residents holding a UESP account has increased by 16,740 accounts since 2003 and increased 6,235 accounts from 2006 to 2007.

In addition to academic preparedness, the State Board of Regents wants to encourage financial preparedness for college. One of the best ways to save for college is to set up and invest in a UESP account (Utah's 529 College Savings Plan).



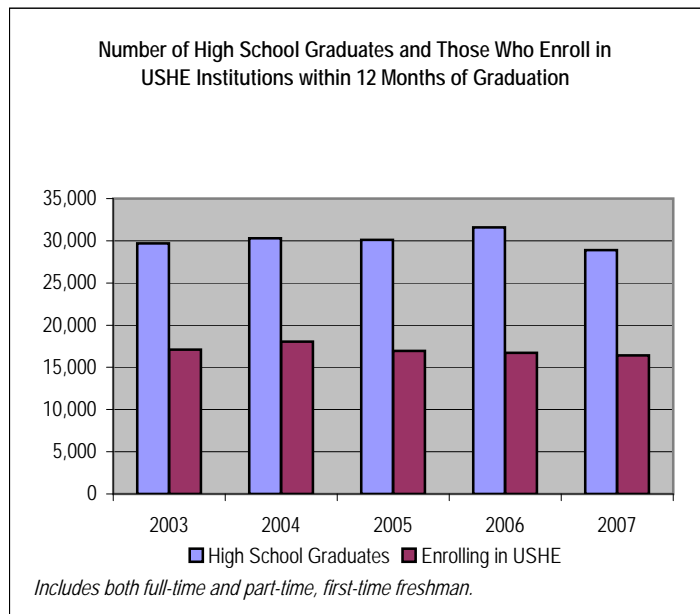
Participation

The State Board of Regents wants to encourage more Utahns to participate in higher education. The following two measurements provide the state of Utah a look at how many students are participating in public higher education.

Number of Students Enrolled in Public Higher Education within 12 Months of Graduation

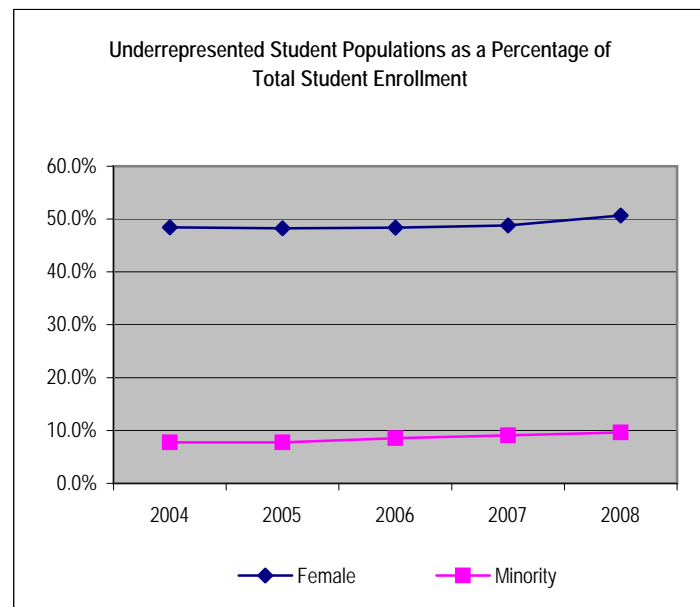
The number of Utah high school graduates enrolling in Utah public colleges has decreased approximately 1 percent since 2003, however increased by 4 percent between 2006 and 2007.

According to longitudinal research conducted by the U.S. Department of Education, there is a significant correlation between a student's delay in entering college and his/her chances of successfully completing a degree. "[S]tudents who enter college directly from high school increase the probability of bachelor's degree attainment by 21.2 percent, a very persuasive marker." Clifford Adelman, The Toolbox Revisited, U.S. Dept. of Ed. (Feb. 2006) p. 45.



Percentage of Underrepresented Students Enrolled in Higher Education

The percentage of female students enrolling in USHE institutions has increased 2.3 percent since 2004 while the percentage of minority students has increased 1.9 percent.



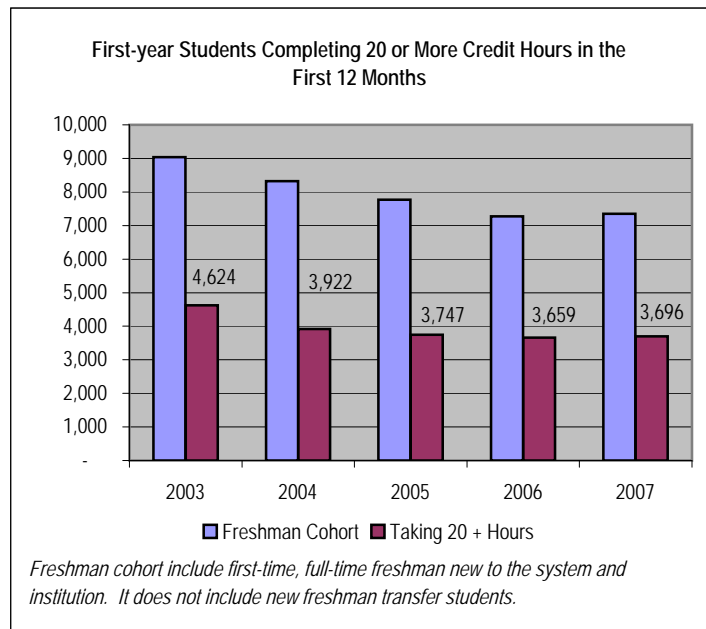
Completion

The State Board of Regents wants to encourage more Utahns to complete their higher education. The following two measurements provide the state of Utah a look at how many students are on track to complete a degree or certificate in public institutions of higher education.

First-year Students Completing 20 or More Credit Hours

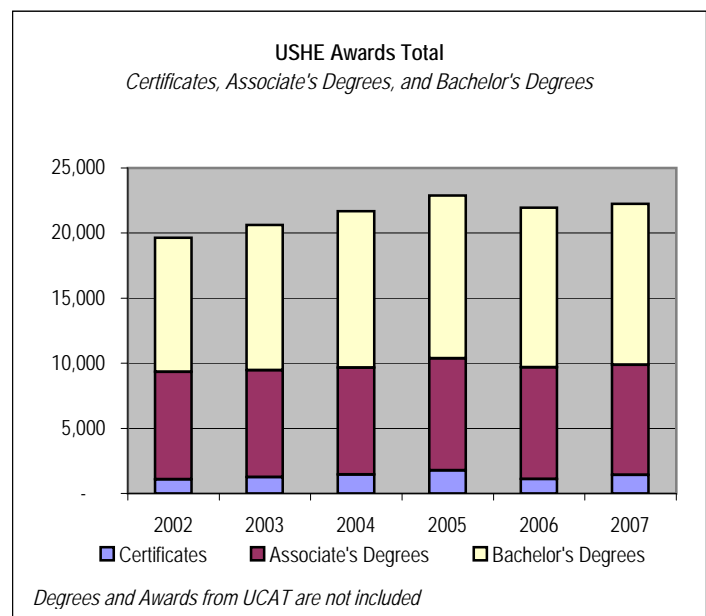
The number of postsecondary students who end their first calendar year of enrollment with 20 or more credits has decreased by approximately 1 percent since 2003 and has remained constant between 2006 and 2007.

According to longitudinal research conducted by the U.S. Department of Education, there is direct correlation between the number of credits a student completes during the first year of college and his/her chance of completing a degree. "Earning less than 20 credits in the first calendar year following postsecondary entry is a distinct drag on degree completion. [F]alling below the 20-credit threshold lessens the probability of completing a bachelor's degree by a third." Clifford Adelman, The Toolbox Revisited, U.S. Dept. of Ed. (Feb. 2006) p. 48.



Postsecondary Degrees Awarded

The number of USHE awards has increased by 2,625 since 2002 and increased by 300 awards between 2006 and 2007.





UTAH SYSTEM OF HIGHER EDUCATION

Building a Stronger State of MindsSM

The Utah System of Higher Education consists of ten public colleges and universities governed by the State Board of Regents, assisted by local Boards of Trustees. The system includes two Doctoral/Research Universities, two Master's Universities, two Baccalaureate/Associate Colleges, three Community Colleges and one Technical College.

University of Utah

President Michael K. Young

The UofU is a major urban state university with significant programs of sponsored research and of graduate, professional, and undergraduate education in 15 colleges and professional schools and their authorized degree programs, including law and medical schools.

Salt Lake City, UT 84112
Telephone: (801) 581-7200

Fall 2007 Enrollment: 29,797 head count, 23,313 FTE
Annual undergraduate tuition & fees: \$4,987 (resident) and \$15,662 (non-resident)

Utah State University

President Stan L. Albrecht

USU serves as the state's land-grant institution under state and federal legislation and is a primary center of university research and of graduate, professional, and undergraduate education in numerous authorized fields of study.

Logan, UT 84322
Telephone: (801) 797-1000

Fall 2007 Enrollment: 24,421 head count, 17,129 FTE
Annual undergraduate tuition & fees: \$4,199 (resident) and \$12,224 (non-resident)

Weber State University

President F. Ann Millner

WSU is a student-centered institution focused on two- and four-year programs with a strong commitment to applied learning in technical, professional and liberal education. Selected masters programs are also available.

Ogden, UT 84408
Telephone: (801) 626-6000

Fall 2007 Enrollment: 18,306 head count, 12,359 FTE
Annual undergraduate tuition & fees: \$3,664 (resident) and \$11,135 (non-resident)

Southern Utah University

President Michael T. Benson

SUU has the mission of a regional, comprehensive, undergraduate institution with a broad program of liberal and professional education, and is a primary center for service and cultural programs designed to advance the southern Utah area. Selected masters programs are also available.

Cedar City, UT 84720
Telephone: (801) 586-7700

Fall 2007 Enrollment: 7,057 head count, 5,847 FTE
Annual undergraduate tuition & fees: \$3,796 (resident) and \$11,327 (non-resident)

Snow College

President Scott Wyatt

Snow College is an open access comprehensive community college that offers a broad range of general/liberal education and vocational/technical programs leading to Associate of Arts, Science, or Applied Science Degrees. Numerous specialized short-term vocational training certificates and diplomas are also offered.

Ephraim, UT 84627
Telephone: (801) 283-7000

Fall 2007 Enrollment: 3,745 head count, 2,507 FTE
Annual undergraduate tuition & fees: \$2,262 (resident) and \$7,889 (non-resident)

Dixie State College of Utah

President Lee G. Caldwell

Dixie State College is an open access, comprehensive community college with a mission of providing general and liberal education as well as applied technology programs leading to Associate of Arts, Science, or Applied Science degrees. Certificates are awarded for short-term and applied technology programs. The upper division consists of selected Baccalaureate degree offerings.

St. George, UT 84770
Telephone: (801) 652-7500

Fall 2007 Enrollment: 5,944 head count, 3,988 FTE
Annual undergraduate tuition & fees: \$2,728 (resident) and \$9,447 (non-resident)

College of Eastern Utah

President Ryan L. Thomas

CEU is an open access, comprehensive community college with a mission of providing general and liberal education as well as applied technology programs leading of Associate of Arts, Science, or Applied Science degrees. Certificates are awarded for short-term and applied technology programs.

Price, UT 84501
Telephone: (801) 637-2120

Fall 2007 Enrollment: 2,078 head count, 1,449 FTE
Annual undergraduate tuition & fees: \$2,161 (resident) and \$7,964 (non-resident)

Utah Valley State College

President William A. Sederburg

UVSC consists of two interdependent divisions. The lower division embraces the mission of an open access comprehensive community college which provides general and liberal education as well as applied technology programs leading to Associate of Arts, Science, or Applied Science degrees. Certificates are awarded for short-term and applied technology programs. The upper division consists of Baccalaureate degree offerings in areas of high community demand and student interest.

800 West University Parkway
Orem, UT 84058-5999
Telephone: (801) 222-8000

Fall 2007 Enrollment: 23,840 head count, 16,135 FTE
Annual undergraduate tuition & fees: \$3,528 (resident) and \$11,029 (non-resident)

Salt Lake Community College

President Cynthia A. Bioteau

SLCC is an urban, multi-campus, open access, comprehensive community college with a mission of providing applied technology education as well as general and liberal education leading Associate of Arts, Science, or Applied Science degrees. Certificates are awarded for short-term and applied technology programs.

P O Box 30808
Salt Lake City, UT 84130-0808
Telephone: (801) 957-4111

Fall 2007 Enrollment: 25,144 head count, 13,939 FTE
Annual undergraduate tuition & fees: \$2,536 (resident) and \$7,958 (non-resident)

Utah College of Applied Technology

President Richard L. White

UCAT is an applied technology education institution, consisting of nine regional colleges providing opportunities for statewide open entry-open exit, competency-based education for high school students and adults. UCAT, working in close cooperation with the local school districts and the other colleges and universities, provides specialized technical training through short-term, certificate programs and selected Associate of Applied Technology Degrees.

Statewide: Logan, Ogden, Kaysville, West Valley City, Roosevelt, Orem, Price, Cedar City, and St. George, UT
Central Office: 60 South 400 West
Salt Lake City, UT 84101-1284
Telephone: (801) 321-7121

2006-2007 Enrollment: 43,063 head count, 5,998 FTE
\$1.30 per membership hour for full-time students

Utah State Board of Regents/Office of the Commissioner

Interim Commissioner David L. Buhler

The mission of the Board of Regents is to ensure fulfillment of the mission of the USHE through policy determination, governance, collaboration, and coordination. The mission of the Office of the Commissioner of Higher Education is to implement and administer policies and directives of the State Board of Regents and provide staff support to assist the Board and system institutions in fulfilling their respective missions.

60 South 400 West
Salt Lake City, UT 84101-1284
Telephone: (801) 321-7103

SYSTEM TOTALS *

Enrollment Fall Semester 2007:	140,332 head count, 96,665 FTE (full-time equivalent)
State Tax Fund Appropriation 2007-08 :	\$ 743,244,100
Total Budget 2007-08 (estimated):	\$ 4,016,831,400
Full and part-time Instructional Faculty Fall 2007 (appropriated):	5,919
Full and part-time Staff Fall 2007 (appropriated):	8,463
Number of degrees and awards conferred in 2006-07:	25,415

* UCAT is not included in these totals

January 9, 2008



UTAH SYSTEM OF
HIGHER EDUCATION

Building a Stronger State of MindsSM

January 10, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: K-16 Alliance Summary

Background

The K-16 Alliance was established in 2006 and included representatives from the Utah System of Higher Education, the Utah State Office of Education, the Governor's Office, and the House and Senate. The Alliance is co-chaired by the chairs of the State Board of Regents and the State Board of Education. The overarching vision of the Alliance is to more nearly approximate a system approach to education in Utah. The major objective is to establish a working relationship and processes that unify and minimize boundaries between K-12 and higher education. The Alliance is also designed to enable students from secondary schools to transition easily into higher education.

Since the initiation of the Alliance, much good work has been accomplished which can be seen from the attached sub-committee reports. Progress that has been significant includes:

- Development of a campaign to educate potential students and parents about the value of education
- Establishment of the common student identifier
- Examination of testing practices at all levels, including the establishment of a Blue Ribbon Committee by the Governor
- Establishment of the Utah Scholars core course of study
- Establishment of the Regents Scholarship
- Development of a funding formula for concurrent enrollment, approved by the Legislature
- Completion of a supply and demand study for teachers in Utah

Subcommittees are in place that include representation from the Utah State Office of Education and the Utah System of Higher Education. These groups are making real progress in fulfilling the overriding vision of the K-16 Alliance together with the vision of each subcommittee, as can be seen from the attached reports. At this point, a major objective, as discussed by the Planning Committee in December, is to establish a K-16 network that includes the USHE institutions and their regional K-12 institutions.

Commissioner's Recommendation

This is an information item, and no action is necessary.

David L. Buhler, Interim Commissioner

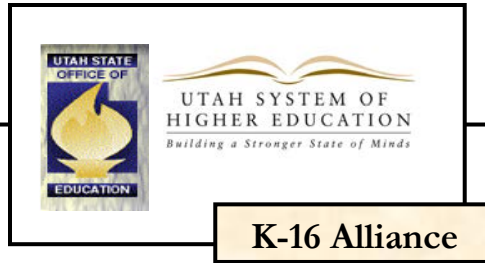
DLB/LS
Attachment

K-16 Alliance Summary

Utah System of Higher Education

Prepared for
David L. Buhler
By
Lucille Stoddard

January 10, 2008



K-16 Alliance Activity Summary

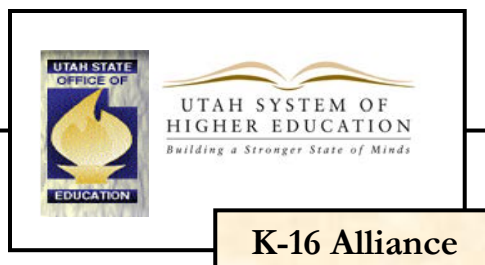
The K-16 Alliance was established in 2006 with representatives from the Utah System of Higher Education, Utah State Office of Education, the Governor's Office, and the House and Senate. The overarching vision of the alliance was to more nearly approximate a *system* approach to education in Utah. The major objective of the Alliance was to establish a working relationship and processes that unify and minimize boundaries between K-12 and College. Additionally, the Alliance was established to engender a united perspective designed to enable students from secondary schools to transition easily into higher education and to make certain these students are prepared for college work. The biggest milestone for the K-16 alliance has been the implementation of the common student identifier. The common student identifier will allow for both offices (USOE and USHE) to track how students progress from kindergarten through college.

Since the initiation of the alliance, much has been accomplished and the work continues, which can be seen from the attached subcommittee reports.

Significant progress has been made that includes:

- The Access, Participation, and Assessment Subcommittee has developed and implemented a campaign designed to educate constituencies about the value of education; legislative and community task forces have been established. Most important has been the establishment of a Blue Ribbon Commission by the Governor to examine testing practices.
- The Concurrent Enrollment Subcommittee has devised a formula for funding concurrent enrollment instruction that was ratified by both USOE and USHE. Also, research was conducted during this time period under the direction of the Alliance indicating that
 - (1) College students with prior concurrent enrollment credit had higher 2nd year retention rates than students without prior concurrent enrollment credit.
 - (2) Concurrent enrollment students also had a higher on-time college graduation rate than non-concurrent enrollment students.
- The Teacher Education Committee conducted a study under the direction of Dr. David Sperry that addressed supply and demand for teachers in Utah. Important data were collected that reinforced the criticality of the teacher shortage and that recommended strategies for recruiting students into education programs. The report also recommended strategies for addressing teacher attrition issues.

The work of the Alliance is ongoing and should be seminal in directing and shaping the future of education in Utah.



Curriculum Subcommittee

In 2002, the Regents' Master Planning Task Force on Student Success identified the need for better course articulation in mathematics and composition between high school and college to reduce the need for remediation among first-year college students. Early in 2003 the Commissioner's staff with the assistance of the Utah State Office of Education convened a group of high school and college/university mathematics and English faculty to discuss how K-12 and higher education might align and articulate their courses to reduce the need for remediation. Higher education data in 2002-03 found that two-thirds of entering students who required remediation were those entering college at least one year beyond high school graduation.

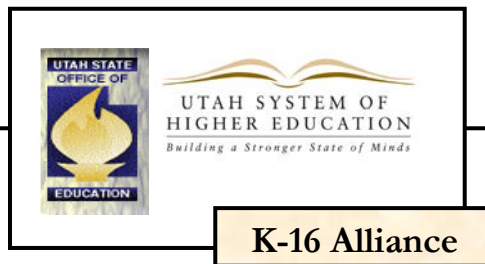
In 2003, high school and college/university faculty in mathematics and composition began meeting and identifying competencies high school graduates needed to be successful in their first year of college-level work. This work continued for the next several years and included professional development experiences that might raise the level of performance of high school teachers.

The work in mathematics continues with the Governor's Mathematics Advisory Committee, which includes K-12, higher education and community representatives. This group is reviewing closely the new K-12 mathematics core and its alignment with higher education expectations. Finalized expectations will be used by mathematics educators who prepare higher education elementary education majors.

The 2007 USHE academic majors' meeting in mathematics also worked on the alignment of math course sequences so that New Century Scholarship students would be able to complete their associate degrees at the time of, or directly after, high school completion.

In addition, the USOE science specialist and USHE staff are working together to align the science core in the preparation of elementary education majors. This is particularly important because the requirements of No Child Left Behind legislation have pushed aside science, humanities and fine arts. During the 2007 academic majors' meetings, chemistry, physics, and biology faculty volunteered to work to develop sequenced content to prepare elementary education teachers to introduce students to a meaningful K-6 science curriculum.

All of the above activities are ongoing.



Concurrent Enrollment Subcommittee

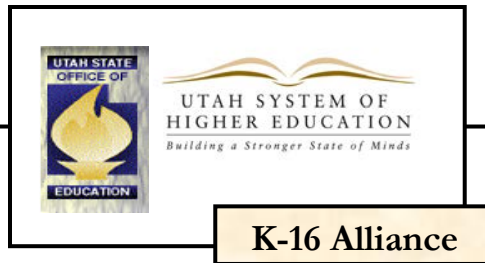
During the 2006-2007 year, the Concurrent Enrollment program increased in a number of important categories. The Concurrent Enrollment Task Force worked to streamline the process of getting courses approved for concurrent enrollment and the reporting process that will help ensure the quality of the program. The Task Force has completed a two-year comprehensive review process of approved classes; 46 classes were added to the Master List. A formal process has been established, including tracking forms, for review of concurrent courses. Enrollment conditions have been added to the Master List which include co- and pre-requisite courses for both higher and public education. The common concurrent enrollment annual agreement has been drafted (in effect FY08). Districts are now included in end-of-year data verification process. Finally, significant improvements have been made in concurrent enrollment data gathering. A final end-of-year report was submitted to USOE in August. The following summarizes the activity during the year.

Student Activity/Courses

Number of students who participated in Concurrent Enrollment	27,662
Number of credit hours earned	190,368
Total number of High Schools Participating	134
Total number of courses offered	487
Number of Academic credits earned	123,317
Number of Career and Technical Education credits earned	67,051
Number of credit hours delivered through Technology	35,139
Number of credit hours delivered Face-to-Face	155,229
Number of unique courses offered	650
Number of General Education courses offered	283

Involvement by Ethnicity

White	25,118
Hispanic	1335
Asian	579
Pacific Islander/Hawaiian	219
Am. Indian/Native Alaskan	192
Black	165
Non-Resident Alien	54



Teacher Education Subcommittee*

In late spring of 2006, the State Board of Regents working cooperatively with the State's K-16 Alliance commissioned a study on the supply and demand of needs of teaching education in the State of Utah. The study was limited to the 2005-2006 teacher employment needs of the State's forty public school districts and the production of new educators in Utah's school of education. Through cooperative efforts of the superintendents of the Utah's public school districts and the deans of Utah's ten public and private colleges of education, the report was completed and presented at the Dean's Annual Colloquium which was held at Thanksgiving Point in Lehi, Utah in November of 2006. The report generated wide-spread public interest and resulted in the State's K-16 Alliance appointing a state-wide task force charged with the responsibility of generating ideas for addressing the State's teacher shortage crisis. The Teacher Shortage Task Force completed and delivered its report to the K-16 Alliance in March of 2007. This report also generated a great deal of public interest. Dr. David J. Sperry, Scholar-in-Residence with the Office of the Utah State Board of Higher Education and former Dean of the College of Education at the University of Utah, was the author of both reports and served as co-chair of the Task Force.

In May of 2007, Dr. David J. Sperry was asked to repeat the original supply and demand study to determine what changes had occurred with respect to the teacher supply and demand during the 2006-2007 academic year. The conclusions and recommendations from this follow-up report are as follows:

1. Teacher shortages in Utah remain critical
2. Utah's colleges and universities need to be given the resources to recruit more students into education as well as the resources to train them.
3. Efforts need to be made to reduce teacher attrition (e.g. enhanced salaries, improved working conditions, and new mentoring programs).
4. The State needs to find ways to attract teachers into the critical shortage areas (e.g. through differentiated salaries, efficiency scheduling models, and extended year employment contracts).

**Information for this summary appears in the 2006-2007 Teaching Supply and Demand Follow-up Study*



UTAH SYSTEM OF
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K-16 Alliance

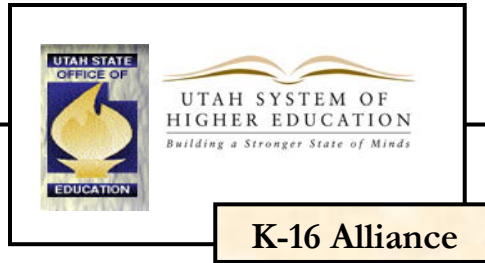
Retention Subcommittee

Retention is a major issue for USHE. There is no single solution for increasing student retention; instead, retention is a multifaceted issue faced by all higher education institutions. At the USHE Retention Conference in March 2007 many ideas were offered for increasing retention rates. Most ideas were hinged on the following situations: a first year peer experience, effective advisement, an early warning system, and faculty involvement. These four solutions mirror factors that research findings have found to impact student retention.

The Retention Committee is currently creating a report outlining research regarding retention across USHE institutions. The paper will also include a section highlighting best practices for retention as well as the following recommendations:

- (1) Each Utah higher education institution will establish individualized benchmarks for the improvement of retention over the next 5 years as part of the overall institutional plan with clear goals and objectives.
- (2) Each Utah higher education institution will maintain a campus-wide retention committee with representation from both Academic and Student Affairs. This committee will monitor the institution's retention improvement plan.
- (3) Advisor to student ratios will be decreased
- (4) State-wide Retention Task Force will be established to act as a resource to Utah Higher education institutions. This Task Force will include representatives from K-12.

The report draft will be reviewed by a K-16 committee schedule to meet December 13. This committee will have a representative from each Utah higher education institution as well as three representatives from K-12. The retention paper will be finalized by January 2008. The expanded committee will also plan the third annual retention conference will be held the first week of March 2008.



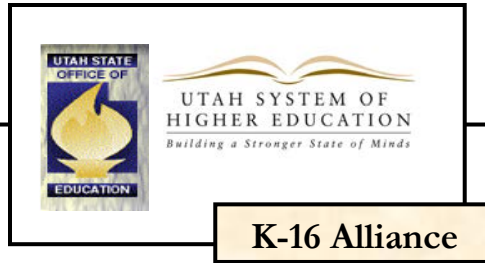
Preparation and Success Subcommittee

The issues surrounding and arising from developmental education are complex and subjective. Research conducted by the Utah System of Higher shows the majority of students who needed remediation in Math and/or English completed or attempted just one developmental course. This pattern of data has been consistent from 1999 to 2005¹. Additionally, the majority of students who complete developmental education take those courses in their first year of college. Research also showed students who passed developmental course work had a much higher probability of being retained.

As a part of the work of the K-16 Alliance, a task force has been established to develop initiatives designed to remediate students before they enter college. Currently, the chair of this committee (Michael Vaughan) is working to develop a list of possible initiatives which will foster a successful transition from K-12 to higher education. The K-16 oversight committee has also outlined some possible recommendations.

- Develop on-line programs to address specific developmental needs – some “brush-up,” some short-term, and some full semester courses.
- Develop summer “jump-start” programs with public education and higher education working together.
- Develop a closer alignment between high school and college content. A committee working under the K-16 Alliance has been established to address these content alignment issues.
- Strengthen the information flow from colleges and universities to high schools. For example, all higher education institutions should fully inform feeder high schools about student scores on placement examinations.
- Explore the possibility of using the concurrent model for delivering remedial education before students enroll in college.
- **Choose a common assessment instrument that can be used for both high school and college students to predict success in college-level work.**

The Committee will focus on placement testing in the junior year. The work on this recommendation will flow through the K-16 oversight committee headed by Superintendent Patti Harrington and from there to the Governor’s Blue Ribbon task force on testing.



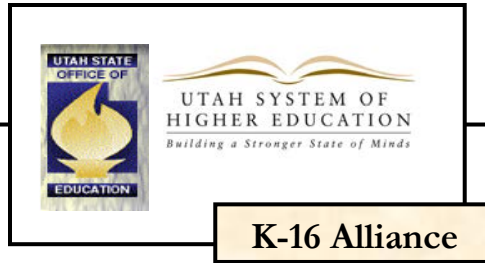
Guidance Counseling & Advising Subcommittee

The committee includes representation from the USHE, UHEEA, USOE, Academic Advising, Student Services, Secondary Counseling, and Elementary Counseling. The core objectives for the committee center on successful K-16 student transition through the development of new and ongoing strategies, policy and professional development, and support to guidance counselors, college advisors, and mentors.

The committee's five recommendations are as follows:

- Increase appropriated funding to increase total number of current guidance counselors at the elementary secondary levels to bring ratios within nationally recommended standards. The current Utah Secondary counselor ratio is 400 students to 1 counselor. The recommended standard is 350 students to 1 counselor.
- Alleviate guidance counselors' current secondary testing demands and other non-direct student guidance services to allow for more direct study services relating to post-secondary planning, next step transitioning, and SEOPs (Student Education Occupational Plans).
- Increase statewide funding for college access programs, for K-16 guidance collaboration opportunities, and for literary and web resources to assist counselor/advisors with post-secondary preparation.
- Provided ongoing professional development to equip counselors/advisors with academic and financial aid planning to better assist students and their parent.
- Build a stronger cohesive connection and articulation among elementary, secondary, and post-secondary counseling/advising professionals.

The committee is focusing on five areas for recommendation #5. The first is articulation meetings to connect admissions, financial aid, advising, high school advising, and post-secondary student services to secondary guidance counseling. The second is FAFSA assistance each March in high school financial literacy courses. The third is admissions assistance each November in high school senior English courses. The fourth is holding an official higher education day in conjunction with the annual June counselors' conference. The final is to use the student tracker to evaluate student transition from high school to college.



Access, Participation, and Assessment Subcommittee

The Access, Participation, and Assessment subcommittee has been working on two goals. The first is to develop strategies and processes for increasing post-secondary participation rates. The second is to provide early access post-secondary opportunities for students. Additionally, the subcommittee plans to review assessment requirements and tools to increase access and participation (new assignment, goal 3).

Currently, the committee is working on the following with respect to those goals:

1. Examine Participation Data

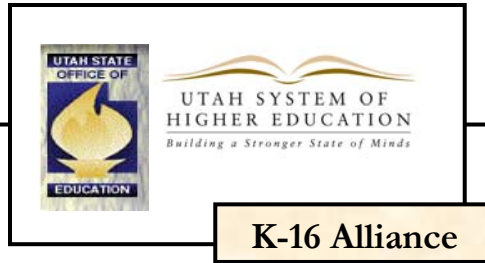
- Who are the students and where do they go when they graduate?
- The common identifier will help provide better data
- Concurrent enrollment data

2. Address testing Comparison and Analysis

- High School Completion Assessments and
 - College Readiness
- (Is there a test that does both? Are these assessments the same? Could they be the same? What are the needs for secondary and postsecondary?)

3. Complete other tasks

- Analyze the various college placement tests and usage
- Provide a correlation of the Act and CRT
- Provide report of information gathered for the Governor's Task Force and other assessment information.
- Continue to identify strategies for all of the goals above



USHE Progress Report on Common Student Identifier

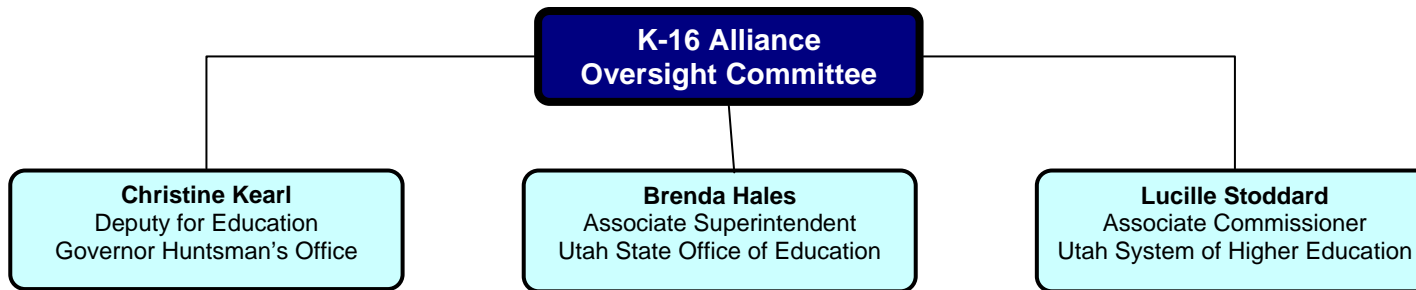
During the 2006 General Session, Representative Kory Holdaway passed HB 82 Education Information Technology Systems. The primary purpose of this bill was to require coordination between public and higher education information technology systems, including the use of a unique student identifier. The effective date on the bill was January 1, 2007. During Summer and Fall 2006, USHE representatives met with USOE representatives to discuss possible implementation strategies for sharing the unique student identifier. Agreement was reached and the approach was in place January 1, 2007.

The immediate plausible solution would have been to match the high school student's SSN with the college student's SSN. However, public education cannot collect SSN information from its students, so an alternative solution was developed.

The solution involves a matching algorithm based on student's full name and birth date. A sample of concurrent enrollment students were identified in the USHE data warehouse and the names and birthdates of these students were sent to USOE to find a match and the associated USOE SSID number. The initial data run proved to be very successful with an 86 percent matching rate. This 86 percent rate, means that approximately nine students out of every 10 that were submitted, USOE was able to find in its system. In most cases, the reason that some records did not match was due to errors in data collection. A refinement process is continuing to identify and eliminate these errors. The developed algorithm will continue to be used until electronic transcripts are used by USOE and accepted by USHE institutions.

In December 2007, USHE received the first complete file from USOE regarding the seniors of 2007. Over the next thirty days, the data from USOE will be compared with the USHE entering freshman data for fall 2007 and linked to the student records housed in the USHE data warehouse. For regular Utah high school students continuing to one of our colleges or universities, we expect a match rate similar to what we achieved on the first attempt.

The Commissioner's staff will then begin creating draft reports that identify how these students are performing in the core subjects, retention of these students from Fall to Spring semester and retention from year to year as well as other relevant measures as the data becomes available.



K-16 Alliance Board Co-chairs:
Jed Pitcher: State Board of Regents
Richard Sadler: State Board of Education

K-16 Alliance Board Members

Vice Chair, State Board of Regents: Bonnie Jean Beesley

Vice Chair, State Board of Education: Mark Cluff

Interim Commissioner of Higher Education: David L. Buhler

Associate Commissioner: Lucille Stoddard

State Superintendent of Public Instruction/Regent: Patti Harrington

Associate Superintendents: Brenda Hales, Larry Shumway, & Judy Park

State Representative: Kory Holdaway

State Senator: Howard Stephenson

Governor: Jon Huntsman, Jr.

Governor's Deputy for Education: Christine Kearn

State Board of Education/Regents: Rosanita Cespedes, Greg Haws,
Josh Reid. & Janet Cannon

K-16 Alliance Subcommittees

Curriculum

Co-Chairs:
Teddi Safman,
Brett Moulding

Minority and Disadvantaged
Chair:
David Doty

Concurrent Enrollment
Chair:
Gary Wixom

Retention
Chair:
Michelle Lundell

Teacher Education
Co-Chairs:
Larry Shumway
Teddi Safman

Student Preparation and Success
Chair:
Mike Vaughan

Assess, Participation, Assessment
Co-Chairs:
Mary Shumway
Gary Wixom

Guidance and Counseling
Co-Chairs:
Brian McGill
Mark Bezzant

January 9, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Preview of 2008 General Legislative Session

In its December 14, 2007 meeting, the Board of Regents approved Legislative Priorities for the Utah System of Higher Education. These priorities included the Regents' budget request, Capital Facilities priorities and specific legislation. (Please see the attached document.) With the 2008 General Legislative Session days away, the Commissioner's Office will present to the Board of Regents a preview of issues, legislation, challenges and opportunities higher education will likely experience. Important calendar items will also be included.

The presentation will include insights the office has learned from legislative leadership and recent meetings with elected officials. Presentation materials will be hand-carried to the meeting.

The Commissioner's Office and Amanda Covington, Director of Communications, are working closely with the institutions' legislative affairs officers to ensure we monitor legislation and activities that could affect the system or individual institutions.

Recommendation

This is an information item only and requires no action.

David L. Buhler, Interim Commissioner

DLB/AC/jc
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	\$43,111,000
SLCC Digital Design & Communications Center/ South City Campus Student Life Center	\$40,509,000
SUU Science Building Addition	\$17,000,000
UVSC Science/Health Sciences Bldg. Addition	\$52,486,000
CEU Fine Arts Complex	\$20,129,000
WSU Classroom Building	\$34,191,000
UU Pharmacy Building	\$39,600,000
DSC Centennial Commons	\$68,215,000

- 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 eighth 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. To 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.

January 9, 2008

MEMORANDUM

To: State Board of Regents
From: David L. Buhler
Subject: General Consent Calendar

The Commissioner recommends approval of the following items on the Regents' General Consent Calendar:

- A. Minutes – Minutes of the Regular Board Meeting held December 18, 2007, at the Regents' Offices in Salt Lake City, Utah (Attached)
- B. Grant Proposals
 - 1. University of Utah – Education Institute of Education Sciences; "Leadership Preparation and Student Outcomes"; \$1,575,863. Diana G. Pounder, Principal Investigator.
 - 2. University of Utah – National Science Foundation; "IGERT: U-Prime"; \$3,200,000. Richard B. Brown, Principal Investigator.
 - 3. University of Utah – National Institutes of Health; "Bio-responsive Microbicides"; \$2,646,320. Patrick F. Kiser, Principal Investigator.
 - 4. University of Utah – National Institutes of Health; "Neuronal Pathfinding"; \$2,100,950. Vladimir Hlady, Principal Investigator.
 - 5. University of Utah – Transportation on Research Board; "Bridges for 100-year Service Life"; \$2,000,000. Paul J. Tikalsky, Principal Investigator.
 - 6. University of Utah – National Institutes of Health; "Ultrasound Medicated Delivery"; \$1,128,750. Zhonggao Gao, Principal Investigator.
 - 7. University of Utah – National Institutes of Health/National Institute of Nursing; "Mooney-Enhance-10'07"; \$3,174,266. B. Kathleen Mooney, Principal Investigator.
 - 8. University of Utah – National Institutes of Health/National Institute for Child Health and Human Development; "Murphy-Effects of Horm-11'07"; \$1,008,859. Patricia A. Murphy, Principal Investigator.

9. University of Utah – National Institutes of Health/John E. Fogarty International; “Use of Biodiversity in PNG”; \$4,427,988. Louis R. Barrows, Principal Investigator.
10. University of Utah – National Institutes of Health; “Methamphetamine Toxicity”; \$1,863,013. Kristen A. Keefe, Principal Investigator.
11. University of Utah – National Institutes of Health/National Institute of General Medical Sciences; “Epigenetic Therapeutics”; \$1,568,012. Andrea H. Bild, Principal Investigator.
12. University of Utah – National Institutes of Health/National Institute of General Medical Sciences; “Multifunctional Polymeric Gene”; \$1,505,000. You Han Bae, Principal Investigator.
13. University of Utah – National Institutes of Health; “Bone-targeted Delivery”; \$1,505,000. Jindrich Kopecek, Principal Investigator.
14. University of Utah – National Institutes of Health; “PCC Diagnostic Cancer Imaging”; \$1,354,500. Zheng-Rong Lu, Principal Investigator.
15. University of Utah – National Institutes of Health; “Carriers for Sirna Delivery”; \$1,204,000. Zheng-Rong Lu, Principal Investigator.
16. University of Utah – National Institutes of Health; “Translational Control”; \$1,505,000. Kelly T. Hughes, Principal Investigator.
17. University of Utah – National Institutes of Health; “High-Risk Colon Cancer”; \$3,599,331. Randall Walter Burt, Principal Investigator.
18. University of Utah – National Institutes of Health/National Cancer Institute; “Axis in Skin Cancer”; \$1,881,250. Douglas Grossman, Principal Investigator.
19. University of Utah – National Institutes of Health/National Cancer Institute; “DGK Delta”; \$1,693,125. Matthew K. Topham, Principal Investigator.
20. University of Utah – National Institutes of Health/National Heart Lung & Blood Institute; “Hypertension”; \$9,570,270. Steven C. Hunt, Principal Investigator.
21. University of Utah – National Institutes of Health; “University of Utah CTSA”; \$9,013,699. James P. Kushner, Principal Investigator.
22. University of Utah – National Institutes of Health/National Institute of Diabetes; “Adipokines in Hemodialysis”; \$3,319,660. Sriniv Asan Beddhu, Principal Investigator.

23. University of Utah – National Institutes of Health; “Genetics of POAG”; \$3,311,918. Kang Zhang, Principal Investigator.
24. University of Utah – National Institutes of Health; “Ataxia Type 2”; \$1,905,007. Stefan Matthias Pulst, Principal Investigator.
25. University of Utah – National Institutes of Health/National Eye Institute; “Genetics/Function of Macular Degeneration”; \$1,892,527. Kang Zhang, Principal Investigator.
26. University of Utah – National Institutes of Health/National Heart Lung and Blood Institute; “Molecular Biology Polycythemia”; \$1,881,250. Josef Tomas Prchal, Principal Investigator.
27. University of Utah – National Institutes of Health/National Institute of General Medical Science; “Proteasome Activators”; \$1,881,250. Christopher Peter Hill, Principal Investigator.
28. University of Utah – National Institutes of Health; “Retinal Neurogenesis”; \$1,881,250. Monica L. Vetter, Principal Investigator.
29. University of Utah – National Institutes of Health/National Institute of Diabetes; “Hemo-chromatosis Modifier Genes”; \$1,881,250. James P. Kushner, Principal Investigator.
30. University of Utah – National Institutes of Health; “Local Interactions/HIP Neurons”; \$1,881,250. Francis Edward Dudek, Principal Investigator.
31. University of Utah – National Institutes of Health; “Polymer Carrier”; \$1,881,250. David A. Bull, Principal Investigator.
32. University of Utah – National Institutes of Health; “Insulin Signaling and the Heart”; \$1,881,250. E. Dale Abel, Principal Investigator.
33. University of Utah – National Institutes of Health; “Mechanisms Controlling RPE Dev”; \$1,656,250. Sabine Fuhrmann, Principal Investigator.
34. University of Utah – National Institutes of Health/National Cancer Institute; “Metal Homeo-static Mechanisms”; \$1,555,000. Dennis R. Winge, Principal Investigator.
35. University of Utah – National Institutes of Health/National Institute of Biomedical Imaging; “Whole-heart CT”; \$1,440,093. Frederic Noo, Principal Investigator.
36. University of Utah – National Institutes of Health/National Institute of Biomedical Imaging; “MRI Temperature Measurement”; \$1,354,500. Dennis L. Parker, Principal Investigator.

37. University of Utah – LDS Hospital; "CHD"; \$1,144,874. Paul N. Hopkins, Principal Investigator.
38. University of Utah – National Science Foundation; "Fodava"; \$3,000,000. Charles D. Hansen, Principal Investigator.
39. University of Utah – National Institutes of Health; "Angiogenesis"; \$2,733,176. Jeffrey A. Weiss, Principal Investigator.
40. University of Utah – National Institutes of Health; "ADI Atlases"; \$1,877,250. Sarang Joshi, Principal Investigator.
41. Utah State University – Government of the Dominican Republic; "Dominican Republic, Phase IV"; \$6,218,521.48. Steven Hanks, Principal Investigator.
42. Utah State University – National Institutes of Health; "Lifespan Stressors and Alzheimer's Disease"; \$1,186,808. Maria Norton, Principal Investigator.
43. Utah State University – National Institutes of Health; "Trophoblast MCH-1: Trigger for Immune-mediated Abortion of Cloned Bovine Fetuses"; \$1,262,700. Chris Davies, Principal Investigator.
44. Utah State University – National Institutes of Health; "Characterizing Epigenetic Reprogramming Events of Somatic Cell Nuclear Transfer"; \$1,389,512. Kenneth White, Principal Investigator.
45. Utah State University – National Institutes of Health; "Progression of Dementia: A Population Study"; \$4,415,645. Joann Tschanz, Principal Investigator.
46. Utah State University – National Institutes of Health; "Nitrogenase Mechanism"; \$1,321,919. Lance Seefeldt, Principal Investigator.

C. Grant Awards

1. Utah State University – NASA Jet Propulsion Laboratory; "Wide-Field Infra-red Survey Explorer (WISE)"; \$2,795,568. John Elwell, Principal Investigator; Scott Schick, Co-Principal Investigator.
2. Utah State University – Government of the Dominican Republic; "Dominican Republic, Phase IV"; \$8,010,800.23. Steven Hanks, Principal Investigator.

- D. Proposed New Policy R855, G. Homer Durham Regents Professorships (Attached). This policy will establish and provide guidelines for the G. Homer Durham Regent Professorship to recognize individuals who have made a significant contribution to higher education in Utah, and to facilitate opportunities for future service by those individuals. Also attached is a brief bio of Dr. Durham, Utah's first Commissioner of Higher Education, as well as a recommendation that Dr. Richard E. Kendell be appointed as the first G. Homer Durham Regents Professor.

David L. Buhler, Interim Commissioner

DLB:jc
Attachments

STATE BOARD OF REGENTS MEETING
REGENTS' OFFICES, SALT LAKE CITY, UTAH
DECEMBER 14, 2007

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STATE BOARD OF REGENTS MEETING
REGENTS' OFFICES, SALT LAKE CITY, UTAH
DECEMBER 14, 2007

Minutes

Regents Present

Jed H. Pitcher, Chair
Bonnie Jean Beesley, Vice Chair
Jerry C. Atkin
Janet A. Cannon
Rosanita Cespedes
Amy Engh
Katharine B. Garff
Patti Harrington
Greg W. Haws
James S. Jardine
David J. Jordan
Nolan E. Karras
Anthony W. Morgan
Josh M. Reid
Marlon O. Snow
John H. Zenger

Regents Excused

Meghan Holbrook
Sara V. Sinclair

Office of the Commissioner

Richard E. Kendell, Commissioner
Carrie Beckman, Policy and Special Projects Coordinator
David L. Buhler, Associate Commissioner for Public Affairs
Troy Caserta, Accounting Officer
Jorie Colbert, Research Officer
Joyce Cottrell, Executive Secretary
Amanda Covington, Director of Communications
David S. Doty, Director of Policy Studies and Assistant Commissioner
David A. Feitz, Executive Director, UHEAA
Brian Foisy, Assistant Commissioner for Financial Services
Kimberly Henrie, Budget Director
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
Kelly Stowell, Utah Student Association
Lynne S. Ward, Director, Utah Educational Savings Plan
Gary S. Wixom, Assistant Commissioner for Academic Affairs
Andrea Worthen, Director, Education Policy and Accountability

INSTITUTIONAL REPRESENTATIVES

University of Utah

Michael K. Young, President
A. Lorris Betz, Senior Vice President for Health Sciences
David W. Pershing, Senior Vice President for Academic Affairs/Provost
Paul T. Brinkman, Associate Vice President for Budget and Planning
Charles Evans, Director, Research Park
John G. Francis, Associate Vice President for Academic Affairs
Stephen Hess, Chief Information Officer
Michael G. Perez, Associate Vice President for Facilities
Laura Snow, Special Assistant to the President and Secretary to the University
Kim Wirthlin, Vice President for Government Relations

Utah State University

Raymond T. Coward, Provost
Gary L. Carlston, Department Head, Elementary Education
Steven H. Hanks, Vice Provost, International Affairs
Fred R. Hunsaker, Interim Vice President for Business and Finance
Clifford R. Skousen, Ernst and Young Professor, School of Accountancy

Weber State University

Norm Tarbox, Vice President for Administrative Services

Southern Utah University

Michael T. Benson, President
Wes Curtis, Assistant to the President/Director of Regional Services

Snow College

Scott L. Wyatt, President
Bradley A. Winn, Academic Vice President

Dixie State College

Lee G. Caldwell, President
Karen Bauer, Associate Dean of Sciences
Donna Dillingham-Evans, Academic Vice President
John Goldhardt, Assistant Professor of Education/Liaison, Washington County School District
Donald Hinton, Dean of Education, Humanities, Arts and Social Sciences
Stanley J. Plewe, Vice President of College Services
Brenda Sabey, Associate Dean of Education, Family Studies and PEHR
Tracey Wheeler, Assistant Professor of Education

College of Eastern Utah

Ryan L. Thomas, President
Mike King, Academic Vice President
Miles Nelson, Associate Vice President for Workforce Development

Utah Valley State College

William A. Sederburg, President
Vincent Foriana, Special Assistant to the President for Constituent Relations
Elizabeth J. Hitch, Vice President for Academic Affairs
Linda Makin, Director of Budgets
Cameron Martin, Assistant to the President for Institutional Development and Planning
Janette Hales-Beckham, Chair, UVSC Board of Trustees

Salt Lake Community College

Cynthia A. Bioteau, President
Dennis Klaus, Vice President of Administrative Services
Mason Bishop, Vice President of Marketing
Julie Curtis, Assistant to the Vice President for Instruction
Deneece Huftalin, Vice President of Student Services
John Latkiewicz, Dean, Skills Center
Joe Peterson, Vice President for Instruction
Jessellie Anderson, SLCC Board of Trustees
Rev. France Davis, SLCC Board of Trustees
Stan Parrish, SLCC Board of Trustees
Halee Thomsen, SLCC Board of Trustees

Utah College of Applied Technology

Jared A. Haines, Interim President
Richard L. White, President-Appointee
Kirt Michaelis, Vice President of Administrative Services
Scott Snelson, President, Salt Lake-Tooele ATC
James Taggart, Ogden-Weber ATC

Representatives of the Media

Wendy Leonard, *Deseret Morning News*
Brian Maffly, *Salt Lake Tribune*
Roxana Orellana, *Salt Lake Tribune*

Other Guests

Mary Shumway, CTE Director, State Office of Education

Chair Jed Pitcher called the meeting to order at 9:00 a.m. and welcomed everyone to the meeting. He acknowledged Dr. Rick White, who will assume the UCAT Presidency on January 1, 2008, and excused Regents Holbrook and Sinclair. He briefly reviewed the meeting agenda.

Appointment of Interim Commissioner

Chair Pitcher explained that the search for the new Commissioner was taking a while longer than originally anticipated, it was decided that an Interim Commissioner should be appointed. **Regent Atkin moved the appointment of Dave Buhler as Interim Commissioner and the appointment of Mark Spencer as Interim Deputy to the Commissioner, seconded by Regent Snow. The motion was adopted unanimously.**

Associate Commissioner Buhler thanked the Regents for their vote of confidence and pledged to "work his heart out." He expressed his appreciation for a great staff and said together they would be working to move the work of higher education forward. Associate Commissioner Spencer also thanked the Board for their vote. President Sederburg expressed the support of the presidents for Dave's appointment as Interim Commissioner.

The Regents recessed to their respective committees at 9:05 a.m. and reconvened in Committee of the Whole at 10:30 a.m. Chair Pitcher thanked the committee chairs for ending their discussions in a timely manner.

USTAR Presentation

Dr. Ted McAleer, Executive Director, distributed handouts that identified the work being done with the funding the USTAR Governing Authority had received from the State. As background, Senate Bill 75 created the Utah Science Technology and Research Initiative (USTAR) in 2006. The top priority was the recruitment of outstanding researchers. A long-term goal was the creation of 22 new companies as an outgrowth of the research generated. Dr. McAleer said he was very pleased with the progress made in the first 15 months. He was able to recruit the first, second, and third choices of "All Stars" in 10 of the 11 innovation areas. So far, six researchers have been recruited at Utah State University and nine at the University of Utah. In addition, six USHE institutions are participating in the Technology Innovation Outreach Program.

President Young thanked Dr. McAleer for his outstanding work with the USTAR program. He credited his two Senior Vice Presidents, Dr. Dave Pershing and Dr. Lorris Betz, for leading out on the University of Utah campus. Dr. Betz predicted that in a few years, people will look back and consider USTAR to be one of the best programs ever developed in this state. The program has been successful for three reasons: (1) It is very strategically directed. (2) There is a collaborative environment at the universities. (3) Facilities have been set up efficiently for laboratory work.

President Young said many of the outstanding researchers are bringing with them substantial research grant funding. The University of Utah is at the top of the nation in technology and technology commercialization. Provost Coward said Utah State University is also seeing outstanding results. The successful hiring of All-Star researchers has been a magnet for other outstanding researchers. Other departments on campus are also benefitting from these efforts. He expressed his appreciation for the support and the opportunity of being a part of the USTAR program.

Regent Morgan praised the USTAR team for its impressive start and asked about the prospects of sustaining this lead as other states invest larger amounts of money. President Young said by continuing to

target faculty, the success should continue. His administration is concentrating on the University's areas of strength and excellence. The researchers who have been hired attract other researchers. Those already hired appreciate the cooperative work being done with other institutions. He admitted the UofU may not be able to be a competitor if recruitment salaries become excessive. Provost Coward thanked Governor Huntsman for including additional funding for USTAR in his budget recommendation. The USTAR Governing Authority has also requested more ideas for further consideration. Dr. McAleer reported several business leaders had been recruited to implement the strategy. The USTAR team is not only "courting" business leaders, but those most likely to come with them.

Commissioner Kendell agreed that USTAR will be seen as a visionary undertaking. He asked what the Regents could do to help sustain the success of this program. This needs to be a unified effort between the research universities and the other USHE institutions. President Young asked the Regents to share their excitement with legislators and community leaders. Regent Jardine recommended that the USTAR team make this presentation to local Chambers of Commerce, inviting legislators to accompany them and publicly express their support for USTAR. Dr. McAleer said he would be meeting soon with advisory council representatives from eight local Chambers and would convey this message. Chair Pitcher requested a one-page glossary or talking points.

College of Eastern Utah/Southeast Applied Technology College Merger Progress Report

Commissioner Kendell referred to Tab R and asked President Ryan Thomas to brief the Board. President Thomas said the initial concern regarding the merger was about a possible risk to the CTE programs in southeast Utah. Not only have those programs not been lost; they have been enhanced. Members of advisory boards who had initially expressed concern are now laudatory. The college has not reduced costs, but it has expanded programs. No faculty or staff lost positions as a result of the merger. SEATC personnel have been integrated into CEU programs and have worked together very well.

President Thomas related an e-mail message he had received from the person in charge of CTE programs in the southernmost area of the state. She told of a Native American woman who hitchhiked and walked to her college classes because a college education was so important to her.

Regent Reid asked about opportunities for expansion of programs in the more remote areas of the state. President Thomas said Miles Nelson was working with the local school district superintendent in Moab and with USU officials to explore ways to expand higher education offerings in that area. College officials are planning for a new joint-tenant building in Moab. Chair Pitcher thanked President Thomas for his report.

High School to College and Career Pathways

Commissioner Kendell referred to Tab T and asked Assistant Commissioner Gary Wixom and Mary Shumway, Director of CTE for the State Office of Education, to report on this item. Dr. Wixom said efforts are ongoing across the nation to expand the connection between public education and higher education. Students of the future will need a specific set of skills to be successful in the workplace. Governor Huntsman has been supportive of the message that a high school diploma is no longer sufficient to obtain success and career advancement in the workplace now and in the future.

Director Shumway said counselors and teachers in the public school system have received training. Public education officials are working with the school boards and principals to educate them on this effort. She distributed a booklet entitled "Utah High School to College and Career Pathways" and explained that it identified the specific programs or classes required from the 7th grade through high school to prepare students for various individual careers. This booklet was prepared for educators and will be available electronically in February. The electronic version will also link to majors.org and other sites to help the students.

Dr. Wixom said information is available for students beginning in the 7th grade, which was designed to help them move along the path to their chosen careers. It includes concurrent enrollment courses available in high school. He pointed out that the book refers to the New Century Scholarship and other state initiatives. A companion publication is being finalized. Everything will be available on the Web as well.

President Sederburg pointed out that the requirements for a student's senior year were quite light for most programs. Ms. Shumway explained that was because of the varied curriculum requirements throughout the state. Counselors will tell students the additional classes they need in each field. In addition, there is an individual student planner that will have all of the blanks filled in. She referred to "Career Pathways to College," that spelled out high school curriculum for those students who do not yet know what career they want to pursue. She noted that often the college is the default position for students, and many of them are unprepared when they arrive.

Commissioner Kendell pointed out this subject had been discussed throughout the state. He asked if more is known about what is happening at the 12th-grade level. Are we finding that 12th graders are taking significant courses leading to the CTE competencies or to college? Regent Cespedes asked about the down side for not including specific courses for the 12th grade. Assistant Commissioner Wixom said students could see which electives to take during their senior year to prepare them for their chosen fields. Ms. Shumway explained the booklet included minimum requirements only; most districts go beyond the minimum. Regent Jordan suggested color-coding, with minimum requirements in one color and suggested curriculum in other colors.

Chair Pitcher thanked Assistant Commissioner Wixom and Ms. Shumway for their report.

General Consent Calendar

On motion by Regent Jardine and second by Regent Atkin, the following items were approved on the Regents' General Consent Calendar (Tab T):

A. Minutes

1. Minutes of the Regular Board Meeting held October 26, 2007, at Utah State University in Logan, Utah
2. Minutes of the Special Board Meeting held November 8, 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 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. Revisions to Policy R911, *Employment of Relatives*. The amended policy expands the definition of relatives and provide that relatives not work in the same business unit, audits 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.

Reports of Board Committees

Programs Committee

Southern Utah University – Associate of Applied Science Degree in Equine Studies (Tab A). Chair Garff reported the committee had enjoyed a good discussion with SUU officials. It was noted the program was first presented as a request for a baccalaureate degree and was subsequently changed to an AAS degree. A task force comprised of university, county and community leaders identified equine studies to be a high priority. **Chair Garff moved approval of SUU’s AAS Degree in Equine Studies. Regent Cespedes seconded the motion, which was adopted unanimously.**

Dixie State College – Secondary Education Teaching Licensure Program with Emphases in Biology Education and Biology/Integrated Science Education and English Education (Tab B). Chair Garff reported that college officials had worked closely with the Washington County School District to provide secondary education teachers throughout the district. Several institutions expressed concerns or raised questions regarding the proposed program. It was also noted that Dixie’s enrollments continue to decline. College officials hope the Secondary Licensure program will attract additional students and, in turn, help the Washington County School

District by providing new teachers for the public schools. **Chair Garff moved approval of Dixie's Secondary Education Teaching Licensure Program, with the requirement of annual reports on enrollments of declared majors in each emphasis area for all three programs until the third year, when a full report will be due. Vice Chair Jordan seconded the motion, which was adopted unanimously.**

Utah Valley State College – Mission Statement (Tab C). Chair Garff reported two clarifications: (1) The reference to graduate education means master's degree-level programs. (2) The committee recommended removal of the word "comprehensive" when referring to learning opportunities. President Sederburg said the proposed mission statement carried the full endorsement of the UVSC Board of Trustees. **Vice Chair Jordan moved approval of UVSC's revised mission statement, to become effective on July 1, 2008. Chair Garff seconded the motion, which passed unanimously.** Chair Garff expressed the committee's appreciation for Associate Commissioner Stoddard and her great work in this effort.

Weber State University – Associate of Applied Science Degree in Apprenticeship (New Agenda Item). Chair Garff said WSU officials were proposing to offer an AAS Degree in Apprenticeship, in conjunction with the UCAT campuses. This program was designed for students completing an apprenticeship program under the auspices of the Bureau of Apprenticeship and Training (BAT). While the degree was requested from WSU by the Ogden-Weber Applied Technology College, the program would be open to anyone who meets the qualifications for an apprenticeship as defined by the BAT. Graduates would have greater opportunities to either advance in their organization or to move into a different position. Chair Garff noted this was an excellent collaborative effort between a credit-granting USHE institution (WSU) and a UCAT campus. Institutional officials will work closely with the Commissioner's staff to clarify final details regarding articulation. Regent Jordan pointed out two-thirds of the instruction will take place at the ATCs, with only one-third of classes on the Weber campus. He commended those responsible for pioneering collaborative partnerships among institutions. Regent Karras said he had attended an OWATC board meeting where he heard that this partnership would shorten the time to work for electricians. He commended the institutions for this work. **Chair Garff moved approval of WSU's AAS Degree in Apprenticeship, with a progress report to be presented to the Regents after the first year of operation. Regent Beesley seconded the motion, which carried unanimously.**

Revised Policy R401, *Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports* (Tab D). Commissioner Kendell commented that one important change in this policy was the strengthening of financial reporting requirements. The Chief Academic Officers (CAOs) have endorsed this procedure. The largest change was the focus on the AAS degree and the elimination of any reference to the AAT (Associate of Applied Technology) degree. The Legislative Higher Education Task Force identified the connectivity of the traditional colleges with UCAT as one of the major issues they wanted to be addressed. Last summer, Commissioner Kendell developed a list of recommendations which were incorporated into a bill that received the support of the Legislature. UCAT campuses will now partner with credit-bearing institutions on AAS degrees (see page 6 of the policy). Trustees appear to be in support of these partnerships and understand that the Regents' focus is working together to leverage assets.

Regent Beesley said the Program Review Committee (PRC) was most concerned with what was best for students. Some areas of the state do not have the same opportunities for partnering as other areas. The Regents expect the institutions to work together. Regent Beesley referred to the financial analysis document

in § 3.2 (page 2) of the policy and said the Regents were not attempting to impinge in any way on the presidents' ability to manage their institutions, but they do want to know how the institutions are doing.

Chair Garff moved approval of the revisions to policy R401. Regent Beesley seconded the motion, and the policy was adopted unanimously.

Consent Calendar, Programs Committee (Tab E). **On motion by Chair Garff and seconds by Vice Chair Jordan and Regent Cespedes, the following items were approved on the Programs Committee's Consent Calendar:**

- A. University of Utah – Asia Center
- B. Utah State University – Discontinued Business Information Technology and Marketing Education Programs
- C. College of Eastern Utah – Fast-track Approval: Certificate of Completion in Medical Assistant
- D. Utah Valley State College – Fast-track Approval: Certificate in Water and Wastewater Operations
- E. Utah College of Applied Technology – Fast-track Approval: Certificate of Completion in Barbering at BATC, MATC, and OWATC Campuses

Information Calendar, Programs Committee (Tab F). Chair Garff reported the committee had postponed consideration of Southern Utah University's strategic plan until the next meeting. Committee members commended Weber State University officials for their excellent program reviews but expressed alarm at the decline of students in the teacher education program. Chair Garff also commented on the \$25 million gift to Utah State University's School of Business from John and Karen Huntsman. Chair Pitcher said he had attended the event, which was a wonderful occasion.

Finance Committee

Revisions to Policy R541, *Management and Reporting of Institutional Investments* (Tab G). Chair Atkin reported the revisions were technical refinements and were not substantive changes. The committee recommended the following additional changes:

4.6.1.2 If any gift, devise, or bequest . . . not to exceed 30 days. The Commissioner may approve exceptions to the 30-day rule in the case of non-readily marketable investments.

4.6.1.3 Investment Grade Fixed Income and Cash Equivalents 25-100%

Chair Atkin moved approval of the revisions to policy R651, including those incorporated by the committee. Regent Snow seconded the motion, which was adopted unanimously.

Revisions to Policy R510, *Tuition and Fees* (Tab H). Chair Atkin said the proposed revisions changed the non-resident tuition rate to three times the resident rate, and gave the Commissioner the ability to recommend exceptions. The committee recommended the effective date be changed to March 1, 2008. Commissioner Kendell said setting the non-resident tuition rate at three times the resident tuition exceeds the number required in all areas. A non-resident rate of 2.8 times the resident rate would recover the full cost of

instruction. **Chair Atkin moved approval of the proposed revisions to policy R510, effective March 1, 2008. Regent Snow seconded the motion, which carried unanimously.**

Consent Calendar, Finance Committee (Tab I). Chair Atkin said a new item had been added to the committee's consent calendar. During the October Board meeting, action on a property purchase by Utah Valley State College was deferred to the Regents' Executive Committee because an appraisal had not been completed. In the interim, additional property was added to the purchase, and a price was negotiated of 7 percent above the appraisal value. **Chair Atkin moved that this item be added to the committee's Consent Calendar as an action item. Regent Snow seconded the motion, which carried.** Chair Atkin said the Regents' Executive Committee had agreed to meet via teleconference the following Monday to take action on the UVSC property purchase, with a positive recommendation from the committee.

On motion by Chair Atkin and second by Regent Snow, the following items were approved on the Finance Committee's Consent Calendar:

1. UofU and USU – Capital Facilities Delegation Reports
2. University of Utah – Property Sale
3. Dixie State College – Property Purchase
4. Utah State University – Property Purchase

USHE – 2006-2007 CTE Report (Tab J). Chair Atkin called attention to the volume of CTE (career and technical education) being done in the state of Utah. The report included training of high school students and adults by public education, the nine traditional USHE institutions, and UCAT.

Legislative Audit – Follow-up Report (Tab K). The report summarized four recent reviews of the Utah System of Higher Education by legislative staff. Recommendations for improvement have been implemented.

Planning Committee

Revisions to Policy R208, Resource and Review Teams (Tab L). Regent Beesley explained the revisions to the policy provided a greater differential between a president's formal evaluation and the ongoing Resource and Review (R&R) team process. The policy also focuses the R&R team and institutional leadership on the priorities of the Regents and Presidents. The Regents want the Presidents to use the Regents on their R&R teams as a resource. **Chair Jardine moved approval of the revisions to policy R208. Regent Beesley seconded the motion, which carried unanimously.**

USHE Legislative Priorities for 2008 (Tab M). Chair Jardine reported the State Building Board had rearranged the Regents' priorities, and the Governor's recommendation did not include either list. The Regents would like to eliminate the disconnect between the Regents' priorities and the Building Board's priorities in future years. Regent Reid reported the Finance Committee had discussed land banking proposals in an earlier meeting. The institutions are pursuing those opportunities without prioritization, for a total of \$250 million. Chair Jardine pointed out the USHE would oppose any legislation to repeal in-state tuition for students who graduated from and attended a Utah high school for three years. **Chair Jardine moved adoption of the Regents' legislative priorities for 2008. Regent Snow seconded the motion, which carried unanimously.**

Trademarking of Logos/Taglines (Tab N). Chair Jardine said the report was provided for information only and did not require any action. When the Commissioner's staff has completed the process of acquiring domain names, word/service marks and other protections, an updated report will be given to the Regents.

K-16 Alliances, Part II: Increasing Participation Through Rigorous College-Prep Curricula (Tab O). Chair Jardine reported a very good discussion in committee. The committee appreciated the input of Superintendent Harrington and SBE Vice Chair Janet Cannon. Through the K-16 Alliance, there is continuing discussion of what is needed to prepare our students for college. Regent Cannon noted that several years ago Dr. David Gardner, former President of the University of Utah, instituted the requirement that students take two years of a foreign language in high school. Regent Harrington said the State Board of Education had increased requirements for science and math courses. However, promoting a foreign language requirement is also going to be necessary in this global economy. Increased rigor will become mandatory in the future. She said she personally favored four years of math; hopefully, this would decrease the number of students requiring remediation in math. She expressed her concern about Hispanic students who need help and support to improve their English skills.

Regent Cannon said the successful implementation of a common student identifier will enable both public education and higher education to generate effective data. Regent Harrington reported success with concurrent enrollment students, who then go on to higher education institutions.

Regent Jordan appreciated the suggestion of four years of mathematics and asked if the courses are available that fit what students' needs. He suggested that a math course be designed for those students who do not plan to take extensive math courses in college, that would be appropriate for the senior year, specifically designed to prepare students for Math 1010. Assistant Commissioner Safman said that suggestion was under discussion with the math faculty across the state.

Chair Jardine said this was another example of the very positive things coming out of the K-16 Alliance. He commended the Commissioner and his staff for the data-driven items they brought to that endeavor. He noted the Salt Lake Chamber had indicated its support for increased rigor in high school curriculum. Vice Chair Beesley pointed out the booklet, "Tough Choices for Tough Times," which was provided to the Regents from the K-16 Alliance. She recommended that all Regents read it, especially the executive summary.

Report on the Higher Education Legislative Task Force (Tab P). Associate Commissioner Dave Buhler said the task force had met four times this year. Much of its attention was focused on UCAT governance. This discussion resulted in a proposed bill sponsored by Senator Greg Bell, "Utah College of Applied Technology - Governance and Operations." The bill would add to the Regents' responsibilities the creation of partnerships between higher education institutions, and the review (but not approval) of the UCAT budget requests and capital facilities requests, ensuring that they do not unnecessarily duplicate other higher or public education facilities. Other additional responsibilities assigned to the Regents were included in the Commissioner's cover memo. Associate Commissioner Buhler pointed out the additional responsibilities delegated to the UCAT Board of Trustees as well. This is only one of the many bills he and the legislative representatives will be watching during the coming general session.

Commissioner Kendell said the legislators think the ability to hire or fire UCAT campus presidents should be assigned to a public body, and they decided that body should be the UCAT Board of Trustees. He explained that the UCAT President is appointed by the Board of Regents; however, UCAT campus presidents have been appointed by the UCAT President, but the regional Boards of Directors have set the compensation and conditions of employment for their respective presidents. A public body needs the ability to govern the institutions. The Regents will continue to appoint the UCAT President, but the campus presidents will be appointed by the UCAT Board of Trustees, allowing them to retain the power to set the terms and conditions of employment for their respective presidents, using the regional boards of trustees in an advisory role.

Associate Commissioner Buhler said other bills were being drafted, including one providing for an appropriation of \$17.5 million for institutional priorities and partnerships. There is also agreement to add \$2.3 million for UCAT. This bill will mirror the Regents' budget and the request of the UCAT Board of Trustees.

Salt Lake Community College/Salt Lake-Tooele Applied Technology College Report & Recommendations

Dr. Gary Carlston described the process for conducting the SLCC/SLTATC study that was authorized by the State Board of Regents. Commissioner Kendell recommended and appointed an advisory group and a study group. The study group met frequently, and both groups worked hard throughout the summer and fall. Interviews were conducted, and reliable data were researched and assembled. Representatives from the Department of Facilities Construction and Management (DFCM) were consulted about capital facilities issues. After he had thoroughly reviewed the report, Commissioner Kendell asked Dr. Steve Laing and Dr. Paul Thompson to meet individually with representatives of various constituencies and to report their findings.

The Commissioner concluded that the mission of SLCC and SLTATC is basically the same, although there are sizeable enrollment differences in the two institutions. Credit was an important factor. It was noted that the state subsidy for UCAT is significantly greater than for SLCC, and the cost of instruction is substantially greater at SLCC than at UCAT. DFCM representatives were asked to estimate the cost of a new building for UCAT, including the cost of land, and the cost of a full campus.

There was unanimous agreement among those interviewed that the SLCC Skills Center and the SLTATC should be combined. Everyone also agreed that there needs to be a line item provision for CTE funding. Respondents were equally split on the issue of merging the two institutions. This has been a controversial issue for many years without full resolution. The Commissioner concluded that after six years of program development, the core issues of mission overlap, duplicated programs and relatively high cost remain.

Commissioner's recommendations: The Commissioner recommended the merger of Salt Lake Community College and the Salt Lake-Tooele Applied Technology College. He pointed out that SLTATC is caught between a very large comprehensive community college and the public school districts, with no immediate prospects for improving this situation. Of the 53,000 secondary students in the CTE field in the Salt Lake-Tooele area, only 393 attend the Salt Lake-Tooele ATC.

Commissioner Kendell reviewed the conditions attached to his recommendation, including the creation of "safe harbor" status for the Bridgerland, Uintah-Basin, Mountainland, Ogden-Weber and Southwest Applied

Technology Colleges. He also recommended that the Regents maintain the possibility of future studies in southern Utah to ensure optimal CTE offerings in the St. George area.

Regent Jordan commended Dr. Carlston and his group and offered his support for the Commissioner's recommendations. Regent Cannon said the State Board of Education members had not seen the report, although members of the State Office of Education staff have been heavily involved in the process. She felt a merger offered a positive resolution and recommended that the mission be expanded to include secondary students. She pointed out that offerings for secondary students should be at no cost for instruction. The State Board of Education would like an annual report with reliable data to show that secondary students will continue to be served. Regent Cannon expressed her appreciation for SLCC's willingness to meet the needs of secondary students and asked President Bioteau to ensure that students in Tooele were offered the same opportunities as those in Salt Lake.

Regent Atkin moved approval of the Commissioner's recommendations. Regent Karras seconded the motion. Vote was taken on the motion, which was adopted unanimously. Regent Karras said he appreciated Commissioner Kendell's efforts to take on this very difficult issue as he approaches his retirement.

Report of the Commissioner

Because of time constraints, Commissioner Kendell referred to his written report.

Report of the Chair

Outstanding Leaders. Chair Pitcher referred to the Most Influential Leaders profiled in the current issue of *Utah Business* magazine. He said it was a pleasure to work with such outstanding individuals. He congratulated Commissioner Kendell and all of those mentioned in the article for their contributions to Utah's citizens.

Resolutions. Regent Jardine moved that a resolution be prepared on behalf of the State Board of Regents in memory of Lorna Matheson, former member of the University of Utah Board of Trustees, who worked tirelessly to raise funds for education. Vice Chair Beesley seconded the motion, which carried unanimously.

Regent Jardine further moved that a resolution be prepared to express the Regents' appreciation for Commissioner Kendell. On a daily basis, Commissioner Kendell has done everything in his power to advance the cause of education in this state. Regent Cespedes seconded the motion, which carried unanimously.

Dave Feitz, Executive Director of the Utah Higher Education Assistance Authority, said the UHEAA Board of Directors had met the previous day and had adopted a Resolution of Appreciation for Commissioner Kendell. In his four years as Commissioner, UHEAA has achieved record student financial aid, and the UESP program

has increased substantially. He thanked the Commissioner for believing that "we are all in the student success business" and presented him with the UHEAA Resolution of Appreciation.

Commissioner Kendell thanked everyone for their generous words. He said he had learned several important lessons which he had tried to incorporate throughout his career: (1) We must be engaged in something worthwhile. (2) We must develop good relationships with the people with whom we work. (3) We must work with fidelity.

Adjournment

Regent Reid moved that the Board move into closed session to discuss personnel issues. Regent Atkin seconded the motion, and it carried unanimously. The Regents adjourned from that meeting at 2:50 p.m.

Joyce Cottrell CPS, Executive Secretary

Date Approved

January 9, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler, Interim Commissioner

SUBJECT: Establishment of the G. Homer Durham Regents Professorship and Appointment of Dr. Richard E. Kendell as the first G. Homer Durham Regents Professor

It is the intent of the State Board of Regents to establish a G. Homer Durham Regents Professorship and to appoint Dr. Richard E. Kendell as the first G. Homer Durham Regents Professor. The purpose of this new professorship is to recognize individuals who have made a significant contribution to higher education in Utah, and to facilitate opportunities for future service by those individuals. The professorship also provides a way to honor Dr. G. Homer Durham, who served with distinction as the first Commissioner of Higher Education when the Board of Regents was created in 1969.

The G. Homer Durham Regents Professorship will differ in several ways from the current Regents Professorship. It will not be restricted to Commissioners and Presidents who have served a minimum of seven years, and it will not provide a one-year salaried reorientation leave or a three-year salaried teaching position. It will be a one-year renewable appointment. Recipients of this new professorship will be available to teach or consult within the Utah System of Higher Education on a fee-for-service, hourly, or daily rate as negotiated with either the Board of Regents or an institution. A detailed description of this new professorship will be provided as proposed new policy R855 in the March 2008 Board meeting.

In recognition of Dr. Kendell's lifetime of service to Utah's educational community, and to facilitate his continuing contribution in the future, it is appropriate and within the scope of Regents' authority to appoint Dr. Richard E. Kendell as the first G. Homer Durham Regents Professor beginning January 1, 2008, for a one-year renewable term.

Commissioner Kendell has indicated a willingness to remain involved on a part-time basis in a variety of roles within the Utah System of Higher Education. These roles will include but are not limited to teaching, consulting with institutions and the Board of Regents, and mentoring and advising students.

Commissioner's Recommendation

The Interim Commissioner recommends that the State Board of Regents establish a G. Homer Durham Regents Professorship and appoint Dr. Richard E. Kendell as the first G. Homer Durham Regents Professor.

David L. Buhler, Interim Commissioner

DLB/MHS:jc

R855, G. Homer Durham Regents Professorships

R855-1. Purpose

To establish and provide guidelines for the administration of G. Homer Durham Regents Professorships to recognize individuals who have made a significant contribution to higher education in Utah, and to facilitate opportunities for future service by those individuals. The professorship also provides a way to honor Dr. G. Homer Durham, who served with distinction as the first commissioner of higher education when the Board of Regents was created in 1969.

R855-2. References

2.1. Utah Code §53B-1-103 (Establishment of State Board of Regents -- Powers and authority)

2.2. Policy and Procedures R854, Regents Professorships

R855-3. Policy

3.1. Eligibility - The Board may award the title of G. Homer Durham Regents Professor to an individual who has made a significant contribution to higher education in Utah and who is available to teach or consult within the Utah System of Higher Education on a fee-for-service, hourly, or daily rate as negotiated with either the Board of Regents or an institution.

3.2. Appointment and Term of Service - An eligible individual may be designated a G. Homer Durham Regents Professor by the Board for a one-year renewable appointment.

3.2.1. Terms - The G. Homer Durham Regents Professorship will differ in several ways from the current Regents Professorship provided in R854. It will not be restricted to commissioners and presidents who have served a minimum of seven years, and it will not provide a one-year salaried reorientation leave or a three-year salaried teaching position.

3.2.2. Activity Plan and Annual Report - G. Homer Durham Regents Professors shall submit a proposal for the Board's review and approval describing a plan of activity during each one-year renewable appointment and shall submit an annual report of their activities to appropriate campus officers, the commissioner's office, and the Board of Regents.

(Proposed for January 18, 2008.)



G. Homer Durham
Utah's First Commissioner of Higher Education

After the Utah State Legislature established a Utah System of Higher Education in 1969, an extensive search process ensued for the state's first Commissioner of Higher Education. Dr. G. Homer Durham was serving as President of Arizona State University when he was recruited to Utah's top position in higher education, which he held from September 1969 until June 1976. Because he "broke ground" as Utah's first Commissioner, Dr. Durham's responsibilities were undoubtedly greater than any of his successors. His task was to transform this state's higher education system from a collection of separately administered colleges and universities, each vying for a lion's share of some very limited funding, into a coordinated, finely meshed system of postsecondary education.

Dr. Durham was awarded the first Ph.D. in Political Science granted by UCLA – only the second PH.D. awarded in any field by UCLA. He was an outstanding teacher who once dreamed of serving in the United States Senate. When entertaining students and their spouses in his home, he was known to ask questions using the Socratic method. There was no small talk, but rather an emphasis on major national and political issues. He was an advocate of effective education and responsible government who believed individuals should be educated not only to be effective in jobs, but to enhance personal integrity and high moral caliber.

Before going to Arizona, Dr. Durham served as the first Academic Vice President, Founder and Director of the Institute of Government, and Chairman of the Political Science Department at the University of Utah. He was also a consultant to the group establishing the Utah Coordinating Council of Higher Education, predecessor to the current State Board of Regents.

Following his death in January 1985, a tribute in the Deseret News referred to his immense personal, academic and theological legacy. An editorial in the Salt Lake Tribune called him a "pioneer, blazing new trails and building new systems."