



## AGENDA

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

March 20-21, 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  
DIXIE STATE COLLEGE, ST GEORGE, UTAH  
All meetings held in Gardner Student Center unless otherwise indicated**

**DRESS IS BUSINESS CASUAL**

**MARCH 20, 2008 – PLANNING RETREAT FOR REGENTS AND PRESIDENTS**

12:00 noon - 5:00 p.m.	Strategic Planning Ballroom	Tab A
6:00 p.m.	Dinner at Entrada (By invitation)	

**MARCH 21, 2008 – REGULAR MEETING OF THE STATE BOARD OF REGENTS**

7:30 a.m. - 9:00 a.m.	BREAKFAST MEETING – State Board of Regents Dixie State College Board of Trustees, and Dixie ATC Board of Directors (Cottam Room)
	Breakfast Meeting – Business Officers (Conference Room B)

9:00 a.m. - 9:45 a.m.	<b>COMMITTEE OF THE WHOLE</b> (Ballroom)
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|--|-------|
| 1. Welcome and Overview<br>2. Review of 2008 Legislative General Session <ul style="list-style-type: none"><li>• Budget</li><li>• Facilities</li><li>• Legislation</li></ul> | Tab B |
|--|-------|

9:45 a.m. - 11:15 a.m.	<b>MEETINGS OF BOARD COMMITTEES</b>
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**Academic, CTE and Student Success (“Programs”) Committee**  
Regent Katharine B. Garff, Chair  
Cottam Room

**ACTION:**

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|--|-------|
| 1. University of Utah – Master of Arts Degree with Emphasis in World Languages | Tab C |
| 2. Utah State University – Education Specialist in Psychology                  | Tab D |
| 3. Utah Valley State College – Master of Education Degree                      | Tab E |

4. Utah Valley State College – Associate of Applied Science Degree in Technology Tab F

CONSENT:

5. Weber State University – Game Development Certificate Tab G

INFORMATION/DISCUSSION:

6. Information Calendar, Programs Committee Tab H
- A. University of Utah
    - i. Name Change: Comparative Literary and Cultural Studies
    - ii. Transfer American West Center from Social and Behavioral Science to Humanities
    - iii. Change Division of Physical Therapy to Department Status
    - iv. Change in Administrative Structure in College of Architecture and Planning
  - B. Utah State University – Name Change: Expert and Applied Psych Science
  - C. Utah Valley State College – Name Change: Woodbury School of Business
7. Undergraduate Research Report Tab I

**Finance, Facilities and Accountability Committee**

Regent Jerry C. Atkin, Chair

Conference Room B

ACTION:

1. USHE – Proposed Fee Increases for 2008-2009 Tab J
2. USHE – Proposed Policy R345, *Information Technology Resource Security* Tab K
3. University of Utah – Approving Resolutions for the Issuance and Sale (Refunding/  
Refinancing) of Specified Revenue Bonds Tab L
4. University of Utah – Authorization to Establish Differential Tuition for Graduate Programs in  
Public Health Tab M
5. Southern Utah University – Approving Resolutions, Auxiliary System, and Student Building  
Fee Revenue Bonds Tab N
6. Dixie State College – Campus Master Plan Tab O

CONSENT:

7. Consent Calendar, Finance Committee Tab P
- A. USHE – Money Management Reports
  - B. UofU and USU – Capital Facilities Delegation Reports
  - C. Utah State University – Property Sale
  - D. Dixie State College – Reciprocal Tuition Waiver Agreement with College of Southern Nevada
  - E. Utah Valley State College – Utah County Academy of Science Lease
  - F. Utah Valley State College – Purchase of Property Contiguous to Campus (“the Orchard”)
  - G. Utah Valley State College – Proposed Library Remodel

INFORMATION:

8. USHE – Spring Enrollment Reports Tab Q
9. UHEAA – Report of Action of the Board of Regents Executive Committee, 3/11/08 Tab R

## Strategic Planning and Communications Committee

Regent Meghan Holbrook, Acting Chair

Private Dining Room

### INFORMATION/DISCUSSION:

- |   |       |
|---|-------|
| 1. Utah Scholars Update                 | Tab S |
| 2. CAO White Paper on Student Retention | Tab T |
| 3. Campus Retention Plan Reports        | Tab U |

11:15 a.m. -

### REGULAR BUSINESS MEETING OF THE BOARD

12:30 p.m.

Regent Jed H. Pitcher, Chair  
(Ballroom)

- |  |       |
|--|-------|
| 1. Commemorative Resolutions (if any)  |       |
| 2. Tuition Increases for 2008-2009 (1 <sup>st</sup> - and 2 <sup>nd</sup> -Tier) | Tab V |
| 3. General Consent Calendar  | Tab W |
| 4. Reports of Board Committees   |       |
| Programs Committee (Tabs C - I)  |       |
| Finance Committee (Tabs J - R)   |       |
| Planning Committee (Tabs S - U)  |       |
| 5. Report of the Commissioner  |       |
| 6. Report of the Chair   |       |

12:30 p.m.

### LUNCHEON MEETINGS

Regents (Closed session) – Private Dining Room  
Chief Academic Officers – Conference Room B  
Others – Ballroom

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.

**STATE BOARD OF REGENTS RETREAT  
GARDNER STUDENT CENTER, DIXIE STATE COLLEGE  
March 20, 2008**

Participants: Board of Regents, College and University Presidents, key college and university retention officers

Building a Stronger State of Minds: What leadership can the Board of Regents provide to improve college outcomes?

Objectives:

- Understand the limited information that is currently available to measure student progress through our colleges and universities
- Establish state policy to measure and improve student retention and persistence toward educational goals
- Set timelines to assess progress

**Schedule**

Noon – 12:30 p.m.      Buffet lunch (Ballroom)

12:30 p.m.              Retreat opening session (Ballroom)

    Welcome: Chairman Jed Pitcher

    Building a Stronger State of Minds Progress Report: Interim Commissioner Dave Buhler

    Discussion

1:30 p.m.              Student Panel Discussion (Ballroom Annex)

    Moderator: Kari Ellingson, University of Utah Associate Vice President for Student Development

    Students from throughout the system will tell of their experiences navigating toward their educational goals. What barriers do they face? How do they overcome barriers? What can the Utah System of Higher Education do to improve their chances of persisting to achieve their goals?

2:30 – 3:00 p.m.      Regent discussion and breakout group assignments

3:00 – 3:15 p.m.      Blackberry break

3:15 – 4:15 p.m.      Three breakout discussions, led by Vice Chair Bonnie Jean Beesley and Regents David Jordan and Nolan Karras

4:15 – 4:45 p.m.      Reports and recommendations from breakout groups.

4:45 p.m.              Adjourn

# *USHE Final Report on the 2008 Legislative General Session*

Prepared by Assistant Commissioners Amanda Covington and Kimberly Henrie

March 7, 2008

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**2009 Budget.** USHE's ten institutions, UEN, MEC, and statewide programs received a total of \$38.8 million in new, ongoing state tax dollars, compared to an increase a year ago of \$90.5 million, similar to the amount funded two years ago. This represents a one-year increase of 4.8 percent in ongoing funding (compared to 12.6 percent last year). Higher education also received \$3.46 million in one-time funding (compared to \$18.5 million a year ago). During the 2007 General Legislative Session, the state experienced record revenue increases and surpluses. This year, there was still revenue growth but also signs the economy, and state revenue growth, are slowing. As noted, this year's increase was comparable to that received in FY 2007, \$34.5 million in new ongoing state tax dollars (a 5.1 percent increase over the previous year) and \$5.04 million in new one-time funds.

Details of the budget increases are included in the following summary; however, here are a few highlights: The largest portion of the new, ongoing funding is for compensation, with \$27.68 million in new state tax funds—2 percent cost of living adjustments, 1 percent available for discretionary salary increases, and 9.9 percent to cover health insurance premium increases. The Legislature also funded the Regents' request for utility cost increases, operations and maintenance of new buildings, and IT licensing and software increases.

In addition, the Legislature funded \$2 million to complete the UVU transition. Other budget increases include the Regents' Scholarship \$400,000 in new, ongoing funds and \$500,000 in one-time funds, New Century Scholarship for \$800,000 and Regent Audit staffing for \$100,000. UCAT budget highlights include \$850,000 for lease funding and \$1 million in one-time funds for "Jobs Now." The Utah Education Network received \$900,000 in new, ongoing money.

**Capital Facilities.** The Legislature appropriated \$71.49 million for higher education capital facilities and land purchases (compared to \$83 million last year) for the following Regents' priority projects: \$1.6 million for the Snow bond payoff, \$25 million for the UofU Museum of Natural History Building, and \$1.7 million for the UVSC land banking. In addition, the Legislature authorized a general obligation bond of \$43.1 million for the USU Agriculture Building. UCAT did not receive any capital development funding for FY 2009. Legislative approval was received for non-state-funded projects totaling approximately \$240 million on the campuses of the UofU, USU, SUU, and UVSC. The Legislature also appropriated \$82.8 million for capital improvements to be allocated by the State Building Board. Typically, at least half of these funds are spent on USHE facilities.

**Legislation.** The Commissioner's staff and legislative liaisons of USHE institutions tracked, monitored, and, where appropriate, spoke out on numerous bills introduced and considered. Here is a summary of the key legislation tracked during the session.

## **Key Legislation of Interest to USHE--Passed**

- **HCR 1, Meth Awareness for Students and Educators Resolution**, sponsored by Rep. Curt Oda, encourages postsecondary education programs in the state to provide timely and age appropriate materials on the dangers of meth use. Passed House 73-0, and Senate 23-0
- **HB 37, Utah Business Resource Centers Act**, sponsored by Rep. Dave Clark, provides for the establishment and administration of business resource centers by the Governor's Office of Economic Development. It had an ongoing appropriation of \$805,000, of which \$280,000 goes to the Regents for distribution. The bill was substituted and now appropriates \$125,000 only to GOED. Passed House 62-10, Senate 26-0.

- **HB 86, Funding of Inmate Postsecondary Education**, sponsored by Rep. Jack Draxler, provides an appropriation for existing inmate postsecondary education. This bill appropriated \$1.5 million to the Board of Regents, and was amended to exclude illegal immigrants. It was also amended to provide only \$150,000. Passed House 66-6, Senate 23-3.
- **HB 269, Military Survivors Tuition Waiver Amendments\***, sponsored by Rep. Mike Morley, modifies the undergraduate tuition waiver approved in 2007 for surviving military dependents (includes state duty – federal duty was in the original bill – and sets the date beginning Sept. 11, 2001). Passed House 63-0, Senate 27-0.
- **HB 271, Utah Purple Heart Recipients Tuition Act Amendments**, sponsored by Rep. Roger Barrus, provides a graduate tuition waiver for Purple Heart recipients under specified conditions, not to exceed \$10,000. Passed House 68-0, Senate 29-0.
- **HB 321, Higher Education Savings Incentive Program Amendments\***, sponsored by Rep. Kevin Garn, makes technical amendments to UESP, including changing in reporting requirements by UESP and explicitly establishes some of UESP's records as protected. Passed House 71-0, Senate 26-0.
- **SB 38 S6, Transparency in Government Finance**, sponsored by Sen. Wayne Niederhauser, modifies the Utah Administrative Services Code by providing that certain public financial information be made available on the Internet. Passed Senate 28-0, substituted and passed House 66-0, Senate concurred 28-0.
- **SB 81 S1, Illegal Immigration**, sponsored by Sen. Bill Hickman, deals with provisions related to the immigration status of individuals within the state. The bill was amended to remove the provision regarding higher education. It was amended again to include a start date of 2009. Passed Senate 24-5, substituted and passed in the House 56-15, passed Senate 24-4.
- **SB 103, Higher Education Enhancements\***, sponsored by Sen. Dennis Stowell, appropriates monies, subject to future budget constraints and with the approval of the State Board of Regents, to certain institutions within the State System of Higher Education. Originally appropriated \$20.5. Passed Senate 27-0, then after a failed attempt by Rep. Kory Holdaway to appropriate \$10 million to USHE, passed the House 70-0, limited the appropriation to \$2 million for UVU. Passed Senate 29-0.
- **SB 113 S1, Access to Research Workers' Personal Information**, sponsored by Sen. Greg Bell, amends the Government Records Access and Management Act to add protected status to research workers' personal information. Passed House 66-0, Senate 26-0.
- **SB 180 S1, Regents' Scholarship\***, sponsored by Sen. Lyle Hillyard, establishes a 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. It would include a match of up to \$400 for a UESP account, and 75 percent paid tuition for two years of college when meeting ACT benchmarks and earning a high grade point average (3.5 GPA). The House substituted the bill to remove the provision that would provide \$1,000 to first-generation college students. The scholarship could be used at any USHE institution, or other non-profit accredited institution in Utah. The bill appropriates \$400,000 in ongoing funds and \$500,000 in one-time monies. Passed Senate 25-1, substituted in the House and passed 67-2, Senate concurred 26-1.

#### **Key Legislation of Interest to USHE--Failed**

- **HB 76, Government Competition and Privatization Act**, sponsored by Rep. Craig Frank, repeals the existing Privatization Policy Board and enacts the Government Competition and Privatization Act, creating the State Government Competition and Privatization Commission and requiring that local governments create a local government competition and privatization commission. This bill was not considered.
- **HB 91, Center for the School of Future Incentives**, sponsored by Rep. Jack Draxler, provides an appropriation for an incentive program for schools to use the services of the Center for the School of the Future at Utah State University. Appropriates \$50,000 from the Education Fund for fiscal year 2008-09 to Utah State University. The bill never made it to the House floor.

- **HB 190 S1, State System of Higher Education Amendments\*\*<sup>1</sup>**, sponsored by Rep. John Dougall. This bill makes far-reaching changes to the governance and operation of the Utah System of Higher Education. The substitute bill eliminates tax credit and UESP incentives but would still significantly weaken the Utah System of Higher Education. Rep. David Clark made a successful motion to send the bill to interim study. **HB 490**, which would have established a task force to study HB 190, passed the House 71-0 and the Senate 27-0, but was amended to include a task force on Public Education. The bill failed the last night as it was not heard on the House Concurrence Calendar.
- **HB 204, Utah College of Applied Technology Amendments**, sponsored by Rep. Ron Bigelow, modifies provisions relating to the Utah College of Applied Technology. It requires that 50% of funding requests for UCAT to be for facilities within reasonable walking distance of a high school and requires an evaluation committee to study UCAT and applied technology education issues. The bill was not considered.
- **HB 241, Repeal of Exemptions from Nonresident Tuition\*\***, sponsored by Rep. Glenn Donnelson, modifies eligibility criteria for an exemption from the nonresident portion of total tuition at a state institution of higher education. The bill was amended to repeal tuition from students enrolled after 2010. Passed the House 40-35 but was not considered in the Senate.
- **HB 253, Higher Education IT Infrastructure Funding\***, sponsored by Rep. Steve Clark, provides an ongoing appropriation of \$8 million to the State Board of Regents to update computer infrastructure. This bill passed the House 54 to 6, but was killed in the Senate Education Committee on Feb. 11. Some funding (\$815,000 one-time funding) was provided in the appropriations act.
- **HB 284 S1, Utah College of Applied Technology Revision\***, sponsored by Rep. Kory Holdaway, changes current statute regarding the UCAT campus of SLTATC to be removed as one of the UCAT campuses and merges it with Salt Lake Community College. A substituted bill would send SLTATC students in Salt Lake County to SLCC and Salt Lake County school districts, while ATC students in Tooele County would be served by the Davis ATC. The bill was heard on the House floor where Rep. David Clark made a motion, which passed, to send the bill to interim study. A task force on education governance, **HB 490**, would have included this bill, but it did not pass the House Concurrence Calendar (see also HB 190, S1).
- **HB 311, Higher Education Distance Learning Partnerships**, sponsored by Rep. Brad Last, appropriates monies for videoconferencing equipment to expand higher education distance learning partnerships among USHE institutions. Passed House 65-0, not considered in the Senate.
- **HB 343, Exemption of University Housing from Eviction Laws\***, sponsored by Rep. Paul Neuenschwander, permits an institution of higher education to exclude or evict a student from student housing, if the student has violated the student's lease, without resorting to a judicial process. It also establishes procedures and due process requirements for the exclusion or eviction of a student from student housing. Passed House 62-4, heard during the closing minutes of the session in the Senate, but not voted on.
- **HB 355 S2, Cigarette Tax Increase and Appropriations for Preventive Health Activities**, sponsored by Rep. Paul Ray, increases the cigarette tax by an amount equivalent to 50 cents per pack of 20 cigarettes. A portion of the revenue would assist with the medical school expansion. The bill was substituted to reduce the state sales tax and use tax rate from 4.65% to 4.59% and was not considered.
- **HB 363 S1, Public Education – Arts Enhanced Learning Program**, sponsored by Rep. Greg Hughes, requires partnerships between participating schools and certain institutions of higher education for quality pre-service and in-service training, research, and leadership development for arts education. This bill carries an ongoing appropriation to the State Board of Regents Office of \$600,000 in Education Funds. These funds would be used as directed in the intent language in the bill. Passed House 71-0, not considered in the Senate.

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<sup>1</sup> \* USHE took an official position in support. \*\* USHE took an official position in opposition



- **HB 381, Statewide College Degree**, sponsored by Rep. Ron Bigelow, establishes one-time funding to support a pilot project with a USHE institution(s) to deliver a low-cost associate's degree to students who would otherwise not access or participate in higher education. The bill was not considered.
- **HB 418, Physician Education Admissions**, sponsored by Rep. Brad Last, establishes resident admission requirements for the University of Utah medical school. The bill provides definitions; and requires at least 75% of the students in an entering class at the University of Utah medical school to be a resident student. This bill was not considered.
- **HB 473, Firearms Amendments\*\***, sponsored by Rep. Curt Oda, provides a definition for a concealed firearm permit that allows, but does not require, the concealment of the firearm on the permittee; and makes certain technical changes. The bill was amended to exclude higher education campuses from the definition. Passed House 60-11, was not considered in the Senate.
- **HB 490, Legislative Task Forces and Study**, sponsored by Rep. Dave Clark, establishes the Education Systems for the 21st Century Task Force and the Immigration Task Force; requires the task forces to review, make recommendations, and present a final report on specified issues: State Board of Regents, State Board of Education, State Superintendent, Commissioner of Higher Education, and roles and missions of USHE institutions. Passed House 71-0, was substituted in the Senate to include a Public Education task force and was not considered on the House Concurrence Calendar.
- **SB 31, Income Tax Amendments\*<sup>2</sup>**, sponsored by Sen. Wayne Niederhauser, is retroactively effective to January 1, 2008. It means that there will no longer be a UESP deduction. But, the UESP credit remains. The bill also updates the tax credit formula amounts to the 2008 figures of \$1,650 for a single filer and \$3,300 for a married filer. This bill passed the Senate 27-0. It passed the House with an amendment and was sent to the House Revenue and Taxation Committee. It was not considered in the House.
- **SB 33, Department of Community and Culture – State-owned Art Inventory**, sponsored by Sen. Mark Madsen, modifies provisions of the State-Owned Art Collections Inventory Study Program Act by requiring comprehensive and consistent inventories of state-owned art. Passed Senate 28-0, not considered in the House.
- **SB 39, Mathematics, Science, and Technology Education Task Force**, sponsored by Sen. Howard Stephenson, creates the Mathematics, Science, and Technology Education Task Force and requires the task force to first study issues relating to mathematics education, including mathematics standards, the state's mathematics core curriculum, and articulation of mathematics education between public education and higher education. Passed Senate 25-1, not considered in the House.
- **SB 42, Utah College of Applied Technology – Governance and Operations**, sponsored by Sen. Greg Bell, modifies the powers and duties of the State Board of Regents relating to the Utah College of Applied Technology and its college campuses; requires Utah College of Applied Technology budget and capital facilities requests to be submitted to the State Board of Regents for review and discussion and to be accompanied by written findings; requires the promotion of certain partnerships for awarding degrees; modifies campus president appointment and compensation provisions; and requires the State Board of Regents to conduct certain studies. This bill was never considered.
- **SB 144 S2, Parameters on Governor's Ability to Enter Agreements Binding the State**, sponsored by Sen. Scott Jenkins, requires legislative approval of certain interstate agreements entered into on or after May 5, 2008. Passed House 54-18, Senate Concurred 21-7. Governor vetoed the bill.

Bills were also passed that amended the Government Records Access Management Act (GRAMA) and established public education's Arts Enhanced Learning Program. These may have impacts on the Board and Commissioner's Office. These will be carefully analyzed and any necessary adjustments will be made.

For more information about specific bills, legislative membership, or committees, please see the Legislature's Web site at [www.le.utah.gov](http://www.le.utah.gov).

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<sup>2</sup> \* USHE took an official position in support. \*\* USHE took an official position in opposition

**Lessons Learned.** This session was full of surprises. The largest impact to our budget and programs was lower state revenue projections in February, \$230 million less in ongoing and \$110 million less in one-time funding, which was due in part to the federal economic stimulus package lowering state tax revenues. As previously decided, the system did approach the legislative session with a concise message centered on “Building a Stronger State of Minds,” which we feel was beneficial and allowed the institutions to unite on several fronts.

Early in the session, we became aware that legislators would focus on non-lapsing balances, higher education salaries, faculty workload, and our requests for capital facilities. The Presidents and the Commissioner’s Office aptly demonstrated the need for the existing and future non-lapsing balances. Of the Legislature’s focus on \$20 million in non-lapsing balances, it only reallocated \$1 million (which will be returned to the institutions for student need-based financial aid – UCOPE). USHE will need to continue to communicate the need for a certain threshold, and established commitments, of its non-lapsing balances.

While the Regents’ budget request received strong support from presidents, it is time to rethink our approach for requesting institutional priorities funding. The co-chairs of the Higher Education Appropriations Subcommittee expressed concerns about seeking appropriations parallel with the normal budget and appropriations process. And while several institutions eventually received funding for one or more of their priorities, not all institutions had their priorities funded.

Regarding capital facilities requests, we continue to hear frustrations that each year higher education comes back for new capital requests. Thus it is apparent we will need to communicate to the Legislature, in an ongoing format, the system’s pipeline of capital needs. Interim Commissioner Buhler has discussed with the presidents creating a long-term capital facilities plan to communicate upcoming capital facilities needs over a period of time rather than just focusing on one year at a time.

Although the bill failed to establish a task force to study higher education governance, there is some discussion on the hill about the role of the Board of Regents and the missions and roles of the institutions. We will need to ensure we educate policy leaders on the benefits, accomplishments, and vision of the higher education system in general. It is possible that these issues could still be considered during the interim, either by a task force or by established interim committees of the Legislature.

The Commissioner’s Office worked closely with institutional legislative liaisons and the Utah Student Association, represented by Kelly Stowell, throughout the legislative session. The Interim Commissioner personally, as well as his entire staff, was all involved to one degree or another in supporting the Board’s legislative agenda. Assistant Commissioner Amanda Covington took the lead role in coordinating with the institutional legislative liaisons. Assistant Commissioner Kimberly Henrie worked closely with other staff members, and our legislative fiscal analyst, to make sure our presentations and documents were accurate and clearly communicated our issues and messages. Assistant Commissioner David Doty also worked closely with Legislative Research and General Counsel to draft legislation and amendments of special interest to the Board and the institutions. Lynne Ward, as Executive Director of UESP, was particularly involved in safeguarding the integrity of that agency and successfully negotiating through various bills.

We continued to have tremendous support from the Co-Chairs of the Higher Education Appropriations Subcommittee, Sen. Greg Bell and Rep. Kory Holdaway. The Executive Appropriations Committee and Education Standing Committees were also generally supportive of our efforts. Legislative leadership in both houses and on both sides of the aisle were mostly supportive of USHE. We appreciate the coordination with Governor Huntsman and his staff.

There seems to be a growing recognition of the importance of higher education to the state. We will need to continue to communicate with our stakeholders to ensure that they understand the vital role our institutions play in contributing to the educational, as well as economic, well-being of the state.

# Summary of Appropriations, 2008 General Session (Tax Funds Only)

## HIGHER EDUCATION TOTAL

(Includes 10 USHE Institutions, SBR Statewide Programs, SBR Administration, UEN, and MEC)

	Appropriations	% Change from Base
<b>2007-08 Ongoing Operating Appropriations Base Budget</b>	<b>\$807,223,700</b>	
Supplemental Adjustments <sup>(1)</sup>	\$983,500	0.1%
<b>Revised 2007-08 Appropriation (Base plus Supplementals)</b>	<b>\$808,207,200</b>	
<b>2008-09 Ongoing Adjustments</b>		
Salary Adjustments (2% COLA, 1% Discretionary)	\$19,623,900	2.4%
9.9% Health Insurance Adjustment	8,060,700	1.0%
Program Increases <sup>(2)</sup>	11,155,900	1.4%
Subtotal - Ongoing Adjustments	\$38,840,500	4.8%
<b>2008-09 One-time Adjustments</b>		
Program Increases <sup>(3)</sup>	3,464,100	0.4%
Subtotal - One-time Adjustments	\$3,464,100	0.4%
<b>Total 2008-09 Adjustments</b>	<b>\$42,304,600</b>	<b>5.2%</b>
<b>2008-09 Appropriation (Base plus 2008-09 Adjustments)</b>	<b>\$849,528,300</b>	

### (1) Supplemental Adjustments

Utility Rate Increases	\$23,800
New Century Scholarship	\$459,700
Capital Equipment	\$500,000

Total Supplemental Adjustments \$983,500

### (2) Program Increases - Ongoing

Utility Rate Increases	\$661,800
IT Software Licensing Costs	\$900,000
O&M	\$473,600
Leases	\$850,000
Network Backbone	\$200,000
Elementary/Charter School High Speed Network	\$700,000
Mandated Federal Aid State Match	\$200,000
Regents Scholarship	\$400,000
New Century Scholarship	\$800,000
Audit Staffing	\$100,000
SB103 - UVU Funding	\$2,000,000
Aerospace and Defense employment	\$800,000
Health Care Initiative	\$900,000
Replace Dedicated Credits	\$220,000
UU Dixie Partnership	\$500,000
ISF Rate Changes	(\$24,500)
New Building O&M	\$1,125,000
Prison Education	\$150,000
Dixie Music Program	\$200,000

### (3) Program Increases - One-Time

Need Based Student Aid - (UCOPE)	\$1,000,000
Regents' Scholarship	\$500,000
O&M One-time cut	(\$1,127,600)
Network Backbone	\$200,000
Elementary/Charter School High Speed Netw	\$500,000
Content Management/Disaster Recovery/EdN	\$580,000
Jobs Now Campus Initiatives	\$1,000,000
Non Lapsing Balance (One-time Cut)	(\$1,000,000)
Center on Aging One-time Comp	\$6,700
New Building O&M One-Cut	(\$1,125,000)
IT Infrastructure	\$215,000
Equipment	\$900,000
Concurrent Enrollment	\$150,000
Engineering Initiative	\$250,000
IT Security	\$815,000
CEU WETC	\$600,000

Total Program Increases - Ongoing 11,155,900

Total Program Increases - One-time \$3,464,100

# Summary of Appropriations, 2008 General Session (Tax Funds Only)

(Includes 9 Two- & Four-year Institutions, SBR Statewide Programs, and SBR Administration)

	<u>Appropriations</u>	<u>% Change from Base</u>
<b>2007-08 Ongoing Operating Appropriations Base Budget</b>	<b>\$732,310,700</b>	
Supplemental Adjustments <sup>(1)</sup>	\$483,500	0.1%
<b>Revised 2007-08 Appropriation (Base plus Supplementals)</b>	<b>\$732,794,200</b>	
2008-09 Ongoing Adjustments		
Salary Adjustments (2% COLA, 1% Discretionary)	\$18,113,500	2.5%
9.9% Health Insurance Adjustment	7,525,900	1.0%
Program Increases <sup>(2)</sup>	<u>9,183,000</u>	<u>1.3%</u>
Subtotal - Ongoing Adjustments	\$34,822,400	4.8%
2008-09 One-time Adjustments		
Program Increases <sup>(3)</sup>	<u>512,000</u>	<u>0.1%</u>
Subtotal - One-time Adjustments	\$512,000	0.1%
<b>Total 2008-09 Adjustments</b>	<b>\$35,334,400</b>	<b>4.8%</b>
<b>2008-09 Appropriation (Base plus 2008-09 Adjustments)</b>	<b><u>\$767,645,100</u></b>	

## (1) Supplemental Adjustments

Utility Rate Increases	\$23,800
New Century Scholarship	\$459,700
Capital Equipment	
<b>Total Supplemental Adjustments</b>	<b><u>\$483,500</u></b>

## (2) Program Increases - Ongoing

Utility Rate Increases	661,800
IT Software Licensing Costs	900,000
O&M	\$473,600
Leases	
Network Backbone	
Elementary/Charter School High Speed Network	
Mandated Federal Aid State Match	200,000
Regents Scholarship	400,000
New Century Scholarship	800,000
Audit Staffing	100,000
SB103 - UVU Funding	2,000,000
Aerospace and Defense employment	800,000
Health Care Initiative	900,000
Replace Dedicated Credits	
UU Dixie Partnership	500,000
ISF Rate Changes	(27,400)
New Building O&M	1,125,000
Prison Education	150,000
Dixie Music Program	200,000

## (3) Program Increases - One-Time

Need Based Student Aid - (UCOPE)	\$1,000,000
Regents' Scholarship	\$500,000
O&M One-time cut	(\$684,700)
Jobs Now Campus Initiatives	
Non Lapsing Balance (One-time Cut)	(1,000,000)
Center on Aging One-time Comp	6,700
New Building O&M One-Cut	(1,125,000)
IT Infrastructure	
Equipment	
Concurrent Enrollment	150,000
Engineering Initiative	\$250,000
IT Security	815,000
CEU WETC	600,000

Total Program Increases - Ongoing

\$9,183,000

Total Program Increases - One-time

\$512,000

## Summary of Appropriations, 2008 General Session (Tax Funds Only)

## Utah College of Applied Technology

(Includes All UCAT Campuses, Custom Fit, UCAT Equipment and UCAT Administration)

	<u>Appropriations</u>	<u>% Change from Base</u>
2007-08 Ongoing Operating Appropriations Base Budget	\$54,478,300	
Supplemental Adjustments <sup>(1)</sup>	\$500,000	0.9%
<b>Revised 2007-08 Appropriation (Base plus Supplementals)</b>	<b>\$54,978,300</b>	
2008-09 Ongoing Adjustments		
Salary Adjustments (2% COLA, 1% Discretionary)	\$1,164,800	2.1%
9.9% Health Insurance Adjustment	534,800	1.0%
Program Increases <sup>(2)</sup>	849,800	1.6%
Subtotal - Ongoing Adjustments	\$2,549,400	4.7%
2008-09 One-time Adjustments		
Program Increases <sup>(3)</sup>	1,672,100	3.1%
Subtotal - One-time Adjustments	\$1,672,100	3.1%
<b>Total 2008-09 Adjustments</b>	<b>\$4,221,500</b>	<b>7.7%</b>
<b>2008-09 Appropriation (Base plus 2008-09 Adjustments)</b>	<b>\$58,699,800</b>	

(1) Supplemental Adjustments

Utility Rate Increases	
New Century Scholarship	
Capital Equipment	500,000
<b>Total Supplemental Adjustments</b>	<b>\$500,000</b>

(2) Program Increases - Ongoing

Utility Rate Increases	
IT Software Licensing Costs	
O&M	
Leases	850,000
Network Backbone	
Elementary/Charter School High Speed Network	
Mandated Federal Aid State Match	
Regents Scholarship	
New Century Scholarship	
Audit Staffing	
SB103 - UVU Funding	
Aerospace and Defense employment	
Health Care Initiative	
Replace Dedicated Credits	
UU Dixie Partnership	
ISF Rate Changes	(200)
New Building O&M	
Prison Education	
Dixie Music Program	
<b>Total Program Increases - Ongoing</b>	<b>\$849,800</b>

(3) Program Increases - One-Time

Need Based Student Aid - (UCOPE)	
Regents' Scholarship	
O&M One-time cut	(442,900)
Jobs Now Campus Initiatives	1,000,000
Non Lapsing Balance (One-time Cut)	
Center on Aging One-time Comp	
New Building O&M One-Cut	
IT Infrastructure	215,000
Equipment	900,000
Concurrent Enrollment	
Engineering Initiative	
IT Security	
CEU WETC	

Total Program Increases - One-time

\$1,672,100

# Summary of Appropriations, 2008 General Session (Tax Funds Only)

## Utah Education Network and Medical Education Council

	<u>Appropriations</u>	<u>% Change from Base</u>
2007-08 Ongoing Operating Appropriations Base Budget	\$20,434,700	
Supplemental Adjustments <sup>(1)</sup>	\$0	0.0%
<b>Revised 2007-08 Appropriation (Base plus Supplementals)</b>	<b>\$20,434,700</b>	
2008-09 Ongoing Adjustments		
Compensation Adjustments	\$345,600	1.7%
Program Increases <sup>(2)</sup>	<u>1,123,100</u>	5.5%
Subtotal - Ongoing Adjustments	\$1,468,700	7.2%
2008-09 One-time Adjustments		
Program Increases <sup>(3)</sup>	<u>1,280,000</u>	6.3%
Subtotal - One-time Adjustments	\$1,280,000	6.3%
<b>Total 2008-09 Adjustments</b>	<b>\$2,748,700</b>	<b>13.5%</b>
<b>2008-09 Appropriation (Base plus 2008-09 Adjustments)</b>	<b><u>\$23,183,400</u></b>	

**(1) Supplemental Adjustments**

Utility Rate Increases  
New Century Scholarship  
Capital Equipment

*Total Supplemental Adjustments*

\$0

**(2) Program Increases - Ongoing**

Utility Rate Increases  
IT Software Licensing Costs  
O&M  
Leases  
Network Backbone 200,000  
Elementary/Charter School High Speed Network 700,000  
Mandated Federal Aid State Match  
Regents Scholarship  
New Century Scholarship  
Audit Staffing  
SB103 - UVU Funding  
Aerospace and Defense employment  
Health Care Initiative  
Replace Dedicated Credits 220,000  
UU Dixie Partnership  
ISF Rate Changes 3,100  
New Building O&M  
Prison Education  
Dixie Music Program  
*Total Program Increases - Ongoing*

\$1,123,100

**(3) Program Increases - One-Time**

Need Based Student Aid - (UCOPE)  
Regents' Scholarship  
O&M One-time cut  
Network Backbone \$200,000  
Elementary/Charter School High Speed Ne \$500,000  
Content Management/Disaster Recovery/E \$580,000  
Jobs Now Campus Initiatives  
Non Lapsing Balance (One-time Cut)  
Center on Aging One-time Comp  
New Building O&M One-Cut  
IT Infrastructure  
Equipment  
Concurrent Enrollment  
Engineering Initiative  
IT Security  
CEU WETC

*Total Program Increases - One-time*

\$1,280,000

## Legislative Action on Capital Development for 2008-09

## STATE-FUNDED CAPITAL IMPROVEMENTS

\$82,838,200

Capital Improvement funds are appropriated to the Division of Facilities Construction and Management, which allocates funds to projects of up to \$1.5 million. USHE typically receives 50 to 60 percent of these funds.

## STATE-FUNDED PROJECTS

	Project	Phase	Legislative Action			Future State O&M <sup>(1)</sup>
			Cash	GO Bond	Cumulative	
SB 3	Snow Bond Payoff		\$1,600,000		\$1,600,000	No
HB 2	UU Natural History Museum		\$25,000,000		\$26,600,000	\$1,125,000
SB 4	USU - Agriculture Research Building			\$43,111,000	\$69,711,000	\$493,400
HB 3	UVSC Land Bank Purchase		\$1,783,000		\$1,783,000	No
<b>TOTAL LEGISLATIVE ACTION -- STATE-FUNDED PROJECTS</b>			<b>\$28,383,000</b>	<b>\$43,111,000</b>	<b>\$71,494,000</b>	

## OTHER FUNDS PROJECTS

	Project	Funding Source	Legislative Action	
			Project Approval	State O&M Approved <sup>(1)</sup>
HB 5	UU- University Neuropsychiatric Institute (UNI) Expansion	Clinical Fees & Donations		No
HB 5	UU- State Arboretum Visitors Center Renovation and Addition	Donations		Yes
HB 5	UU -Northwest Campus Parking Structure	Revenue Bond	\$21,280,000	No
HB 5	UU- Huntsman Cancer Hospital Phase II-B	Revenue Bond	\$90,000,000	No
HB 5	USU -Vernal Entrepreneurship and Energy Research Center	Donations		Yes
HB 5	USU- Business Building Addition	Donations		Yes
HB 5	USU -Early Childhood Education and Research Center	Revenue Bond	\$15,828,000	Yes
		Research Grants		
HB 5	USU - Hydraulics Laboratory Addition to the Water Lab	& Institutional Funds		No
		Insurance Claims		
HB 5	USU - Structures Lab Enclosure	& Institutional Funds		No
HB 5	SUU - Shakespearean Theater	Revenue Bond	\$5,000,000	Yes
HB 5	SUU - Science Center Addition - Planning & Design	Donations		N/A
HB 5	UVSC - Ray Noorda Children's Theater Addition	Donations		Yes
<b>TOTAL LEGISLATIVE ACTION -- OTHER FUNDS PROJECTS</b>				



## 2008-09 Operating Budget Comparisons (Tax Funds Only)

Board of Regents Request, Governor Huntsman and Final State Legislature Appropriation Comparison

	Board of Regents	Governor Huntsman		Final Appropriation		
	Amount	Amount	Above/ (Below) SBR	Amount	Above/ (Below) Gov	Above/ (Below) SBR
<b>Utah System of Higher Education Budget Priorities</b>						
<b>Compensation</b>						
Base Public Higher Education Compensation Package	\$25,639,400	\$25,547,700	(\$91,700)	\$25,639,400	\$91,700	\$0
Faculty and Staff Retention Funds	8,028,500	12,042,800	4,014,300	\$0	(12,042,800)	(8,028,500)
<b>Mandated Costs</b>						
Utility Rate Increases	661,800	661,800	0	\$661,800	0	0
IT Software Licensing Costs	900,000	900,000	0	\$900,000	0	0
O&M Requests for State and Non State Funded Projects	588,300	496,000	(92,300)	\$473,600	(22,400)	(114,700)
Operating Expenses (3%)	5,318,100	0	(5,318,100)	\$0	0	(5,318,100)
ISF Rate Increases	(27,400)	(27,400)	0	(\$27,400)	0	0
O&M New Building				\$1,125,000	1,125,000	1,125,000
<b>Preparation, Participation and Completion</b>						
Student Financial Aid						
<i>Need Based Student Aid - (UCOPE)</i>	2,000,000	2,000,000	0	0	0	0
<i>Mandated Federal Aid State Match</i>	200,000	200,000	0	\$200,000	0	0
<i>Education Disadvantage</i>	1,000,000	500,000	(500,000)		(500,000)	(1,000,000)
Student Support and Success						
<i>Regents Scholarship</i>	7,000,000	0	(7,000,000)	\$400,000	400,000	(6,600,000)
<i>State Scholar Infrastructure</i>	300,000	0	(300,000)		0	(300,000)
<i>New Century Scholarship</i>	1,742,000	1,742,000	0	800,000	(942,000)	(942,000)
<b>Institutional Priorities and Partnerships</b>	17,500,000	4,000,000	(13,500,000)	\$2,000,000	(2,000,000)	(15,500,000)
<i>University Status for UVSC is included in the \$4,000,000 (Gov)</i>						
<i>University Status for UVSC is included in the \$2,000,000 (Leg)</i>						
<b>Workforce Development</b>						
Teacher Initiative	5,700,000	5,700,000	0		(5,700,000)	(5,700,000)
Health Professions Initiative	4,000,000	0	(4,000,000)	\$900,000	900,000	(3,100,000)
Engineering Initiative	2,000,000	2,000,000	0		(2,000,000)	(2,000,000)
Science and Technology Initiative	2,000,000	0	(2,000,000)		0	(2,000,000)
<b>Statewide Infrastructure Priorities</b>						
Internet 2 Research Network	82,000	0	(82,000)		0	(82,000)
Audit Staffing	800,000	0	(800,000)	\$100,000	100,000	(700,000)
Emergency Management and Campus Security	4,000,000	0	(4,000,000)		0	(4,000,000)
Academic Library Consortium	1,000,000	0	(1,000,000)		0	(1,000,000)
IT Physical Infrastructure - HBXXX (S.Clark) <sup>(note2)</sup>	4,000,000	1,000,000	(3,000,000)		(1,000,000)	(4,000,000)
<b>Other Priorities and Projects</b>						
UU School of Medicine Expansion		5,000,000	5,000,000		(5,000,000)	0
Aerospace and Defense employment				800,000	800,000	800,000
DSC Music				200,000	200,000	200,000
UU DSC Partnership				500,000	500,000	500,000
Prison Education (HB 86)				150,000	150,000	150,000
<b>Subtotal - USHE Priority Ongoing Increases</b>	<b>94,432,700</b>	<b>61,762,900</b>	<b>(32,669,800)</b>	<b>34,822,400</b>	<b>(26,940,500)</b>	<b>(59,610,300)</b>
<b>One-Time Requests</b>						
IT Physical Infrastructure - HBXXX (S.Clark) <sup>(note2)</sup>	\$4,000,000	\$2,000,000	(\$2,000,000)		(\$2,000,000)	(\$4,000,000)
Joint High Performance Computing Proposal	1,000,000	1,000,000	0		(1,000,000)	(1,000,000)
Science and Technology Equipment	5,000,000	0	(5,000,000)		0	(5,000,000)
Library Enhancements & Acquisitions	4,000,000	2,000,000	(2,000,000)		(2,000,000)	(4,000,000)
Systems Equipment for Shared Disaster Recovery Operations- Richfield Data Center	500,000	500,000	0		(500,000)	(500,000)
Planning Grant for Statewide Data Center	100,000	0	(100,000)		0	(100,000)
Teacher Initiative	705,000	705,000	0		(705,000)	(705,000)
					0	0
<b>Other Priorities</b>						
UU School of Medicine Expansion		(2,500,000)	(2,500,000)		2,500,000	0
<i>Regents Scholarship</i>				\$500,000	500,000	500,000
<i>UCOPE</i>				\$1,000,000	1,000,000	1,000,000
O&M New Building (one-time cut)				(\$1,125,000)	(1,125,000)	(1,125,000)
O&M Building (one-time cut)				(\$684,700)	(684,700)	(684,700)
Compensation UU Center Aging				\$6,700	6,700	6,700
Non Lapsing Funds One-Time Cut				(\$1,000,000)	(1,000,000)	(1,000,000)
Engineering				\$250,000	250,000	250,000
Concurrent				\$150,000	150,000	150,000
CEU WETC				\$600,000	600,000	600,000
IT Security				\$815,000	815,000	815,000
<b>Total One-Time Increases</b>	<b>\$15,305,000</b>	<b>\$3,705,000</b>	<b>(\$9,100,000)</b>	<b>\$512,000</b>	<b>(\$3,193,000)</b>	<b>(14,793,000)</b>
<b>Supplemental Request</b>						
Utility Rate Increases	\$23,800	\$23,800	\$0	\$23,800	\$0	\$0
New Century Scholarship	659,700	659,700	0	\$459,700	(200,000)	(200,000)
<b>Total Supplemental Increases</b>	<b>\$683,500</b>	<b>\$683,500</b>	<b>\$0</b>	<b>\$483,500</b>	<b>(\$200,000)</b>	<b>(\$200,000)</b>
<b>Total Appropriation (Ongoing, One-time &amp; Supplemental)</b>	<b>110,421,200</b>	<b>66,151,400</b>	<b>(44,269,800)</b>	<b>35,817,900</b>	<b>(30,333,500)</b>	<b>(74,603,300)</b>

**2008-09 Operating Budget Comparisons (Tax Funds Only)***UCAT Request, Governor Huntsman Recommendation, and Final State Legislature Appropriation Comparison*

	UCAT	Governor Huntsman		Final Appropriation		
	Amount	Amount	Above/ (Below) UCAT	Amount	Above/(Below) Gov	Above/ (Below) UCAT
<b>Utah College of Applied Technology Budget Priorities</b>						
<b>Compensation</b>						
Base Public Higher Education Compensation Package	\$1,699,600	\$1,710,500	\$10,900	\$1,699,600	(\$10,900)	\$0
Faculty and Staff Retention Funds	390,300	780,600	390,300	0	(780,600)	(390,300)
<b>Mandated Costs</b>						
Leases	1,576,300	212,000	(1,364,300)	850,000	638,000	(726,300)
IT Software Licensing Costs	400,000	400,000	0	0	(400,000)	(400,000)
Operating Expenses (3%)	261,000	0	(261,000)	0	0	(261,000)
ISF Rate Increases	(200)	(200)	0	(200)	0	0
<b>Workforce Development</b>						
Jobs Now Campus Initiatives	3,057,700	507,500	(2,550,200)	0	(507,500)	(3,057,700)
<b>Institutional Priorities and Partnerships</b>						
	2,502,300	80,000	(2,422,300)	0	(80,000)	(2,502,300)
<b>Statewide Infrastructure Priorities</b>						
Capital Training Equipment	1,000,000	0	(1,000,000)	0	0	(1,000,000)
IT Physical Infrastructure	330,500	330,500	0	0	(330,500)	(330,500)
Emergency Management and Campus Security	869,800	0	(869,800)	0	0	(869,800)
Student Counselor Staff	798,500	0	(798,500)	0	0	(798,500)
Hearing Impaired Student Translators	250,000	0	(250,000)	0	0	(250,000)
<b>Total Ongoing Increases</b>	<b>\$13,135,800</b>	<b>\$4,020,900</b>	<b>(\$9,114,900)</b>	<b>\$2,549,400</b>	<b>(\$1,471,500)</b>	<b>(\$10,586,400)</b>
<b>One-Time Requests</b>						
Capital Training Equipment	\$2,500,000	\$500,000	(\$2,000,000)	\$900,000	\$400,000	(\$1,600,000)
IT Physical Infrastructure	215,000	215,000	0	215,000	0	0
Fiscal System Upgrade	425,000	425,000	0		(425,000)	(425,000)
<b>Other Priorities</b>						
O&M One-time Cut				(442,900)	(442,900)	(442,900)
Jobs Now				1,000,000	1,000,000	1,000,000
<b>Total One-time Increases</b>	<b>\$3,140,000</b>	<b>\$1,140,000</b>	<b>(\$2,000,000)</b>	<b>\$1,672,100</b>	<b>\$532,100</b>	<b>(\$1,467,900)</b>
<b>Supplemental Requets</b>						
Capital Training Equipment	\$1,000,000	\$0	(\$1,000,000)	500,000	\$500,000	(\$500,000)
<b>Total Supplemental Increases</b>	<b>\$1,000,000</b>	<b>\$0</b>	<b>(\$1,000,000)</b>	<b>500,000</b>	<b>\$500,000</b>	<b>(\$500,000)</b>
<b>Total Appropriation (Ongoing &amp; One-time)</b>	<b>\$17,275,800</b>	<b>\$5,160,900</b>	<b>(12,114,900)</b>	<b>\$4,721,500</b>	<b>(439,400)</b>	<b>(12,554,300)</b>

## 2008-09 Tax Fund Appropriations by Institution

(a)	(b)		(c)		(d)		(e)
2008-09 Adjusted Base Budget	2008-09 Ongoing Increases		2008-09 One-time Increases		2008-09 Total Increases		2008-09 Operating Budget
Amount	Amount	% Change	Amount	% Change	Amount	% Change	Amount

### 2 & 4 Year Institutions

University of Utah	\$255,029,400	\$9,946,800	3.9%	(\$1,468,500)	-0.6%	\$8,478,300	3.3%	\$263,507,700
Utah State University	156,597,400	6,023,200	3.8%	(265,100)	-0.2%	5,758,100	3.7%	162,355,500
Weber State University	68,718,900	3,656,900	5.3%	(189,300)	-0.3%	3,467,600	5.0%	72,186,500
Southern Utah University	33,152,700	1,198,800	3.6%	(50,300)	-0.2%	1,148,500	3.5%	34,301,200
Snow College	22,093,600	608,200	2.8%	(463,800)	-2.1%	144,400	0.7%	22,238,000
Dixie State College	21,991,900	1,891,400	8.6%	(145,300)	-0.7%	1,746,100	7.9%	23,738,000
College of Eastern Utah	17,920,600	563,700	3.1%	597,000	3.3%	1,160,700	6.5%	19,081,300
Utah Valley State College	63,721,200	4,846,800	7.6%	(127,000)	-0.2%	4,719,800	7.4%	68,441,000
Salt Lake Community College	67,111,900	3,418,600	5.1%	(84,300)	-0.1%	3,334,300	5.0%	70,446,200
SBR Statewide Programs <sup>(1)</sup>	22,967,600	2,450,000	10.7%	2,715,000	11.8%	5,165,000	22.5%	28,132,600
SBR Administration	3,005,500	218,000	7.3%	(6,400)	-0.2%	211,600	7.0%	3,217,100
<b>Subtotal - 2 &amp; 4 year</b>	<b>\$732,310,700</b>	<b>\$34,822,400</b>	<b>4.8%</b>	<b>\$512,000</b>	<b>0.1%</b>	<b>\$35,334,400</b>	<b>4.8%</b>	<b>\$767,645,100</b>

#### Notes:

(1) The large increases for SBR Statewide Programs are a result of appropriations which will directly flow to institutions or students for the Engineering Initiative, UCO

### UCAT

Administration	\$1,183,900	\$37,100	3.1%	\$215,000	18.2%	\$252,100	21.3%	\$1,436,000
Custom Fit	3,608,100	0	0.0%	900,000	24.9%	900,000	24.9%	4,508,100
Equipment	801,900	0	0.0%	0	0.0%	0	0.0%	801,900
Bridgerland ATC	9,726,700	421,700	4.3%	134,100	1.4%	555,800	5.7%	10,282,500
Davis ATC	10,259,600	350,300	3.4%	(112,200)	-1.1%	238,100	2.3%	10,497,700
Dixie ATC	1,902,700	440,000	23.1%	112,400	5.9%	552,400	29.0%	2,455,100
Mountainland ATC	4,965,100	245,000	4.9%	134,100	2.7%	379,100	7.6%	5,344,200
Ogden-Weber ATC	11,127,000	351,900	3.2%	133,900	1.2%	485,800	4.4%	11,612,800
Salt Lake-Tooele ATC	3,238,000	201,600	6.2%	117,700	3.6%	319,300	9.9%	3,557,300
Southwest ATC	2,261,300	315,600	14.0%	116,000	5.1%	431,600	19.1%	2,692,900
Uintah Basin ATC	5,404,000	186,200	3.4%	(78,900)	-1.5%	107,300	2.0%	5,511,300
<b>Subtotal - UCAT</b>	<b>\$54,478,300</b>	<b>\$2,549,400</b>	<b>4.7%</b>	<b>\$1,672,100</b>	<b>3.1%</b>	<b>\$4,221,500</b>	<b>7.7%</b>	<b>\$58,699,800</b>

### Other

UEN	\$19,981,700	\$1,220,200	6.1%	\$1,280,000	6.4%	\$2,500,200	12.5%	\$22,481,900
MEC	453,000	248,500	54.9%	0	0.0%	248,500	54.9%	701,500
<b>Subtotal - Other</b>	<b>\$20,434,700</b>	<b>\$1,468,700</b>	<b>7.2%</b>	<b>\$1,280,000</b>	<b>6.3%</b>	<b>\$2,748,700</b>	<b>13.5%</b>	<b>\$23,183,400</b>
<b>TOTAL</b>	<b>\$807,223,700</b>	<b>\$38,840,500</b>	<b>4.8%</b>	<b>\$3,464,100</b>	<b>0.4%</b>	<b>\$42,304,600</b>	<b>5.2%</b>	<b>\$849,528,300</b>

*One-time reductions reflect the new O&M funding methodology*

## Comparison of New Appropriated Ongoing Operating Budgets

Recommendations and Appropriations for Recent Years <sup>(1)</sup>

	INCREASE FROM PREVIOUS YEAR				USHE Share of State Tax Funds <sup>(2)</sup>
	TOTAL EXPENDITURES		STATE TAX FUNDS		
<b>1996-97</b>					
Regents' Request	\$51,333,200	8.8%	\$51,031,600	12.2%	
Gov. Leavitt's Recommendation	\$31,665,100	5.4%	\$32,753,100	7.8%	
Final Appropriation	\$26,100,900	4.5%	\$26,234,200	6.3%	15.2%
<b>1997-98</b>					
Regents' Request	\$46,096,500	7.5%	\$43,657,600	9.8%	
Gov. Leavitt's Recommendation	\$24,045,500	3.9%	\$22,150,700	5.0%	
Final Appropriation	\$19,662,700	3.2%	\$19,338,000	4.3%	15.4%
<b>1998-99</b>					
Regents' Request	\$46,620,800	7.2%	\$42,499,300	8.9%	
Gov. Leavitt's Recommendation	\$40,033,200	6.2%	\$33,270,500	7.0%	
Final Appropriation	\$29,851,700	4.6%	\$23,063,600	4.8%	15.2%
<b>1999-2000</b>					
Regents' Request	\$52,341,900	7.7%	\$50,738,800	10.1%	
Gov. Leavitt's Recommendation	\$23,558,400	3.5%	\$19,574,400	3.9%	
Final Appropriation	\$25,647,800	3.8%	\$17,475,900	3.5%	15.3%
<b>2000-01</b>					
Regents' Request	\$71,598,700	10.3%	\$63,928,300	12.5%	
Gov. Leavitt's Recommendation	\$43,397,400	6.2%	\$37,148,100	7.3%	
Final Appropriation	\$41,641,500	6.0%	\$31,143,900	6.1%	14.8%
<b>2001-02</b>					
Regents' Request	\$102,242,100	13.9%	\$85,602,500	15.9%	
Gov. Leavitt's Recommendation	\$81,090,200	11.0%	\$66,885,100	12.4%	
Final Appropriation	\$53,704,400	7.3%	\$29,639,800	5.5%	15.7%
<b>2002-03</b>					
Regents' Request	\$65,138,600	8.2%	\$42,178,300	7.2%	
Gov. Leavitt's Recommendation	\$12,843,200	1.6%	(\$10,058,000)	-1.7%	
Final Appropriation (General Session)	\$17,369,400	2.2%	(\$18,267,000)	-3.1%	
Revised Appropriation <sup>(3)</sup>	\$11,711,000	1.5%	(\$23,925,400)	-4.1%	16.0%
<b>2003-04</b>					
Regents' Request	\$93,706,900	11.4%	\$74,073,600	13.1%	
Gov. Leavitt's Recommendation	\$38,025,300	4.6%	\$18,464,500	3.3%	
Final Appropriation	\$51,185,200	6.2%	(\$677,800)	-0.1%	15.8%
<b>2004-05</b>					
Regents' Request	\$124,544,200	14.3%	\$89,568,000	15.8%	
Gov. Walker's Recommendation	\$36,593,900	4.2%	\$22,694,500	4.0%	
Final Appropriation	\$69,202,000	7.9%	\$14,565,200	2.6%	15.0%
<b>2005-06</b>					
Regents' Request	\$62,281,300	6.9%	\$52,965,700	9.1%	
Gov. Huntsman's Recommendation	\$38,775,500	4.3%	\$32,567,500	5.6%	
Final Appropriation	\$51,117,200	5.7%	\$41,801,600	7.2%	14.9%
<b>2006-07</b>					
Regents' Request	\$80,440,700	8.3%	\$69,149,700	11.1%	
Gov. Huntsman's Recommendation	\$73,423,700	7.6%	\$52,354,300	8.4%	
Final Appropriation	\$42,184,500	4.3%	\$31,439,300	5.0%	13.9%
<b>2007-08</b>					
Regents' Request	\$88,674,800	8.7%	\$77,471,200	11.9%	
Gov. Huntsman's Recommendation	\$80,668,700	7.9%	\$61,454,600	9.5%	
Final Appropriation	\$93,324,200	9.2%	\$82,120,600	12.6%	13.0%
<b>2008-09</b>					
Regents' Request	\$102,285,200	9.1%	\$94,432,700	12.9%	
Gov. Huntsman's Recommendation	\$74,278,800	6.6%	\$61,762,900	8.4%	
Final Appropriation	\$42,674,900	3.8%	\$34,822,400	4.8%	

(1) Includes ongoing requests, recommendations and appropriations for 9 USHE institutions and Board of Regents line items.

(2) This column includes both ongoing and one-time appropriations (Taken from USHE Data Book Tab G Table 4 calculated using Governors Budget Summary)

# 2008-09 Appropriations Detail (including 2007-08 Supplementals)

March 5, 2008

## Utah System of Higher Education Total

	USHE and UEN/MEC TOTAL	USHE TOTAL	University of Utah	Utah State University	Weber State University	Southern Utah University	Snow College	Dixie State College	College of Eastern Utah	Utah Valley State College	Salt Lake Community College	SBR/ Statewide Programs	UEN & Med. Ed. Council
<b>2007-08 Appropriated Budget (Includes Ongoing, One-time, and Specific Appropriations -- Ties to Legislative Appropriations Acts)</b>													
Total Expenditures	1,157,892,600	1,124,840,100	395,227,800	228,777,600	110,792,400	50,408,200	27,110,000	31,539,800	21,495,100	115,400,300	105,377,600	38,711,300	33,052,500
Tax Fund Expenditures	763,678,800	743,244,100	255,375,300	157,159,900	68,378,200	33,007,100	21,596,400	21,578,800	17,935,100	63,117,800	68,061,900	37,033,600	20,434,700
General Fund	50,352,800	49,638,700	11,556,600	10,102,600	411,000	516,500	1,334,600	207,100	3,630,300	1,107,200	4,291,900	16,480,900	714,100
Education Fund	698,820,000	693,605,400	243,818,700	147,057,300	67,967,200	32,490,600	20,261,800	21,371,700	14,304,800	62,010,600	63,770,000	20,552,700	5,214,600
Uniform School Fund	14,506,000	0	0	0	0	0	0	0	0	0	0	0	14,506,000
Dedicated Credits	373,906,600	364,338,200	130,575,600	64,939,900	42,414,200	17,401,100	5,513,600	9,961,000	3,560,000	52,282,500	37,315,700	374,600	9,568,400
Mineral Lease	1,745,800	1,745,800	0	1,745,800	0	0	0	0	0	0	0	0	0
Federal Funds	6,729,800	4,205,400	0	3,902,300	0	0	0	0	0	0	0	303,100	2,524,400
Cigarette Tax	4,284,500	4,284,500	4,284,500	0	0	0	0	0	0	0	0	0	0
Tobacco Settlement	4,000,000	4,000,000	4,000,000	0	0	0	0	0	0	0	0	0	0
Trust Funds/Other	3,547,100	3,022,100	992,400	1,029,700	0	0	0	0	0	0	0	1,000,000	525,000

### 2007-08 Adjustments to Appropriated Budget (including Dedicated Credits, Allocation of State Funds, and Budget Reductions, and Supplemental Appropriations)

Total Expenditures	8,725,500	8,725,500	2,025,700	2,969,600	(89,200)	1,759,400	(416,200)	(150,000)	(1,492,000)	1,656,500	2,002,000	459,700	0
Tax Fund Expenditures	483,500	483,500	0	9,100	0	0	0	0	14,700	0	0	459,700	0
Adjustments													
Dedicated Credits - Tuition and Fees	8,731,800	8,731,800	2,025,700	3,450,300	(89,200)	1,759,400	(416,200)	(150,000)	(1,506,700)	1,656,500	2,002,000	0	0
Other Non Tax	(814,400)	(814,400)	0	(814,400)	0	0	0	0	0	0	0	0	0
Utilities	23,800	23,800	0	9,100	0	0	0	0	14,700	0	0	0	0
New Century	459,700	459,700	0	0	0	0	0	0	0	0	0	459,700	0
Water Research Lab	324,600	324,600	0	324,600	0	0	0	0	0	0	0	0	0
Financing													
Education Fund	483,500	483,500	0	9,100	0	0	0	0	14,700	0	0	459,700	0
Dedicated Credits	8,731,800	8,731,800	2,025,700	3,450,300	(89,200)	1,759,400	(416,200)	(150,000)	(1,506,700)	1,656,500	2,002,000	0	0
Trust Funds/Other	(489,800)	(489,800)	0	(489,800)	0	0	0	0	0	0	0	0	0

### 2007-08 Revised Authorized Budget (Includes Ongoing, One-time, Supplementals, Allocations, and Dedicated Credit Adjustments) TAX FUNDS TIE TO A-1 ACTUALS

Total Expenditures	1,166,618,100	1,133,565,600	397,253,500	231,747,200	110,703,200	52,167,600	26,693,800	31,389,800	20,003,100	117,056,800	107,379,600	39,171,000	33,052,500
Tax Fund Expenditures	764,162,300	743,727,600	255,375,300	157,169,000	68,378,200	33,007,100	21,596,400	21,578,800	17,949,800	63,117,800	68,061,900	37,493,300	20,434,700
General Fund	50,352,800	49,638,700	11,556,600	10,102,600	411,000	516,500	1,334,600	207,100	3,630,300	1,107,200	4,291,900	16,480,900	714,100
Education Fund	699,303,500	694,088,900	243,818,700	147,066,400	67,967,200	32,490,600	20,261,800	21,371,700	14,319,500	62,010,600	63,770,000	21,012,400	5,214,600
Uniform School Fund	14,506,000	0	0	0	0	0	0	0	0	0	0	0	14,506,000
Dedicated Credits	382,638,400	373,070,000	132,601,300	68,390,200	42,325,000	19,160,500	5,097,400	9,811,000	2,053,300	53,939,000	39,317,700	374,600	9,568,400
Mineral Lease	1,745,800	1,745,800	0	1,745,800	0	0	0	0	0	0	0	0	0
Federal Funds	6,729,800	4,205,400	0	3,902,300	0	0	0	0	0	0	0	303,100	2,524,400
Cigarette Tax	4,284,500	4,284,500	4,284,500	0	0	0	0	0	0	0	0	0	0
Tobacco Settlement	4,000,000	4,000,000	4,000,000	0	0	0	0	0	0	0	0	0	0
Trust Funds/Other	3,057,300	2,532,300	992,400	539,900	0	0	0	0	0	0	0	1,000,000	525,000
Tax Funds % Change from Ongoing Base	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%	1.6%	0.0%

### Back out 2007-08 One-time Appropriations from Base

Total Expenditures	(11,631,000)	(11,631,000)	(1,745,900)	(2,046,200)	270,700	10,600	452,200	363,100	(79,200)	553,400	(1,000,000)	(8,409,700)	0
General Fund	286,894,100	286,894,100	152,994,100	99,000,000	2,900,000	2,000,000	1,500,000	3,500,000	0	20,000,000	5,000,000	0	0
Education Fund	(298,200,500)	(298,200,500)	(154,740,000)	(100,721,600)	(2,629,300)	(1,989,400)	(1,047,800)	(3,136,900)	(79,200)	(19,446,600)	(6,000,000)	(8,409,700)	0
Trust Funds/Other	(324,600)	(324,600)	0	(324,600)	0	0	0	0	0	0	0	0	0

## 2008-09 Appropriations Detail (including 2007-08 Supplementals)

March 5, 2008

<b>2008-09 Beginning Base Budget (2007-08 Appropriated less 2007-08One-time)</b>													
Total Expenditures	1,154,987,100	1,121,934,600	395,507,600	229,701,000	110,973,900	52,178,200	27,146,000	31,752,900	19,923,900	117,610,200	106,379,600	30,761,300	33,052,500
Tax Fund Expenditures	752,855,900	732,421,200	253,629,400	155,447,400	68,648,900	33,017,700	22,048,600	21,941,900	17,870,600	63,671,200	67,061,900	29,083,600	20,434,700
General Fund	337,246,900	336,532,800	164,550,700	109,102,600	3,311,000	2,516,500	2,834,600	3,707,100	3,630,300	21,107,200	9,291,900	16,480,900	714,100
Education Fund	401,103,000	395,888,400	89,078,700	46,344,800	65,337,900	30,501,200	19,214,000	18,234,800	14,240,300	42,564,000	57,770,000	12,602,700	5,214,600
Uniform School Fund	14,506,000	0	0	0	0	0	0	0	0	0	0	0	14,506,000
Dedicated Credits	382,638,400	373,070,000	132,601,300	68,390,200	42,325,000	19,160,500	5,097,400	9,811,000	2,053,300	53,939,000	39,317,700	374,600	9,568,400
Mineral Lease	1,745,800	1,745,800	0	1,745,800	0	0	0	0	0	0	0	0	0
Federal Funds	6,729,800	4,205,400	0	3,902,300	0	0	0	0	0	0	0	303,100	2,524,400
Cigarette Tax	4,284,500	4,284,500	4,284,500	0	0	0	0	0	0	0	0	0	0
Tobacco Settlement	4,000,000	4,000,000	4,000,000	0	0	0	0	0	0	0	0	0	0
Trust Funds/Other	2,732,700	2,207,700	992,400	215,300	0	0	0	0	0	0	0	1,000,000	525,000

### 2008-09 Ongoing Base Corrections, Transfers, and Adjustments

Total Expenditures	(110,500)	(110,500)	1,400,000	1,150,000	70,000	135,000	45,000	50,000	50,000	50,000	50,000	(3,110,500)	0
Tax Fund Expenditures	(110,500)	(110,500)	1,400,000	1,150,000	70,000	135,000	45,000	50,000	50,000	50,000	50,000	(3,110,500)	0
Adjustments	(110,500)	(110,500)	1,400,000	1,150,000	70,000	135,000	45,000	50,000	50,000	50,000	50,000	(3,110,500)	0
Engineering Initiative Transfer	0	0	1,400,000	1,150,000	70,000	135,000	45,000	50,000	50,000	50,000	50,000	(3,000,000)	0
SBR Transfer - UCAT Personnel	(110,500)	(110,500)	0	0	0	0	0	0	0	0	0	(110,500)	0
Financing													
General Fund	(110,500)	(110,500)	0	0	0	0	0	0	0	0	0	(110,500)	0
Education Fund	0	0	1,400,000	1,150,000	70,000	135,000	45,000	50,000	50,000	50,000	50,000	(3,000,000)	0

### 2008-09 Adjusted Beginning Base Budget

Total Expenditures	1,154,876,600	1,121,824,100	396,907,600	230,851,000	111,043,900	52,313,200	27,191,000	31,802,900	19,973,900	117,660,200	106,429,600	27,650,800	33,052,500
Tax Fund Expenditures	752,745,400	732,310,700	255,029,400	156,597,400	68,718,900	33,152,700	22,093,600	21,991,900	17,920,600	63,721,200	67,111,900	25,973,100	20,434,700
General Fund	337,136,400	336,422,300	164,550,700	109,102,600	3,311,000	2,516,500	2,834,600	3,707,100	3,630,300	21,107,200	9,291,900	16,370,400	714,100
Education Fund	401,103,000	395,888,400	90,478,700	47,494,800	65,407,900	30,636,200	19,259,000	18,284,800	14,290,300	42,614,000	57,820,000	9,602,700	5,214,600
Uniform School Fund	14,506,000	0	0	0	0	0	0	0	0	0	0	0	14,506,000
Dedicated Credits	382,638,400	373,070,000	132,601,300	68,390,200	42,325,000	19,160,500	5,097,400	9,811,000	2,053,300	53,939,000	39,317,700	374,600	9,568,400
Mineral Lease	1,745,800	1,745,800	0	1,745,800	0	0	0	0	0	0	0	0	0
Federal Funds	6,729,800	4,205,400	0	3,902,300	0	0	0	0	0	0	0	303,100	2,524,400
Cigarette Tax	4,284,500	4,284,500	4,284,500	0	0	0	0	0	0	0	0	0	0
Tobacco Settlement	4,000,000	4,000,000	4,000,000	0	0	0	0	0	0	0	0	0	0
Trust Funds/Other	2,732,700	2,207,700	992,400	215,300	0	0	0	0	0	0	0	1,000,000	525,000

### 2008-09 Ongoing Increases

Compensation	33,851,600	33,506,000	11,231,400	7,504,200	3,575,500	1,589,400	793,000	984,500	639,000	3,778,200	3,294,900	115,900	345,600
Tax Fund Expenditures	25,985,000	25,639,400	8,480,600	5,918,900	2,685,300	1,193,700	608,300	738,700	543,100	2,835,000	2,519,900	115,900	345,600
Salary (3% Increase)	24,140,000	23,884,700	8,797,100	5,072,300	2,423,000	1,075,400	514,700	657,600	404,900	2,439,600	2,418,100	82,000	255,300
Financing													
General Fund	32,000	14,300	14,300	0	0	0	0	0	0	0	0	0	17,700
Education Fund	18,148,400	18,101,000	6,624,200	4,000,000	1,819,600	807,600	394,800	493,400	344,200	1,830,700	1,704,500	82,000	47,400
Uniform School Fund	190,200	0	0	0	0	0	0	0	0	0	0	0	190,200
Dedicated Credits	5,769,400	5,769,400	2,158,600	1,072,300	603,400	267,800	119,900	164,200	60,700	608,900	713,600	0	0
Health (9.9% Increase)	9,711,600	9,621,300	2,434,300	2,431,900	1,152,500	514,000	278,300	326,900	234,100	1,338,600	876,800	33,900	90,300
Financing													
General Fund	8,900	2,200	2,200	0	0	0	0	0	0	0	0	0	6,700
Education Fund	7,538,600	7,521,900	1,839,900	1,918,900	865,700	386,100	213,500	245,300	198,900	1,004,300	815,400	33,900	16,700
Uniform School Fund	66,900	0	0	0	0	0	0	0	0	0	0	0	66,900
Dedicated Credits	2,097,200	2,097,200	592,200	513,000	286,800	127,900	64,800	81,600	35,200	334,300	61,400	0	0
Facilities Support													
Tax Fund Expenditures	2,236,100	2,233,000	1,466,200	104,300	171,600	5,100	(100)	2,700	20,600	11,800	448,700	2,100	3,100
Utilities	661,800	661,800	94,600	15,400	171,600	6,500	0	0	21,000	0	352,700	0	0
Operations and Maintenance	1,598,600	1,598,600	1,427,600	75,000	0	0	0	0	0	0	96,000	0	0
ISF Rates: Risk	0	0	(81,300)	52,200	0	0	3,800	4,600	0	17,700	0	3,000	0
ISF Rates: Fleet	(12,400)	(11,500)	(2,400)	(1,600)	0	(2,000)	(4,100)	(700)	(600)	(200)	0	100	(900)
ISF Rates: DHRM	4,000	0	0	0	0	0	0	0	0	0	0	0	4,000
ISF Rates: DFCM	(30,000)	(30,000)	0	(30,000)	0	0	0	0	0	0	0	0	0
Financing													
General Fund	2,400	(1,700)	(3,800)	1,000	0	(100)	100	200	0	800	0	100	4,100
Education Fund	2,233,700	2,234,700	1,470,000	103,300	171,600	5,200	(200)	2,500	20,600	11,000	448,700	2,000	(1,000)
Dedicated Credits	(14,100)	(14,100)	(27,700)	6,700	0	(600)	(200)	1,200	(200)	5,700	0	1,000	0

## 2008-09 Appropriations Detail (including 2007-08 Supplementals)

March 5, 2008

Other Ongoing Increases Expenditures	8,304,100	7,184,100	0	234,100	800,000	0	0	1,150,000	0	2,000,000	450,000	2,550,000	1,120,000
Ongoing Increases													
IT Licensing and Security	1,100,000	1,100,000	0	0	0	0	0	0	0	0	0	1,100,000	0
HB 86 Prison Education	150,000	150,000	0	0	0	0	0	0	0	0	0	150,000	0
Regent Scholarship	400,000	400,000	0	0	0	0	0	0	0	0	0	400,000	0
New Century Scholarship	800,000	800,000	0	0	0	0	0	0	0	0	0	800,000	0
Priorities & Partnerships	2,000,000	2,000,000	0	0	0	0	0	0	0	2,000,000	0	0	0
Health Professions Initiative	900,000	900,000	0	0	0	0	0	450,000	0	0	450,000	0	0
Audit Staffing	100,000	100,000	0	0	0	0	0	0	0	0	0	100,000	0
Dixie Music Program	200,000	200,000	0	0	0	0	0	200,000	0	0	0	0	0
UEN Network Backbone	200,000	0	0	0	0	0	0	0	0	0	0	0	200,000
UEN Elementary/Charter School High Speed Networ	700,000	0	0	0	0	0	0	0	0	0	0	0	700,000
MEC Replace loss of Dedicated Credits	220,000	0	0	0	0	0	0	0	0	0	0	0	220,000
Aerospace and Defense employment	800,000	800,000	0	0	800,000	0	0	0	0	0	0	0	0
Dixie UU Partnership	500,000	500,000	0	0	0	0	0	500,000	0	0	0	0	0
Water Research Lab	234,100	234,100	0	234,100	0	0	0	0	0	0	0	0	0
Financing													
General Fund	33,218,100	32,998,100	33,000,000	0	0	0	(1,900)	0	0	0	0	0	220,000
Education Fund	(26,008,100)	(26,048,100)	(33,000,000)	0	800,000	0	1,900	1,150,000	0	2,000,000	450,000	2,550,000	40,000
Uniform School Fund	860,000	0	0	0	0	0	0	0	0	0	0	0	860,000
Trust Funds/Other	234,100	234,100	0	234,100	0	0	0	0	0	0	0	0	0

### 2008-09 Ongoing Appropriated Adjustments, Reductions, and Increases

Total Expenditures	44,377,700	42,909,000	12,669,900	7,849,300	4,547,100	1,593,900	792,700	2,138,400	659,400	5,795,700	4,193,600	2,669,000	1,468,700
Tax Fund Expenditures	36,291,100	34,822,400	9,946,800	6,023,200	3,656,900	1,198,800	608,200	1,891,400	563,700	4,846,800	3,418,600	2,668,000	1,468,700
General Fund	33,261,400	33,012,900	33,012,700	1,000	0	(100)	(1,800)	200	0	800	0	100	248,500
Education Fund	1,912,600	1,809,500	(23,065,900)	6,022,200	3,656,900	1,198,900	610,000	1,891,200	563,700	4,846,000	3,418,600	2,667,900	103,100
Uniform School Fund	1,117,100	0	0	0	0	0	0	0	0	0	0	0	1,117,100
Dedicated Credits	7,852,500	7,852,500	2,723,100	1,592,000	890,200	395,100	184,500	247,000	95,700	948,900	775,000	1,000	0
Trust Funds/Other	234,100	234,100	0	234,100	0	0	0	0	0	0	0	0	0

### 2008-09 Ongoing Appropriated Budget

Total Expenditures	1,199,254,300	1,164,733,100	409,577,500	238,700,300	115,591,000	53,907,100	27,983,700	33,941,300	20,633,300	123,455,900	110,623,200	30,319,800	34,521,200
Tax Fund Expenditures	789,036,500	767,133,100	264,976,200	162,620,600	72,375,800	34,351,500	22,701,800	23,883,300	18,484,300	68,568,000	70,530,500	28,641,100	21,903,400
General Fund	370,397,800	369,435,200	197,563,400	109,103,600	3,311,000	2,516,400	2,832,800	3,707,300	3,630,300	21,108,000	9,291,900	16,370,500	962,600
Education Fund	403,015,600	397,697,900	67,412,800	53,517,000	69,064,800	31,835,100	19,869,000	20,176,000	14,854,000	47,460,000	61,238,600	12,270,600	5,317,700
Uniform School Fund	15,623,100	0	0	0	0	0	0	0	0	0	0	0	15,623,100
Dedicated Credits	390,490,900	380,922,500	135,324,400	69,982,200	43,215,200	19,555,600	5,281,900	10,058,000	2,149,000	54,887,900	40,092,700	375,600	9,568,400
Mineral Lease	1,745,800	1,745,800	0	1,745,800	0	0	0	0	0	0	0	0	0
Federal Funds	6,729,800	4,205,400	0	3,902,300	0	0	0	0	0	0	0	303,100	2,524,400
Cigarette Tax	4,284,500	4,284,500	4,284,500	0	0	0	0	0	0	0	0	0	0
Tobacco Settlement	4,000,000	4,000,000	4,000,000	0	0	0	0	0	0	0	0	0	0
Trust Funds/Other	2,966,800	2,441,800	992,400	449,400	0	0	0	0	0	0	0	1,000,000	525,000
Ongoing Tax Funds % Change from Adj. Beg. Base	4.8%	4.8%	3.9%	3.8%	5.3%	3.6%	2.8%	8.6%	3.1%	7.6%	5.1%	10.3%	7.2%

# 2008-09 Appropriations Detail (including 2007-08 Supplementals)

March 5, 2008

One-time Increases Total Expenditures	1,792,000	512,000	(1,468,500)	(265,100)	(189,300)	(50,300)	(463,800)	(145,300)	597,000	(127,000)	(84,300)	2,708,600	1,280,000
Tax Fund Expenditures	1,792,000	512,000	(1,468,500)	(265,100)	(189,300)	(50,300)	(463,800)	(145,300)	597,000	(127,000)	(84,300)	2,708,600	1,280,000
IT Security	815,000	815,000	0	0	0	0	0	0	0	0	0	815,000	0
O&M One-time Cut	(1,809,700)	(1,809,700)	(1,165,000)	0	(123,600)	0	(452,200)	(68,900)	0	0	0	0	0
UCOPE	1,000,000	1,000,000	0	0	0	0	0	0	0	0	0	1,000,000	0
Non-Lapsing Balance One-time Cut	(1,000,000)	(1,000,000)	(310,200)	(265,100)	(65,700)	(50,300)	(11,600)	(76,400)	(3,000)	(127,000)	(84,300)	(6,400)	0
Center on Aging Salary Increase	3,700	3,700	3,700	0	0	0	0	0	0	0	0	0	0
Center on Aging Health Increase	3,000	3,000	3,000	0	0	0	0	0	0	0	0	0	0
Regent Scholarship	500,000	500,000	0	0	0	0	0	0	0	0	0	500,000	0
UEN Network Backbone	200,000	0	0	0	0	0	0	0	0	0	0	0	200,000
UEN Elementary/Charter School High Speed Networ	500,000	0	0	0	0	0	0	0	0	0	0	0	500,000
UEN Content Management U of U	200,000	0	0	0	0	0	0	0	0	0	0	0	200,000
UEN Disaster Recovery	380,000	0	0	0	0	0	0	0	0	0	0	0	380,000
Engineering	250,000	250,000	0	0	0	0	0	0	0	0	0	250,000	0
Concurrent Enrollment	150,000	150,000	0	0	0	0	0	0	0	0	0	150,000	0
CEU WETC	600,000	600,000	0	0	0	0	0	0	600,000	0	0	0	0
Financing													
General Fund	(75,393,300)	(75,393,300)	(75,993,300)	0	0	0	0	0	600,000	0	0	0	0
Education Fund	76,221,300	75,905,300	74,524,800	(265,100)	(189,300)	(50,300)	(463,800)	(145,300)	(3,000)	(127,000)	(84,300)	2,708,600	316,000

## 2008-09 Total Appropriated Budget (Includes Ongoing and One-time Appropriations -- TIES TO APPROPRIATIONS ACTS)

Total Expenditures	1,201,046,300	1,165,245,100	408,109,000	238,435,200	115,401,700	53,856,800	27,519,900	33,796,000	21,230,300	123,328,900	110,538,900	33,028,400	35,801,200
Tax Fund Expenditures	790,828,500	767,645,100	263,507,700	162,355,500	72,186,500	34,301,200	22,238,000	23,738,000	19,081,300	68,441,000	70,446,200	31,349,700	23,183,400
General Fund	295,004,500	294,041,900	121,570,100	109,103,600	3,311,000	2,516,400	2,832,800	3,707,300	4,230,300	21,108,000	9,291,900	16,370,500	962,600
Education Fund	479,236,900	473,603,200	141,937,600	53,251,900	68,875,500	31,784,800	19,405,200	20,030,700	14,851,000	47,333,000	61,154,300	14,979,200	5,633,700
Uniform School Fund	16,587,100	0	0	0	0	0	0	0	0	0	0	0	16,587,100
Dedicated Credits	390,490,900	380,922,500	135,324,400	69,982,200	43,215,200	19,555,600	5,281,900	10,058,000	2,149,000	54,887,900	40,092,700	375,600	9,568,400
Mineral Lease	1,745,800	1,745,800	0	1,745,800	0	0	0	0	0	0	0	0	0
Federal Funds	6,729,800	4,205,400	0	3,902,300	0	0	0	0	0	0	0	303,100	2,524,400
Cigarette Tax	4,284,500	4,284,500	4,284,500	0	0	0	0	0	0	0	0	0	0
Tobacco Settlement	4,000,000	4,000,000	4,000,000	0	0	0	0	0	0	0	0	0	0
Trust Funds/Other	2,966,800	2,441,800	992,400	449,400	0	0	0	0	0	0	0	1,000,000	525,000
Total Tax Funds % Change from Adj. Beg. Base	5.1%	4.8%	3.3%	3.7%	5.0%	3.5%	0.7%	7.9%	6.5%	7.4%	5.0%	20.7%	13.5%

## 2008-09 Total Authorized Budget Ongoing and One-time Appropriations, Work Program Revisions -- TIE TO DRAW SCHEDULES, TIE TO A-1 BUDGETS)

Total Expenditures	1,201,046,300	1,165,245,100	408,109,000	238,435,200	115,401,700	53,856,800	27,519,900	33,796,000	21,230,300	123,328,900	110,538,900	33,028,400	35,801,200
Tax Fund Expenditures	790,828,500	767,645,100	263,507,700	162,355,500	72,186,500	34,301,200	22,238,000	23,738,000	19,081,300	68,441,000	70,446,200	31,349,700	23,183,400
General Fund	295,004,500	294,041,900	121,570,100	109,103,600	3,311,000	2,516,400	2,832,800	3,707,300	4,230,300	21,108,000	9,291,900	16,370,500	962,600
Education Fund	479,236,900	473,603,200	141,937,600	53,251,900	68,875,500	31,784,800	19,405,200	20,030,700	14,851,000	47,333,000	61,154,300	14,979,200	5,633,700
Uniform School Fund	16,587,100	0	0	0	0	0	0	0	0	0	0	0	16,587,100
Dedicated Credits	390,490,900	380,922,500	135,324,400	69,982,200	43,215,200	19,555,600	5,281,900	10,058,000	2,149,000	54,887,900	40,092,700	375,600	9,568,400
Mineral Lease	1,745,800	1,745,800	0	1,745,800	0	0	0	0	0	0	0	0	0
Federal Funds	6,729,800	4,205,400	0	3,902,300	0	0	0	0	0	0	0	303,100	2,524,400
Cigarette Tax	4,284,500	4,284,500	4,284,500	0	0	0	0	0	0	0	0	0	0
Tobacco Settlement	4,000,000	4,000,000	4,000,000	0	0	0	0	0	0	0	0	0	0
Trust Funds/Other	2,966,800	2,441,800	992,400	449,400	0	0	0	0	0	0	0	1,000,000	525,000



# 2008-09 UTAH COLLEGE OF APPLIED TECHNOLOGY APPROPRIATIONS SUMMARY (including 2007-08 Supplementals)

March 5, 2008

	Total	Bridgerland	Davis	Dixie	Mountain-land	Ogden-Weber	Salt Lake-Tooele	Southwest	Uintah Basin	UCAT Custom Fit	UCAT Equipment	UCAT Admin.
<b>2007-08 Appropriated Budget (Includes Ongoing, One-time, and Specific Appropriations -- Ties to Legislative Appropriations Acts)</b>												
Total Expenditures	61,179,400	10,870,400	11,365,200	1,903,400	5,023,000	12,976,100	3,420,500	2,372,400	5,604,500	3,608,100	2,262,400	1,773,400
Tax Fund Expenditures	55,012,900	9,650,300	9,765,300	1,802,900	4,804,100	11,127,000	3,096,500	2,222,400	4,900,500	3,608,100	2,262,400	1,773,400
General Fund	9,240,700	271,000	478,000	0	200	446,200	1,607,600	442,500	1,851,500	3,108,100	801,900	233,700
Education Fund	27,782,600	6,702,300	6,329,800	764,500	1,058,000	7,605,000	937,500	582,100	723,200	500,000	1,460,500	1,119,700
Uniform School Fund	17,989,600	2,677,000	2,957,500	1,038,400	3,745,900	3,075,800	551,400	1,197,800	2,325,800	0	0	420,000
Dedicated Credits	6,166,500	1,220,100	1,599,900	100,500	218,900	1,849,100	324,000	150,000	704,000	0	0	0
<b>2007-08 Adjustments to Appropriated Budget (including Dedicated Credits, Allocation of State Funds, and Budget Reductions, and Supplemental Appropriations)</b>												
Total Expenditures	950,900	224,700	50,100	49,500	42,100	(300,000)	5,000	10,000	369,500	0	500,000	0
Tax Fund Expenditures	500,000	0	0	0	0	0	0	0	0	0	500,000	0
Adjustments												
Ded. Cred. Adjustments	450,900	224,700	50,100	49,500	42,100	(300,000)	5,000	10,000	369,500			
Equipment	500,000										500,000	
Financing												
Education Fund	325,000										325,000	
Uniform School Fund	175,000										175,000	
Dedicated Credits	450,900	224,700	50,100	49,500	42,100	(300,000)	5,000	10,000	369,500			
<b>2007-08 Revised Authorized Budget (Includes Ongoing, One-time, Supplementals, Allocations, and Dedicated Credit Adjustments) TAX FUNDS TIE TO A-1 ACTUALS</b>												
Total Expenditures	62,130,300	11,095,100	11,415,300	1,952,900	5,065,100	12,676,100	3,425,500	2,382,400	5,974,000	3,608,100	2,762,400	1,773,400
Tax Fund Expenditures	55,512,900	9,650,300	9,765,300	1,802,900	4,804,100	11,127,000	3,096,500	2,222,400	4,900,500	3,608,100	2,762,400	1,773,400
General Fund	9,240,700	271,000	478,000	0	200	446,200	1,607,600	442,500	1,851,500	3,108,100	801,900	233,700
Education Fund	28,107,600	6,702,300	6,329,800	764,500	1,058,000	7,605,000	937,500	582,100	723,200	500,000	1,785,500	1,119,700
Uniform School Fund	18,164,600	2,677,000	2,957,500	1,038,400	3,745,900	3,075,800	551,400	1,197,800	2,325,800	0	175,000	420,000
Dedicated Credits	6,617,400	1,444,800	1,650,000	150,000	261,000	1,549,100	329,000	160,000	1,073,500	0	0	0
<b>Back out 2007-08 One-time Appropriations from Base</b>												
Total Expenditures	(1,145,100)	0	422,200	0	0	0	0	0	393,200	0	(1,960,500)	0
General Fund	15,000,000	5,000,000	4,500,000			5,500,000						
Education Fund	(16,117,900)	(5,000,000)	(4,225,600)			(5,500,000)			393,200		(1,785,500)	
Uniform School Fund	(27,200)		147,800								(175,000)	
<b>2008-09 Beginning Base Budget (2007-08 Appropriated less 2007-08 One-time)</b>												
Total Expenditures	60,985,200	11,095,100	11,837,500	1,952,900	5,065,100	12,676,100	3,425,500	2,382,400	6,367,200	3,608,100	801,900	1,773,400
Tax Fund Expenditures	54,367,800	9,650,300	10,187,500	1,802,900	4,804,100	11,127,000	3,096,500	2,222,400	5,293,700	3,608,100	801,900	1,773,400
General Fund	24,240,700	5,271,000	4,978,000	0	200	5,946,200	1,607,600	442,500	1,851,500	3,108,100	801,900	233,700
Education Fund	11,989,700	1,702,300	2,104,200	764,500	1,058,000	2,105,000	937,500	582,100	1,116,400	500,000	0	1,119,700
Uniform School Fund	18,137,400	2,677,000	3,105,300	1,038,400	3,745,900	3,075,800	551,400	1,197,800	2,325,800	0	0	420,000
Dedicated Credits	6,617,400	1,444,800	1,650,000	150,000	261,000	1,549,100	329,000	160,000	1,073,500	0	0	0
<b>2008-09 Ongoing Base Corrections, Transfers, and Adjustments</b>												
Total Expenditures (HB 2)	110,500	76,400	72,100	99,800	161,000	0	141,500	38,900	110,300	0	0	(589,500)
Tax Fund Expenditures	110,500	76,400	72,100	99,800	161,000	0	141,500	38,900	110,300	0	0	(589,500)
Adjustments												
Base Budget Transfers - Growth	0	76,400	72,100	99,800	161,000		141,500	38,900	110,300			(700,000)
Base Budget Transfers - SBR	110,500											110,500
Financing												
General Fund	110,500											110,500
Education Fund	0	61,400	57,100	61,800	71,000	0	124,500	18,900	60,300			(455,000)
Uniform School Fund	0	15,000	15,000	38,000	90,000	0	17,000	20,000	50,000			(245,000)

## 2008-09 UTAH COLLEGE OF APPLIED TECHNOLOGY APPROPRIATIONS SUMMARY (including 2007-08 Supplementals)

March 5, 2008

<b>2008-09 Adjusted Beginning Base Budget (Matches the Subcommittee Reports)</b>												
Total Expenditures	61,095,700	11,171,500	11,909,600	2,052,700	5,226,100	12,676,100	3,567,000	2,421,300	6,477,500	3,608,100	801,900	1,183,900
Tax Fund Expenditures	54,478,300	9,726,700	10,259,600	1,902,700	4,965,100	11,127,000	3,238,000	2,261,300	5,404,000	3,608,100	801,900	1,183,900
General Fund	24,351,200	5,271,000	4,978,000	0	200	5,946,200	1,607,600	442,500	1,851,500	3,108,100	801,900	344,200
Education Fund	11,989,700	1,763,700	2,161,300	826,300	1,129,000	2,105,000	1,062,000	601,000	1,176,700	500,000	0	664,700
Uniform School Fund	18,137,400	2,692,000	3,120,300	1,076,400	3,835,900	3,075,800	568,400	1,217,800	2,375,800	0	0	175,000
Dedicated Credits	6,617,400	1,444,800	1,650,000	150,000	261,000	1,549,100	329,000	160,000	1,073,500	0	0	0

### 2008-09 Ongoing Increases

Total Expenditures	2,549,300	421,700	350,300	440,000	245,000	351,900	201,600	315,800	185,900	0	0	37,100
Tax Fund Expenditures	2,549,400	421,700	350,300	440,000	245,000	351,900	201,600	315,800	186,000	0	0	37,100
Adjustments												
ISF Adjustments - Fleet	(300)		100			(100)			(300)			
Salary	1,164,800	231,400	244,400	49,700	111,400	262,600	70,900	45,500	124,800			24,100
Health	534,800	137,700	105,800	13,200	67,400	89,400	32,700	14,200	61,400			13,000
Retention	0											
Leases	850,000	52,600		377,100	66,200		98,000	256,100				
Financing												
Education Fund	1,670,100	262,400	217,600	289,100	192,700	228,700	98,600	211,700	132,200			37,100
Uniform School Fund	879,300	159,300	132,700	150,900	52,300	123,200	103,000	104,100	53,800			
Dedicated Credits	(100)								(100)			

### 2008-09 One-time Increases

Total Expenditures	1,672,100	134,100	(112,200)	112,400	134,100	133,900	117,700	116,000	(78,900)	0	900,000	215,000
Tax Fund Expenditures	1,672,100	134,100	(112,200)	112,400	134,100	133,900	117,700	116,000	(78,900)	0	900,000	215,000
Adjustments												
O&M One-time Cuts	(442,900)		(246,300)						(196,600)			
Equipment Funds	900,000										900,000	
IT Aging Infrastructure	215,000											215,000
Jobs Now	1,000,000	134,100	134,100	112,400	134,100	133,900	117,700	116,000	117,700			
Financing												
General Fund	0											
Education Fund	932,000	87,200	(159,100)	73,100	87,200	87,000	76,500	75,400	(120,100)		585,000	139,800
Uniform School Fund	740,100	46,900	46,900	39,300	46,900	46,900	41,200	40,600	41,200		315,000	75,200

### 2008-09 Total Appropriated Budget (Includes Ongoing and One-time Appropriations – TIES TO APPROPRIATIONS ACTS)

Total Expenditures	65,317,100	11,727,300	12,147,700	2,605,100	5,605,200	13,161,900	3,886,300	2,853,100	6,584,500	3,608,100	1,701,900	1,436,000
Tax Fund Expenditures	58,699,800	10,282,500	10,497,700	2,455,100	5,344,200	11,612,800	3,557,300	2,693,100	5,511,100	3,608,100	1,701,900	1,436,000
General Fund	24,351,200	5,271,000	4,978,000	0	200	5,946,200	1,607,600	442,500	1,851,500	3,108,100	801,900	344,200
Education Fund	14,591,800	2,113,300	2,219,800	1,188,500	1,408,900	2,420,700	1,237,100	888,100	1,188,800	500,000	585,000	841,600
Uniform School Fund	19,756,800	2,898,200	3,299,900	1,266,600	3,935,100	3,245,900	712,600	1,362,500	2,470,800	0	315,000	250,200
Dedicated Credits	6,617,300	1,444,800	1,650,000	150,000	261,000	1,549,100	329,000	160,000	1,073,400	0	0	0

### 2008-09 Revised Authorized Operating Budget Ties to A1 Budgets

Total Expenditures	65,317,100	11,727,300	12,147,700	2,605,100	5,605,200	13,161,900	3,886,300	2,853,100	6,584,500	3,608,100	1,701,900	1,436,000
Tax Fund Expenditures	58,699,800	10,282,500	10,497,700	2,455,100	5,344,200	11,612,800	3,557,300	2,693,100	5,511,100	3,608,100	1,701,900	1,436,000
General Fund	24,351,200	5,271,000	4,978,000	0	200	5,946,200	1,607,600	442,500	1,851,500	3,108,100	801,900	344,200
Education Fund	14,591,800	2,113,300	2,219,800	1,188,500	1,408,900	2,420,700	1,237,100	888,100	1,188,800	500,000	585,000	841,600
Uniform School Fund	19,756,800	2,898,200	3,299,900	1,266,600	3,935,100	3,245,900	712,600	1,362,500	2,470,800	0	315,000	250,200
Dedicated Credits	6,617,300	1,444,800	1,650,000	150,000	261,000	1,549,100	329,000	160,000	1,073,400	0	0	0

March 12, 2008

**MEMORANDUM**

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: University of Utah – Master of Arts Degree in Languages and Literature with Emphasis in World Language and with Secondary Licensure, Effective Fall, 2008 – Action Item

Issue

The University of Utah requests approval to offer a Master of Arts Degree in Languages and Literature with an Emphasis in World Languages and with Secondary Licensure jointly offered in the College of Humanities and the College of Education, effective Fall, 2008.

Background

Events that followed 9-11 have made many Americans acutely aware of their foreign language deficit and its negative consequences on their interactions with other nations and cultures. In response, government and business leaders have called on educators at all levels to increase students' foreign language skills, particularly in the less commonly taught "critical" languages (Arabic, Chinese, Hindi/Urdu, Japanese, Korean, Persian/Farsi, and Russian).

The proposed Master of Arts Degree in Languages and Literature with an Emphasis in World Languages combines a graduate master's degree with secondary licensure to teach in the public schools. Students with the requisite background will be able to teach one or two foreign languages at the secondary level, or a foreign language and another high school subject such as History, Geography, or Math. The program seeks to license teachers for critical languages (Arabic, Chinese, Hindi/Urdu, Japanese, Korean, Persian/Farsi, and Russian). Students in the program, particularly those seeking certification in a critical language, will be strongly encouraged to participate in an intensive language study abroad program.

Graduates of the proposed M.A program will enhance the quality of existing foreign language instruction in Utah's public school. The proposed M.A. addresses the need for foreign language teachers on a national level, but focuses first and foremost on Utah. During its 2007 session, the Utah State Legislature approved on-going funding to create critical language programs for the next six years, beginning with 20 Chinese programs in 2007-2008; Arabic and Russian programs are scheduled to follow. As a short-term solution for the current teacher shortage, these new language programs are relying on a hybrid distance education model for the first three to five years of their existence. Initially, licensed master teachers will broadcast courses from a central site and will supervise classroom-based facilitators (who do not require a teaching

license). Subsequently, the proposed M.A will shift the distance education programs to programs that are entirely classroom-based.

The program requires no new funding since it draws on existing courses and instructional personnel. There are no other graduate foreign language programs that also grant secondary licensure in the USHE.

#### Policy Issues

Program Review Committee members expressed concern with the name of the degree which appeared to be a Master of Arts with an emphasis. Further discussion with the College of Humanities at the University of Utah revealed that the actual name of the degree includes both the level of education (master's degree) with the name of the department (Languages and Literature) along with the specialization, World Languages with an option of secondary licensure. The correct name is reflected in this proposal.

All other USHE institutions were supportive of the program.

#### Commissioner's Recommendations

The Commissioner recommends that the Regents review the request by the University of Utah to offer the Master of Arts Degree in Languages and Literature with Emphasis in World Languages and Secondary Licensure, raise questions, and, if satisfied, approve the request.

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David L. Buhler, Interim Commissioner

DLB/PCS  
Attachment

Academic, Career and Technical Education and Student Success Committee

Action Item

Request to Offer a Master of Arts Degree in Languages and Literature with Emphasis in World Language  
and with Secondary Licensure

University of Utah

Prepared for:  
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by  
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March 12, 2008

## **SECTION I: The Request**

The University of Utah requests approval from the Board of Regents to offer a Master of Arts in Languages and Literature with an Emphasis in World Languages with Secondary Licensure jointly offered in the College of Humanities and the College of Education.

## **SECTION II: Program Description**

Most Americans do not acquire proficiency in a language other than English; those who do are often immigrants or their immediate descendants. Typically, foreign language study is neither required to graduate from high school nor to enter a university, and has stayed at the margins of public education for a long time. Events that followed 9-11, however, have made many Americans acutely aware of their foreign language deficit and its negative consequences on their interactions with other nations and cultures. In response, government and business leaders have called on educators at all levels to increase students' foreign language skills, in particular in the less-commonly taught "critical" languages (Arabic, Chinese, Hindi/Urdu, Japanese, Korean, Persian/Farsi, and Russian).

In Utah, foreign languages play a more significant role than in most other states in the U.S. By the time many young Utah residents attend college, they have often lived in another culture and are able to speak one, and sometimes even two foreign languages. Additionally, two years of secondary-school level foreign language studies are part of the University of Utah's admissions requirements, and students must attain at least a fourth semester proficiency in a language to graduate with a Bachelors of Arts. The proposed Masters of Arts in Languages and Literature with an Emphasis in World Languages with Secondary Teaching Licensure capitalizes on Utah's unique strengths in foreign languages to improve and increase foreign language programs in the public schools. The program will utilize existing courses and faculty in the College of Humanities and the College of Education. It comprises seven core courses in second language pedagogy, education and linguistics, three foreign language area courses, a three-course licensure sequence, and supervised student teaching, which is required for state licensing. Students who successfully complete the program will be granted a Master of Arts in Languages and literature with an Emphasis in World Language with Secondary Licensure and one or two foreign language endorsements. Depending on the student's particular background, the program will take four semesters with an additional one or two summer terms to complete.

The M.A with an Emphasis in World Languages program is aimed towards students who have obtained a foreign language B.A. or M.A. and/or possess advanced language proficiency equivalent to at least three years of university foreign language study. Students with the requisite background will be able to obtain two world language endorsements, for example in French and Chinese or French and Arabic. Similarly, students with a bachelor's degree in a high school subject, for example History, Geography or Math, and the requisite foreign language background will be able to obtain secondary licensure with an endorsement in that subject and also in a foreign language. The versatility of the licensure program will not only attract students with various backgrounds, but also make them marketable for schools that cannot always hire an FTE teacher for one subject. The program's initial priority is to graduate teachers for the less-commonly taught "critical" languages, which currently include Arabic, Chinese, Hindi/Urdu, Japanese, Korean, Persian/Farsi, and Russian. The M.A with an Emphasis in World Languages is designed to adapt its student recruitment methods and language proficiency development to the changing needs of such language classifications.

## **Purpose of the Degree**

The main goal of the M.A with an Emphasis in World Languages degree is to graduate highly qualified teachers for existing foreign language programs in the Utah public schools, and to promote the creation of new foreign language programs, in particular for the less-commonly taught critical languages. The program will offer a comprehensive graduate curriculum that includes intermediate to advanced language and cultural studies, foreign language methodology, state and national standards-based instruction, proficiency-based assessment, licensure coursework, and a teaching practicum. Under No Child Left Behind (NCLB), graduates of the M.A with an Emphasis in World Languages will meet its highest standards of “highly-qualified,” which, in addition to advanced language proficiency and content knowledge, requires a foreign language teaching methods course, and courses on the civilization, culture, history and literature of the foreign language. All students in the program, but particularly those seeking an endorsement in a critical language, will be strongly encouraged to participate in immersion language study abroad to help them achieve advanced language proficiency. The Secondary Teacher Licensure Program in the University of Utah’s College of Education, which will recommend candidates to the State Office of Education for licensing, has approved the licensure portion of the curriculum.

As the first program in Utah that will both license teachers and confer a master’s degree, the M.A with an Emphasis in World Languages will significantly contribute to teacher education that is commensurate with current professional standards. These standards (see Appendix D) call for close collaboration between foreign language and education departments in order to equip teachers with a high level of language proficiency and substantive knowledge of language, linguistics, culture and literature, and to provide structured field experiences that familiarize candidates with the public school environment.

## **Institutional Readiness**

The University of Utah is ideally positioned to offer a program that supports foreign language education in the state and alleviate the shortage of teachers for the less-commonly taught languages, Arabic, Chinese, and Russian. All of these languages are offered from beginning to intermediate and/or advanced levels in the Department of Languages and Literature and the Middle East Center. Moreover, the International Center at the University of Utah offers a number of intensive language programs abroad to support students achieving a high level of proficiency in foreign languages.

## **Admission Requirements**

Students who wish to pursue the M.A with an Emphasis in World Languages with secondary licensure, and will obtain one foreign language endorsement, need a foreign language B.A. (or equivalent credit hours) to be admitted to the program. Students who will pursue two foreign language endorsements need a B.A. (or equivalent hours) for one language; for their second language, they need a minimum of 6 critical language or 10 non-critical language credit hours. (Credits have to be at the 3000-level or above). Applicants who are short of the number of foreign language credits required for admission, but otherwise qualified may be accepted if it is possible for them to obtain the foreign language credits prior to and/or during the M.A with an Emphasis in World Languages program.

## **Student Advisement**

The Director of Graduate Studies in the Department of Languages and Literature will advise students on their graduate coursework. A program assistant will advise students on licensure requirements and oversee

placement for student teaching. Students also will have access to the director of secondary education in the College of Education and to the director of graduate studies in the Department of Linguistics.

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

The number of graduate credits (30) meets the Graduate School requirements for M.A. degrees. In addition, students have to complete 9 course credits and 12 hours of student teaching to meet secondary licensure requirements. Students may also have to take additional foreign language courses to reach the level of proficiency required for licensure and to obtain the required number of foreign language credits.

### **External Review and Accreditation**

Since the M.A with an Emphasis in World Languages will recommend candidates for secondary licensure, the program must satisfy the Utah State Office of Education's world language licensure requirements (see Appendix E). The College of Education has approved the curriculum and will recommend students who successfully complete the program for licensure in the state of Utah.

### **Projected Enrollment**

<b>FIVE-YEAR PROJECTED ENROLLMENT</b>					
<b>CATEGORIES</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>
Anticipated Annual Admissions	10	12	15	18	20
Cumulative Program Enrollment <sup>1</sup>	10	22	27	35	38
Student Credit Hours <sup>2</sup>	120	264	324	396	456
Growth Credit Hours (SCH) <sup>3</sup>	120	144	180	216	240

### **Expansion of Existing Program**

Not applicable.

### **Faculty**

Initiation of the program requires no new courses and no new faculty, but a new position devoted to public school teacher education may be requested if justified by program growth. Current full-time tenure track faculty in the Departments of Languages and Literature, Linguistics, and in the College of Education teach the existing courses that make up the M.A with an Emphasis in World Languages curriculum.

### **Staff**

Existing staff will principally support the program, but productivity funding for new graduate SCH (see Section II, Projected Enrollment, and Section V, Budget), will support a 50 percent FTE graduate assistant (Ph.D.). Together with the Department of Teaching and Learning, the M.A with an Emphasis in World Languages program assistant will set up sites and identify cooperating teachers for pre-service experiences and student teaching and oversee placement.



## **Library and Information Resources**

Existing library and information resources in Humanities and Education will sufficiently serve the proposed program.

## **SECTION III: Need**

### **Program Need**

Over the past two years, educational institutions and government agencies have begun to work together to increase the number of Americans who speak foreign languages, and in particular the so-called critical languages. During a hearing of the U.S. Senate Committee on Homeland Security and Governmental Affairs on the government's effort to increase foreign language education, the current president of the American Council on the Teaching of Foreign Languages (ACTFL) testified that:

"One challenge to expanding foreign language education offerings is the lack of teachers with requisite language skills – not only in the less-commonly taught languages critical to our national defense, but also for the more traditional widely taught languages."

The statement identifies the shortage of qualified foreign language teachers as a serious obstacle to the expansion of programs in the public schools. To address the lack of teachers, postsecondary institutions must make a commitment to educating teachers with substantive foreign language content knowledge and current pedagogy skills while moving them toward advanced proficiency. Many comprehensive doctoral institutions such as the University of Utah, however, do not make foreign language teacher education a priority despite having the resources needed to produce first-rate language professionals. These essential resources include faculty with knowledge of foreign literature and linguistics, with expertise in second language acquisition research and foreign language pedagogy, and with native or language proficiency. Moreover, students have access to internationally focused education, including studying and working abroad, and both faculty and students benefit from professionals who assist them in using current and innovative technology competently.

### **Labor Market Demand**

Although the M.A with an Emphasis in World Languages program addresses the need for foreign language teachers on a national level, it focuses first and foremost on the demand in Utah. During its 2007 session, the Utah State Legislature approved on-going funding to create critical language programs for students in the public schools each year for the next six years, beginning with 20 Chinese programs in 2007-2008; Arabic and Russian programs are scheduled to follow. As a short-term solution for the current teacher shortage, these new language programs will rely on a hybrid distance education model for the first three to five years of their existence. Licensed master teachers will broadcast courses from a central site, and will supervise classroom-based facilitators (who do not require a teaching license).

The hybrid distance education program and the proposed M.A with an Emphasis in World Languages will mutually benefit from each other. These distance education programs will provide M.A with an Emphasis in World Languages candidates with student teaching sites and cooperating teachers. In turn, the M.A with an Emphasis in World Languages will play a vital role in shifting the distance education programs to programs that are entirely classroom-based, and in meeting the increasing need for highly proficient teachers. Importantly, teachers who graduate from the M.A with an Emphasis in World Languages program with two

foreign language endorsements will give schools the flexibility they need in order to build new language programs for less-commonly taught languages while also maintaining programs for more commonly taught languages such as French, German, and Spanish. Many schools are unable to commit a full-time position to a less-commonly taught language, or sometimes even more widely taught languages such as German and French. Teachers who hold two endorsements (two for foreign language, or one for foreign language and another for a different subject) will be highly marketable since school districts are often unable to support an FTE position for a single foreign language.

## **Student Demand**

In response to a random-sample survey conducted in the spring of 2007, 36 percent of the respondents expressed interest in a foreign language teaching degree at the graduate level, and 33 percent in learning to teach two languages, especially one that is less-commonly taught. Since starting the discussion of creating the M.A. with an Emphasis in World Languages program, the department has received numerous inquiries from students in the B.A. programs, including foreign languages, area studies, and ESL. Students in the Master of Arts in Language Pedagogy, which does not license teachers for the public schools, have consistently expressed their desire for an integrated graduate licensure program. Currently, the Department of Languages and Literature offers only a Spanish teaching major, and Linguistics offers an ESL teaching minor; none of the graduate degrees in the two departments grants licensure to teach in the public schools. The proposed program will grant a graduate degree with licensure and produce teachers for both more commonly and less-commonly taught languages.

## **Similar Programs**

On a national level, no program that offers dual licensing for two languages or for a high school subject and a foreign language currently exists. No foreign language graduate program in the U.S. currently licenses teachers for the critical languages. A few institutions offer M.A. degrees with dual certification, typically in a foreign language and English as a second language. Foreign language certification programs that were examined include:

- 1) University of Michigan's Master of Arts with Certification (MAC): Foreign Languages Program
- 2) New York University's Foreign Language Education M.A. with Dual Certification in Foreign Language Education & TESOL
- 3) University of Kentucky's Masters with Initial Certification (MIC) in foreign language education
- 4) Georgetown's Master of Arts in teaching English as a second language with licensure/certification
- 5) Stony Brook University's Master of Arts in Teaching (MAT), leading to teacher certification in French, German, Italian, and Spanish

Most relevant to this proposal is the extent to which other institutions in Utah license foreign language teachers. Currently, no USHE institution offers a foreign language master's degree with licensure. Utah State University offers a Master of Second Language Teaching, or MSLT, and, similarly, the University of Utah offers a Master of Arts in Language Pedagogy (MALP). Many USHE institutions offer teaching majors and minors for the commonly taught languages (French, German, Spanish), but only BYU offers Chinese and Japanese teaching majors and minors, and a Russian teaching minor.

**Table 1: Utah Collegiate Education Programs  
with Foreign Language Teaching Emphases**

	BYU	SUU	U of U	USU	UVU	WSU	WEST
Chinese	M						
French	M m	M m		M m		M m	m
German	M m	M m		M m		M m	
Japanese	M						
Latin	M m						
Russian	m						
Spanish	M m	M m	M m	M m		M m	m

M = Teaching Major      m = Teaching Minor

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

While no direct collaboration is planned, the program will recruit students who have graduated with a foreign language major or minor, or with a major in another subject and foreign language credits, at other USHE institutions. The program will offer students with a B.A. in foreign language or a high school subject and/or a strong foreign language background a viable career path with a graduate degree. Since no comparable advanced degree is offered at other Utah institutions of higher education, the proposed program will have little or no impact on them.

### **Benefits**

By contributing to public school education, the program will enhance the University of Utah's outreach efforts. The program's interdisciplinary and collaborative design will serve as a model for institutions around the U.S. and enhance the visibility of the Colleges of Humanities and Education, and the University as a whole.

### **Consistency with Institutional Mission**

The education of public school teachers is an important element in the University of Utah's mission to transmit knowledge through education and training programs. Graduates of the M.A with an Emphasis in World Languages program will enhance the quality of foreign language instruction in Utah and support the creation of new foreign language programs. The proposed program supports the mission of the university to link research and teaching: the faculty associated with the proposed M.A not only teach foreign languages, develop language program curricula, and train teachers, but also conduct research in second language acquisition, linguistics, and teacher education.

The proposed M.A aligns with current institutional priorities of the University of Utah, which include internationalization, interdisciplinarity, and outreach. It will promote advanced foreign language study, which is critical to internationalization, it involves two colleges and several departments, and it enhances the quality of foreign language education in the public schools.

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

### **Program Assessment**

Assessment is built into the program at various levels. The program's success will be measured by the licensure, placement and performance of its graduates in the public schools in Utah and elsewhere. The program will track where students secure teaching positions and to what extent they contribute to maintaining and enhancing foreign language programs in the public schools. Success of the program will also be determined by reaching its goal of growing to about 40 students over the first five years and meeting the needs of the Utah public schools.

### **Expected Standards of Performance**

Students will be required to maintain a 3.0 GPA and will have to demonstrate progress toward the required levels of foreign language proficiency.

## **SECTION V: Finance**

### **Budget: Five-Year Revenue and Expense Projections**

Neither new faculty positions nor reallocation of funds are required to initiate the M.A. program. The curriculum consists of courses already offered for existing graduate degrees, and current staff will handle student advising (Directors of Graduate Studies in Languages and Literature and Linguistics) and placement (Director of Program of Evaluation, Department of Teaching and Learning). The program director will explore funding opportunities to hire a Ph.D. student to assist with the M.A. with an Emphasis in World Languages students' pre-service experiences. If no funding is secured, the Departments of Languages and Literature and Linguistics will designate a teaching assistant position for the program assistant position.

Financial Analysis Form for All R401 Documents						
	Year 1	Year 2	Year 3	Year 4	Year 5	
<b>Students</b>						
Projected FTE Enrollment	10	22	27	33	38	
Cost Per FTE <sup>1</sup>	\$2,147	\$2,254	\$2,367	\$2,485	\$2,610	
Student/Faculty Ratio	10:55	22:55	27:55	33:55	38:55	
Projected Headcount	10	22	27	33	38	
<b>Projected Tuition</b>						
Gross Tuition	\$21,470	\$49,588	\$63,909	\$82,005	\$99,180	
Tuition to Program <sup>2</sup>	\$0	\$7,650	\$9,180	\$11,475	\$13,770	
<b>5 Year Budget Projection</b>						
	Year 1	Year 2	Year 3	Year 4	Year 5	
<b>Expense</b>						
Salaries & Wages <sup>3</sup>	\$12,095	\$23,835	\$24,581	\$25,333	\$54,376	
Benefits <sup>4</sup>	4,016	4,116	4,219	4,324	16,694	
Total Personnel	16,111	27,951	28,800	29,657	71,070	
Current Expense <sup>5</sup>	1,500	1,650	1,815	1,997	2,197	
Travel	0	0	0	0	0	
Capital	0	0	0	0	0	
Library Expense	0	0	0	0	0	
Total Expense	\$17,611	\$29,601	\$30,615	\$31,654	\$73,267	
<b>Revenue</b>						
Legislative Appropriation <sup>6</sup>	\$-	\$-	\$-	\$-	\$40,574	
Grants & Contracts	0	0	0	0	0	
Donations	0	0	0	0	0	
Reallocation	17,611	21,951	21,435	20,179	18,923	
Tuition to Program	0	7,650	9,180	11,475	13,770	
Fees	0	0	0	0	0	
Total Revenue	\$17,611	\$29,601	\$30,615	\$31,654	\$73,267	
<b>Difference</b>						
Revenue-Expense	\$-	\$-	\$-	\$-	\$-	
<b>Comments</b>						
<sup>1</sup> Assumes 5% tuition increase each academic year. <sup>2</sup> Based on SCH productivity funding at 75%; productivity funding is paid out the year following in which it is earned. <sup>3</sup> Includes .33% of current graduate staff support salary with 2.5% annual increases; 50% of course release for Dir. of Grad. Studies (DGS); one TA support position beginning in Year 2 and a .50 faculty position beginning in Year 5. <sup>4</sup> Based on benefit rate by salary FY 08-08 table ( <a href="http://fbs.admin.utah.edu/download/gca/BenefitsPercent.pdf">http://fbs.admin.utah.edu/download/gca/BenefitsPercent.pdf</a> )						

<sup>5</sup>Assumes 10% annual increase.

<sup>6</sup>Represents new base funding (salary and benefits) request for .5 faculty position/benefits beginning with Year 5.

## Appendix A: Program Curriculum

### NEW COURSES

None

### PROPOSED CURRICULUM FOR THE MASTER OF ARTS WITH AN EMPHASIS IN WORLD LANGUAGES

#### PREREQUISITES (6 credits)

Linguistics 1200:	Introduction to the Study of Language (no graduate credit)
EdsPsych 5230	Adolescent Psychology (also offered in FCS and Psych)
SpEd 5011	Inclusive Classrooms

#### M.A. CORE & LICENSURE COURSES (24 Credit Hours)

LING 5810/6811	K-12 Second Language Methodology
LING 6042	Minority Language Issues in Education
LING 6812	Content-based Instruction
LING 6816	Instructional Design & Materials Development
LING 6818	Second Language Testing (Assessment)
TL 5151/6151	Educational Applications of Technology

#### LICENSURE SEQUENCE (9 Credit Hours)

Sp ED5022	Principles of Instruction and Behavior Support
ECS XXX <sup>1</sup>	School, Family and Community
ECS XXX <sup>1</sup>	Urban Schools

<sup>1</sup> Course numbers to be determined

#### STUDENT TEACHING (12 Credit Hours)

LING 6813 /TL 6490: TL	Practicum
TL 6491	Seminar
T&L 6495	Supervised Teaching

#### A MINIMUM OF THREE M.A. LANGUAGE AREA COURSES (9 Credit Hours)

French, German, Spanish: M.A. & Ph.D. programs (Languages & Literature, Latin American Studies; International Studies) Russian: 5000-level courses (Languages & Literature) Middle East Studies: B.A., M.A. & Ph.D. programs (Middle East Center) Asian Studies: B.A., M.A. (College of Humanities) ESL: M.A. Applied; MA TEFL (Linguistics) *Students who hold a Foreign Language BA
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These courses include:

<b><u>Arabic:</u></b>		
ARAB 6010	Colloquial Arabic I	3
ARAB 6020	Colloquial Arabic II	3
ARAB 6040	Advanced Arabic Language Skills	3
ARAB 6050	Advanced Arabic Language Skills	3
ARAB 6160	Selected Authors and Genres in Arabic Literature	3
ARAB 6205	Language and Gender	3
ARAB 6270	Linguistic Structure of Arabic	3
ARAB 6271	Topics in Arabic Linguistics	3
ARAB 6272	Linguistic Variation in Arabic	3
ARAB 6500	Islamic Theology and Philosophy	3
ARAB 7252	Teaching Arabic	3
ARAB 7820	Arabic Grammatical Tradition	3

<b><u>Asian Studies:</u></b>		
JAPAN 6290	Structure of Japanese: Syntax	3
JAPAN 6291	Japanese Linguistics: Language and Society	3

<b><u>Chinese:</u></b>		
CHIN 6280	Structure of Chinese: Syntax	3
CHIN 6281	Structure of Chinese: Phonetics	3

<b><u>French:</u></b>		
FREN 6260	Linguistic Structure of French	3
FREN 6600	Studies in Medieval Literature	3

<b><u>German:</u></b>		
GERM 6270	Variation in German	
GERM 6620	Literature of the Middle Ages	3
GERM 6650	Classicism	3
GERM 6660	Romanticism	3
GERM 6700	Early Modernism and National Socialism	3
GERM 6720	Literature and Culture from 1945 to the Present	3

<b><u>Hebrew:</u></b>		
HEBR 6363	The Kabbalah	3
HEBR 6400	Topics in Literature and Culture	3
HEBR 6600	Biblical Hebrew: Prose	3
HEBR 6601	Biblical Hebrew: Poetry	3

<b><u>Middle-Eastern Studies:</u></b>		
MIDE 6050	Approaches and Methodologies in Middle East Studies	3
MIDE 6117	The Figure of Mohammed in Islamic Tradition	3
MIDE 6118	Select. Auth. & Genres in the Islamic Intel. & Reli. Trad.	3
MIDE 6130	Introduction to the Qur'an and Qur'anic Studies	3
MIDE 6150	Islamic Theology and Philosophy	3
MIDE 6152	Islamic Mysticism	3
MIDE 6158	Major Trends in Modern Islam	3



	<b><u>Persian:</u></b>		
PERS 6020	Advanced Persian Language Skills II	3	
PERS 6160	Selected Authors and Genres in Persian Literature		3

	<b><u>Russian:</u></b>		
RUSS 5280	Russian Phonetics and Phonology		3
RUSS 5281	Russian Morphology		3

	<b><u>Spanish:</u></b>		
SPAN 5242	Spanish Pronunciation and Phonetics	3	
SPAN 6241	Topics in Spanish Linguistics	3	
SPAN 6630	Golden Age		3
SPAN 6640	Romanticism and Realism		3
SPAN 6660	Quixote and Other Works		3
SPAN 6750	Spanish American Poetry		3
SPAN 6760	Spanish American Short Story	3	
SPAN 6770	Spanish American Theatre		3
SPAN 6781	Spanish American Novel II		3

## **Appendix B: Course Descriptions and Last Taught**

**ARAB 6010 Colloquial Arabic I** (3) Cross listed as MID E 6101. Prerequisite: Listening and conversation in an Arabic dialect (Egyptian or Levantine). Survival skills and everyday conversational topics based on authentic listening materials. Last Taught: Fall 2003

**ARAB 6020 Colloquial Arabic II** (3) Cross listed as MID E 6102. Additional work required of graduate students. Develops communicative skills in the Arabic dialect started in ARAB 6010 and improves cultural awareness of modern Arab society and way of life. Authentic reading and listening materials include plays, proverbs, poems. Last Taught: Spring 2004

**ARAB 6040 Advanced Arabic Language Skills** (3) Cross listed as MID E 6104. Listening and conversation in Modern Standard Arabic based on authentic radio and TV materials. Last Taught: Fall 2004

**ARAB 6050 Advanced Arabic Language Skills** (3) Cross listed as MID E 6105. Listening, reading, and conversation in Modern Standard Arabic based on a variety of authentic materials. Last Taught: Spring 2005

**ARAB 6160 Selected Authors and Genres in Arabic Literature** (3) Cross listed as MID E 6116. Selected authors, movements, and genres from modern and medieval times. Recent topics include: Humor and Satire in Arabic and Islamic Literature, Hispano-Arabic Literature, The Natural World in Islamic Thought, Typology of Arabic Poetry, Origin and Meaning of Courtly Love in the Islamic World and Medieval Europe, Modern Arabic Short Story, Modern Arabic Novel. Last Taught: Fall 2005

**ARAB 6205 Language and Gender** (3) Cross listed as LING 6205, MID E 6120. Cross-linguistic, cross-cultural approach focusing on systematic differences in speech patterns of females and males; language and power; sexism in language. Last Taught: Spring 2004

**ARAB 6270 Linguistic Structure of Arabic** (3) Cross listed as LING 6270, MID E 6125. Introduction to the linguistic analysis of the Arabic grammatical system: word formation, sound system, and syntactic structure. Last Taught: Spring 2007

**ARAB 6271 Topics in Arabic Linguistics** (3) Cross listed as LING 6271, MID E 6126. Topics include syntax, phonology, and morphology of Arabic. Last Taught: Fall 2007

**ARAB 6272 Linguistic Variation in Arabic** (3) Cross listed as MID E 6127. The effect of regional and socio-cultural variables on the use of Arabic. Topics may include diglossia (sociostylistic variation) and gender differences in language use. Last Taught: Spring 2007

**ARAB 6500 Islamic Theology and Philosophy** (3) Cross listed as MID E 6150. Examination of Muslim attempts to provide rational foundation for principal tenets of Islam and of disputes between Muslims and non-Muslims over religious issues. Last Taught: Fall 2007

**ARAB 7252 Teaching Arabic** (3) Cross listed as MID E 7127. This course will address both theoretical and practical issues related to the teaching of foreign languages at the college level with special reference to Arabic. In addition to discussing these issues, students will carry out a variety of assignments including development and evaluation of teaching and testing materials and observation of classes. Last Taught: Fall 2004

**ARAB 7820 Arabic Grammatical Tradition** (3) Cross listed as MID E 7182. The topic of the seminar will be the Arab linguist who explicitly dealt with phonetic/phonological and syntactic issues. Treatises and sections of treatises that dealt with the above topics will be discussed. The course will emphasize the study of the Medieval Arab grammarians. The discussion will focus on the primary sources themselves. Last Taught: Spring 2004

**CHIN 6280 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. Last Taught: Spring 2007

**CHIN 6281 Structure of Chinese: Phonetics** (3) Introduction to the articulatory features and patterns of Mandarin Chinese sound segments and tones. Last Taught: Fall 2007

**ECS 6632 Issues & Research in Multicultural Education** (3) An advanced course in the history, concepts, and theoretical base for multicultural education as a field. Focus is on issues and research in the teaching and learning of cultural and linguistic minority students. Taught Last: Spring 2007

**ED PS 6080 Adolescent Development and Learning** (3) Theories and research pertaining to human development and learning throughout adolescence. Emphasizes application of theory and research to education. Taught Last: Spring 2008

**FREN 6260 Linguistic Structure of French** (3) Cross listed as LING 6250. No prior knowledge of French is required. A course in the linguistic description of Standard French: phonology, morphology, syntax, and lexicon. A linguistic approach is contrasted with traditional grammar. Last Taught: Spring 2004

**FREN 6600 Studies in Medieval Literature** (3) Cross listed as C LIT 6620. Selected works of poetry, prose, or theatre from the Middle Ages are studied in the context of a major theme or concept. Last Taught: Fall 2007

**GERM 6620 Literature of the Middle Ages** (3) Historical, cultural, and literary background of epoch (1160 to 1280). Texts from major writers. Last Taught: Fall 2006

**GERM 6650 Classicism** (3) Historical, philosophical, and cultural background of epoch (1780 to 1832). Literature of Weimar classicism, featuring works by Goethe and Schiller. Cross-listed as C LIT. Last Taught: Fall 2004

**GERM 6660 Romanticism** (3) Historical, philosophical, and cultural background of epoch (1798 to 1835). Theoretical, lyric, and prose texts from early and late Romanticism. Last Taught: Fall 2006

**GERM 6700 Early Modernism and National Socialism** (3) Historical, philosophical, and cultural background of epoch. New literary currents around turn of century (1890 to 1945). Literature of fin-de-siecle, expressionism, neue sachlichkeit, national socialism, and writers of exile literature. Last Taught: Spring 2006

**GERM 6720 Literature and Culture from 1945 to the Present** (3) Historical and cultural background of epoch. Representative developments in literature of German-speaking countries. Last Taught: Spring 2007

**HEBR 6363 The Kabbalah** (3) Cross listed as MID E 6263. The course introduces the basic texts of the classical Kabbalah (from the 10th century through the mid 16th century in addition to the Sefer Yetzirah), the major school of Jewish mysticism. Texts are in English and are presented in their historical, intellectual (philosophical, mythological) and spiritual contexts. Last Taught: Fall 2006

**HEBR 6400 Topics in Literature and Culture** (3) Cross listed as MID E 6240. This course focuses on various cultural aspects of the Jewish/Israeli world with reference to theoretical issues such as feminism, sexuality, multiculturalism, post-colonialism, exile, and racism. Students will be engaged in critical thinking while improving language skills. Last Taught: Spring 2006

**HEBR 6600 Biblical Hebrew: Prose** (3) Cross listed as MID E 6260. Introduction to biblical Hebrew. Explicit grammatical survey exemplified in the prose genres of story and annals. Open to undergraduates with consent of instructor. Last Taught: Fall 2005

**HEBR 6601 Biblical Hebrew: Poetry** (3) Cross listed as MID E 6261. Readings in the several poetic genres displaying typical structures, followed by explorations of prophetic texts from different periods and schools including the wisdom school. Offered every third year. Open to undergraduates with consent of instructor. Last Taught: Spring 2006

**JAPAN 5290/6290 Structure of Japanese: Syntax** (3) Study of sounds, words, and sentences through analysis of data from Japanese language. Emphasis on grammar and syntax. Last Taught: Spring 2007

**JAPAN 5291 Japanese Linguistics: Language and Society** (3) Study of sounds, grammar, and language variations/use in modern Japanese society. Last Taught: Fall 2007

**LING 1200 Introduction to the Study of Language** (3) Focuses on sounds, words, and sentences through analysis of data from various languages. Additional topics may include: social and geographic variation, language change through time, first- and second-language acquisition, language and culture. Taught Last: Fall 2007

**LING 5810/6810 K-12 Second Language Methodology** (3) An examination of approaches and methods in second-language teaching, as well as the theories of language and language acquisition on which they are based. Discussion and practice of current assessment procedures. Also a focus on educators' implicit theories of L2 learning and teaching. Includes critiqued peer teaching. This course is restricted to students in the ESL Teaching Minor, CRELC or TESOL certificates, and Foreign Language majors and minors. Taught Last: Fall 2007

**LING 6042 Minority Language Issues in Education** (3) Theoretical principles governing social and linguistic variation, and the methodology used to study it. How speech is affected by age, sex, socioeconomic class, ethnicity, and regional background, and the political/educational implications, all with a focus on the United States. Graduate students are expected to do additional work and to perform at a graduate level. Taught Last: Fall 2007

**LING 6812 Content-based Instruction** (3) An introduction to principles governing content-based instructions well as a review of the educational and second language research base that supports teaching second and foreign languages through content. Also included are alternative assessment and assessment of content, principles of educational linguistics, and teaching strategies and protocols for ESL, FL and U.S. public school content area specialist with ELLs in their classes. Taught Last: Fall 2007

**LING 6813 Practicum (3)** Observation and teaching of L2 classes. Taught Last: Fall 2007

**LING 6816 Instructional Design & Materials Development (3)** Provides a survey and analysis of second language curriculum and syllabus design as well as materials development. Taught Last: Spring 2007

**LING 6818 Second Language Testing (Assessment) (3)** An overview of the conceptual bases of language testing and procedures for designing and developing useful language tests. Taught Last: Spring 2007

**MIDE 6050 Approaches and Methodologies in Middle East Studies (3)** Middle East Studies is an interdisciplinary field in which the approaches and methodologies of a large number of different scholarly disciplines are employed. In this seminar you will receive an introduction to philology, linguistic theory, historiography, theories of history, political theory, international relations, comparative politics, cultural studies, women's studies, and social anthropology. Last Taught: Spring 2007

**MIDE 6117 The Figure of Mohammed in Islamic Tradition (3)** Cross listed as ARAB 6170. The life of the Prophet Mohammed as represented in sira and hadith and in literature of Muslim jurisprudence, theology, philosophy, and mysticism. Last Taught: Spring 2006

**MIDE 6118 Selected Authors and Genres in the Islamic Intellectual and Religious Tradition (3)** Cross listed as ARAB 6180. Study of one writer or group of writers or works that have made important contributions to Islamic thought. Last Taught: Spring 2005

**MIDE 6130 Introduction to the Qur'an and Qur'anic Studies (3)** Cross listed as ARAB 6300. History, content, language, and structure of the Arabic Qur'an; the traditional art of recitation, the approaches and contributions of traditional Muslim scholarship as well as the work of Western scholars devoted to the Qur'an. Last Taught: Fall 2004

**MIDE 6150 Islamic Theology and Philosophy (3)** Cross listed as ARAB 6500. Examination of Muslim attempts to provide rational foundation for principal tenets of Islam and of disputes between Muslims and non-Muslims over religious issues. Last Taught: Fall 2007

**MIDE 6152 Islamic Mysticism (3)** Cross listed as ARAB 6520. From the isolated lover of God to loyalty to shaykhs and mystical orders. Historical developments in mystical teaching, devotion and practice; the role of Muslim Neo-Platonic philosophers and theosophists such as Ibn Sina (Avicenna), Ibn Rushd (Averroes), Ibn Arabi and Suhrawardi; criticisms of these systems by orthodox Muslim thinkers. Last Taught: Spring 2006

**MIDE 6158 Major Trends in Modern Islam (3)** Cross listed as ARAB 6580. Principal trends in modern Muslim thought and Muslim reactions to challenges of the modern age. Last Taught: Fall 2005

**PERS 6010 Advanced Persian Languages Skills I (3)** Cross listed as MID E 6301. Develops language skills using TV, film, radio, as well as functional and literary texts. Last Taught: Spring 2004

**PERS 6160 Selected Authors and Genres in Persian Literature (3)** Cross listed as MID E 6316. Authors, movements, and genres from selected periods. Authors, movements, and genres from modern and classical literature. Topics include the Iranian world view, the relationship between Iranian history and

Persian literature, Sufism in Persian poetry, the Persian romance, the development of modern Persian literature, the short story after the Islamic Revolution of 1979. Last Taught: Spring 2006

**RUSS 5280 Russian Phonetics and Phonology** (3) This course presents the phonetic and phonological systems of Contemporary Standard Russian with an emphasis on both theoretical understanding and practical application of the course content. Last Taught: Spring 2007

**RUSS 5281 Russian Morphology** (3) This course presents an overview of inflectional and derivational morphology in Contemporary Standard Russian. Last Taught: Fall 2006

**SPAN 5242 Spanish Pronunciation and Phonetics** (3) Introduction to Spanish Phonetics and Phonology for advanced speakers of Spanish. Analyzes the Spanish sound system pointing out the areas of contrast with that of American English and focuses on helping students improve their pronunciation in Spanish. Last Taught: Spring 2007

**SPAN 6241 Topics in Spanish Linguistics** (3) No prior knowledge of Spanish is required. Information on current topics available in Linguistics Office. Last Taught: Spring 2006

**SPAN 6630 Golden Age** (3) Readings, criticism, and theory related to 16th- and 17th-century Spanish literature. Repeatable for credit when topic varies. Last Taught: Fall 2004

**SPAN 6640 Romanticism and Realism** (3) XIX Century Spanish literature from Romanticism to the end of the century. Movements and genres. Last Taught: Spring 2007

**SPAN 6660 Quixote and Other Works** (3) Cervantes' master work and other prose or drama of the period. Last Taught: Fall 2005

**SPAN 6750 Spanish American Poetry** (3) An in-depth study on the poetic expressions of major authors of the 20th century. Focus may vary between poets of the first and second half of the century. Repeatable for credit when topic varies. Last Taught: Fall 2005

**SPAN 6760 Spanish American Short Story** (3) Major writers and movements of Spanish America. May be devoted to a single author, country, or genre. Last Taught: Spring 2003

**SPAN 6770 Spanish American Theatre** (3) Different playwrights or national trends treated in successive offerings. Last Taught: Spring 2007

**SPAN 6781 Spanish American Novel II** (3) Spanish American novel from 1950. Authors representing varied movements, styles, and countries. Last Taught: Fall 2007

**SPED 6011 Inclusive Classrooms** (3) Introduces special general education candidates to teaching strategies for meeting the needs of students with disabilities in general education settings. Taught Last: Fall 2007

**TL 6410 Curriculum & Assessment in a Diverse Society** (3) Investigation of curricular issues and assessment practices for all learners with particular emphasis on multicultural and multilingual classrooms. The course activities are designed to extend traditional conceptions of content and testing to include

culturally responsive practices for English language learners and ethnically diverse student populations.  
Taught Last: Fall 2007

**TL 6411 Instruction & Management in a Diverse Society (3)** Course examines dimensions of instruction and classroom management for all learners with specific emphasis on pedagogy and classroom culture. This course deepens understanding of traditional concepts of instruction and management to include sheltered content area instruction coupled with issues unique to urban, English Language Learners.  
Taught Last: Fall 2007

**TL 6490 Teaching Practices in the Public Schools (3)** Starting with the beginning of the teachers' public school calendar, issues related to the beginning of an effective school year will be examined. Teacher candidates are assisted in becoming reflective practitioners as they explore the role of teachers and teachers' work through direct observation and participation. Open only to students in the secondary teacher licensure program. Taught Last: Fall 2007

**TL 6941 Supervised Student Teaching (9)** Taught Last: Spring 2008

## **Appendix C: Faculty**

**Cathi Allen**, Instructor--Special Education, School of Education

**Soheila Amirsoleimani**, Associate Professor--Languages & Literature/Arabic & Persian, College of Humanities

**Gary Atwood**, Assistant Professor--Languages & Literature/Spanish, College of Humanities

**Shoji Azuma**, Professor--Languages & Literature/Japanese, College of Humanities

**Karin Baumgartner**, Assistant Professor--Languages & Literature/German, College of Humanities

**Mary D. Burbank**, Clinical Associate Professor--Teaching & Learning, School of Education

**Lyle Campbell**, Professor--Linguistics, College of Humanities

**Telee Richard Chi**, Professor--Languages & Literature/Chinese, College of Humanities

**Maryann Christison**, Professor--Linguistics, College of Humanities

**Claudia Conner**, Clinical Instructor--Teaching & Learning, School of Education

**Thérèse De Raedt**, Assistant Professor--Languages & Literature/French, College of Humanities

**Marianna Di Paolo**, Associate Professor--Linguistics, College of Humanities

**Maria Dobozy**, Professor--Languages & Literature/German, College of Humanities

**Isabel Dulfano**, Assistant Professor--Languages & Literature/Spanish, College of Humanities

**Randall Eggert**, Assistant Professor--Linguistics, College of Humanities

**Mushira Eid**, Professor--Linguistics, Languages & Literature/Arabic, College of Humanities

**Edward Elias**, Associate Professor--Languages & Literature/Spanish, College of Humanities

**Gene Fitzgerald**, Professor--Languages & Literature/Russian, College of Humanities

**Elena García-Martín**, Assistant Professor--Languages & Literature/Spanish, College of Humanities

**Gema Guevara**, Associate Professor--Languages & Literature/Spanish, College of Humanities

**Jane Hacking**, Associate Professor--Linguistics, Languages & Literature/Russian, College of Humanities

**Joel Hancock**, Professor--Languages & Literature/Spanish, College of Humanities

**Patricia Hanna**, Professor--Linguistics, College of Humanities



**Michael Hardman**, Professor--Special Education, School of Education

**Rachel Hayes-Harb**, Assistant Professor--Linguistics, College of Humanities

**Thomas Huckin**, Adjunct Professor--Linguistics, College of Humanities

**David Iannucci**, Associate Professor--Linguistics, College of Humanities

**Christine Jones**, Associate Professor--Languages & Literature/French, College of Humanities

**Stacey Katz**, Associate Professor--Linguistics, Languages & Literature/French, College of Humanities

**Gerhard Knapp**, Professor--Languages & Literature/German, College of Humanities

**Roderic Land**, Assistant Professor--Education, Culture, and Society, School of Education

**Eric Laursen**, Associate Professor--Languages & Literature/Russian, College of Humanities

**Scott Liddell**, Professor--Linguistics, College of Humanities

**Harris Lenowitz**, Professor--Languages & Literature/Hebrew, College of Humanities

**Joseph Metz**, Associate Professor--Languages & Literature/German, College of Humanities

**Mauricio Mixco**, Professor--Linguistics, College of Humanities

**Erin O'Connell**, Associate Professor--Languages & Literature/Greek & Latin, College of Humanities

**Adrian Palmer**, Associate Professor--Linguistics, College of Humanities

**Esther Rashkin**, Professor--Languages & Literature/French, College of Humanities

**Jerry Root**, Associate Professor--Languages & Literature/French, College of Humanities

**Edward Rubin**, Associate Professor--Linguistics, College of Humanities

**Fernando Rubio**, Associate Professor--Linguistic, Languages & Literature/Spanish, College of Humanities

**Steven Sternfeld**, Associate Professor--Languages & Literature/Italian, College of Humanities

**Randall Stewart**, Associate Professor--Languages & Literature/Greek & Latin, College of Humanities

**James Svendsen**, Associate Professor--Languages & Literature/Greek & Latin, College of Humanities

**Margaret Toscano**, Assistant Professor--Languages & Literature/Greek & Latin, College of Humanities

**Wolff von Schmidt**, Professor--Languages & Literature/German, College of Humanities

**Bruce Smith**, Adjunct Professor--Linguistics, College of Humanities

**Steven Sternfeld**, Associate Professor--Linguistics, College of Humanities

**Nathan Vooge**, Associate Instructor--Linguistics, College of Humanities

**Margaret Wan**, Assistant Professor--Languages & Literature/German, College of Humanities

**Johanna Watzinger-Tharp**, Associate Professor--Linguistics, Languages & Literature/German, College of Humanities

**Kathryn Weeks**, Associate Instructor--Linguistics, College of Humanities

**Bernard Weiss**, Professor--Languages & Literature/Arabic, College of Humanities

**Fusheng Wu**, Associate Professor--Languages & Literature/ Chinese, College of Humanities

## **Appendix D: ACTFL Program Standards for the Preparation of Foreign Language Teachers**

### **I. Requirements for Programs of Foreign Language Teacher Preparation**

The preparation of foreign language teachers is the joint responsibility of the faculty in foreign languages and education. In order for foreign language teacher candidates to attain the knowledge, skills, and dispositions described in the ACTFL Program Standards for the Preparation of Foreign Language Teachers, programs of foreign language teacher preparation must demonstrate that they include the components and characteristics described below.

1. The development of candidates' foreign language proficiency in all areas of communication, with special emphasis on developing oral proficiency, in all language courses. Upper-level courses should be taught in the foreign language.
2. An ongoing assessment of candidates' oral proficiency and provision of diagnostic feedback to candidates concerning their progress in meeting required levels of proficiency.
3. Language, linguistics, culture, and literature components.
4. A methods course that deals specifically with the teaching of foreign languages and that is taught by a qualified faculty member whose expertise is foreign language education and who is knowledgeable about current instructional approaches and issues.
5. Field experiences prior to student teaching that include experiences in foreign language classrooms.
6. Field experiences, including student teaching, that are supervised by a qualified foreign language educator who is knowledgeable about current instructional approaches and issues in the field of foreign language education.
7. Opportunities for candidates to experience technology-enhanced instruction and to use technology in their own teaching.
8. Opportunities for candidates to participate in a structured study abroad program and/or intensive immersion experience in a target language community.

## Appendix E: Utah State Office of Education Requirements for World Language Licensure

1. BA in a World/Foreign Language or Major equivalence with endorsement
2. 14 hours in a critical language (Chinese, Arabic, Farsi, etc) or 19 hours in non-critical (Spanish, French, German, etc);  
  
(300 or 3000 level or higher) Courses could be any mixture of **Grammar/Composition, Culture and Civilization** or **Literature**, but preferably 3 hours in each area with the remaining hours as electives;
3. OPI rating of Intermediate High for a critical language or Advanced Low for a non-critical language.

March 12, 2008

## MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah State University –Education Specialist Degree in Psychology, Effective Spring 2008 – Action Item

### Issue

Utah State University (USU) requests approval to offer an Educational Specialist Degree (Ed.S.) in Psychology with a specialization in School Psychology, effective Spring 2008. This request is to change the final degree granted in this existing School Psychology program from a Master of Science to an Ed.S. Students will receive the M.S. en route to the Education Specialist Degree.

### Background

Currently, students in USU's School Psychology program earn the Master of Science Degree. However, the School Psychology program requires over 60 credits while masters' programs typically require 30 credits. To recognize the additional 30+ credits and to be in sync with other graduate programs around the country, USU wants to offer its students both the master's degree and the Education Specialist Degree. USU's School Psychology program is nationally accredited and trains students in child development issues, assessment and treatment of emotional and behavioral disorders, and traditional psychoeducational assessment and consultation appropriate in school settings. Adding the Ed.S. Degree to the existing master's degree actually reflects the number of credits and extensive training required by national accreditation and state approval bodies. Due to the higher number of credits required, the Ed.S. Degree is being offered in universities across the country as the terminal degree for these programs. Of the 13 nationally-accredited, specialist-level school psychology programs in the western states, excluding California, nine grant the Ed.S. (12 of California's 25 programs grant the Ed.S.). If approved, USU's request will allow its School Psychology program to remain competitive in attracting high quality graduate students and will enable graduates to begin on a higher salary schedule in the school districts in which they are employed. Because the School Psychology program involves a more advanced level of training than a traditional master's degree, but less research training than a doctoral program, the Ed.S. Degree is the best fit for an allied, practice-oriented program. It is considered a terminal degree, although recipients can go on for the doctorate.

Faculty are already hired and teaching in the program. No additional faculty or staff will be necessary. All library resources are in place. Student interest is expected to increase with the addition of the Education

Specialist Degree in Psychology.

#### Policy Issues

The Program Review Committee expressed concern that the initial USU proposal for an Education Specialist Degree in Psychology did not include a master's degree for students on their way to obtaining the Education Specialist credential. While USU officials were able to identify some institutions around the country that do not require a master's degree while students pursue the Education Specialist Degree, they agreed to include the degree for students who want to earn both. The University of Utah is in the planning stages to develop the Education Specialist Degree and will also offer the master's degree for students in its future program.

Other USHE institutions were supportive of the program.

#### Commissioner's Recommendations

The Commissioner recommends that the Regents review the request by Utah State University to offer the Education Specialist Degree in Psychology, raise questions, and, if satisfied, approve the request.

---

David L. Buhler, Interim Commissioner

DLB/PCS  
Attachment

Academic, Career and Technical Education and Student Success Committee

Action Item

Request to Offer the Education Specialist Degree in Psychology  
Utah State University

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

March 12, 2008

## **SECTION I: The Request**

Utah State University requests approval to offer an Educational Specialist Degree (Ed.S.) in Psychology with a specialization in School Psychology, effective Spring 2008. This request is not for a new program but for a change in the final degree granted in the existing School Psychology program from an M.S. to an Ed.S. Students will receive the M.S. degree en route to the Education Specialist Degree.

## **SECTION II: Program Description**

### **Complete Program Description**

The program description will remain the same as it is in the Utah State University General Catalog with additional wording to reflect the Ed.S. as the final degree. The description will read as follows:

School Psychology, NASP-accredited USU's nationally accredited program in School Psychology emphasizes child development issues, assessment and treatment of emotional and behavioral disorders, and traditional psychoeducational assessment and consultation activities appropriate to school settings. The program is approved by the Utah State Office of Education for licensure of school psychologists. Students who enter the School Psychology program without a master's degree will earn an M.S. in Psychology following completion of a minimum of 33 semester credits. Following the completion of all program requirement, including an additional 30 credits (minimum), students will earn the Ed.S. in Psychology and a specialization in School Psychology. Upon completion of the Ed.S. Degree students will be endorsed for the educator license/certification in school psychology

### **Purpose of Degree**

The purpose of the School Psychology program is to train students to work as school psychologists, primarily in the K-12 public school system. This purpose will not change if the request to grant the Ed.S. in addition to the M.S. is approved.

The purpose of granting the Ed.S. Degree as the final credential to school psychology graduates is that their final degree better reflects the time and effort they put into their graduate studies. As outlined here, there are three main reasons USU is seeking to offer the Ed.S. in Psychology with a specialization in School Psychology:

- 1) The school psychology program currently requires 66 semester-credits of graduate coursework. As specified by national (the National Association of School Psychologists) and state (the Utah State Office of Education) accrediting bodies, school psychology training programs must require a minimum of 60-semester hours of graduate coursework. The current program at USU is clearly in-line with that requirement. However, the minimum number of credits required for a master's degree at USU is 30. Thus, the number of credit-hours required to complete the School Psychology program is significantly above the minimum standard. And, there is nothing to reflect this in the degree the students earn. Because the School Psychology program involves a higher level of a training than a traditional master's degree but less training and, in particular less of a research component, than a doctoral program, the Ed.S. Degree is the best fit for the type of program (applied, practice oriented) and the number of credit hours required.



- 2) Nationwide, it is becoming increasingly common for non-doctoral school psychology training programs to grant Ed.S. Degrees – either rather than or in addition to master's degrees. Approximately 40 percent of training programs grant the Ed.S. A number of other training programs grant other types of specialist degrees (e.g., SSP - specialist in school psychology; PsyS - psychology specialist). Until recently none of the three school psychology programs in Utah (U of U, USU, BYU) offered the Ed.S.; however BYU recently changed the degree granted from an M.S. to an Ed.S. In addition, universities in neighboring states offer the Ed.S. For example, the specialist level school psychology programs in Idaho, Montana, and Nevada all grant the Ed.S. Among western states (excluding California) 9 of the 13 nationally accredited specialist-level school psychology programs grant the Ed.S.
- 3) Changing the degree will allow graduates to be paid at the appropriate level in school districts in which they are employed. Because graduates of USU's School Psychology program have a master's degree as their terminal degree, they are often paid on the master's level scale rather than the master's +30 (which school districts frequently reserve for those who have earned 30 additional credits after being awarded a 30 credit master's degree) or Ed.S./specialist scale. Thus, many of the graduates from USU's program are receiving salaries similar to those with 30 semester hours of graduate training rather than those with the equivalent 60 hours or more of graduate coursework.

### **Institutional Readiness**

The proposed program is not new. USU is only requesting to add a degree (the Ed.S.) to an existing program. Therefore, no additional resources of any type will be needed.

### **Faculty**

No additional faculty will be required if the Ed.S. Degree is approved. Current faculty will experience no change in their teaching loads, clinical supervision duties, or research supervision.

### **Staff**

No additional staff resources will be required.

### **Library and Information Resources**

No additional library resources will be required.

### **Admission Requirements**

The admissions requirements will remain the same and are stated in the 2006-0227 USU catalog as follows:

Admissions requirements vary somewhat across Psychology graduate programs. However, applications submitted to the School of Graduate Studies must include the following: (1) transcript

showing completion of undergraduate course prerequisites plus any recommended coursework; (2) report of GRE test scores from ETS; (3) GPA of a least 3.2, covering the last 60 semester credits; (4) three letters of recommendation; and (5) a statement of professional goals and intent. The department requires a minimum GRE combined (Verbal and Quantitative) score of at least 1,100 for all programs.

### **Student Advisement**

Students will be advised as they are currently. Under this system, each student is assigned a temporary advisor when admitted to the program. This temporary advisor is a core school psychology faculty member. Students meet with this advisor as needed and obtain a permanent advisor once they have identified a research topic for their project and chosen a chair for this project.

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

The current M.S. program exceeds 36 credits but with the addition of the Ed.S. Degree the M.S. portion of the program will not exceed 36 credits and the Ed.S. portion will be an additional 30 credits (minimum). With this change, the program will be in line with accepted number of credits for each degree.

### **External Review and Accreditation**

The School Psychology program is currently accredited as a "specialist-level" program by the National Association of School Psychologists. This will not change if the students earn an Ed.S. in addition to the M.S. There are no costs for the ongoing accreditation of the program. Also, the program is approved by the Utah State Office of Education for the licensure of school psychologists. This too, would not change with the addition of the Ed.S. Degree.

### **Projected Enrollment**

Enrollments will not change with the change in degree. Currently 4-6 students are admitted each year. The program would continue to admit the same number of students. However, it is hoped that by granting the Ed.S. in addition to the M.S., there will be an increase in highly qualified applicants.

### **Expansion of Existing Program**

The University is not requesting to expand the program but to simply add a degree to an existing specialization program within the Psychology Department.

## **SECTION III: Need**

### **Program Need**

Although the addition of the Ed.S. Degree is not essential for the continuation of the School Psychology

program, as outlined in the Purpose of Degree section above, the University and psychology faculty believe that the Ed.S. Degree more accurately reflects the program requirements. The psychology faculty believe this change is important in being able to continue to recruit quality applicants (as schools are increasing granting this degree) and in allowing graduates of USU's program to be fairly recognized and compensated for their true level of education.

### **Labor Market Demand**

USU faculty believe that the vast majority of USU School Psychology program graduates are currently working as school psychologists. Some graduates have returned to school to earn a degree in psychology or a related field (e.g., special education). School psychologists are very much in demand in Utah and nationwide and this demand is expected to continue. According to the November 2007 Criticality Index, the USOE's list of shortage areas in education, school psychologists are listed slightly below the critical shortage score. Nationwide there is expected to be a shortage of school psychologists through at least the year 2010 with many estimating this shortage will persist due to the "graying" of the field and impending retirements.

### **Student Demand**

Qualified applicants are routinely denied admission to the program. The demand for the program, if anything, would increase with the change in degree. Over the past 10 years the number of applicants to the School Psychology program has ranged from 10-20 with a mean of 16 (standard deviation =3).

The proposed program was initiated due to student demand as interns and graduates of the program were increasingly expressing frustration that their terminal degree (the M.S.) did not accurately reflect their level of education and did not allow them to be paid on the pay-lane commensurate with the number of credit hours they had earned. A recently e-mail survey of the 21 current students (including those completing their year-long internships in the schools) asking which degree they would prefer to earn (M.S. or Ed.S.) as their terminal degree resulted in 16 responses, all of whom indicating they would prefer to earn an Ed.S. Although not asked to indicate reasons for their preferences, several students commented that the Ed.S. would better reflect their level of education and allow them to be paid on a higher scale in the public schools.

### **Similar Programs**

Both the University of Utah and Brigham Young University offer similar programs and have done so for many years. All three programs continue to thrive and the request to add the Ed.S. Degree is not expected to influence the other programs.

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

Because this is not a new program, both the University of Utah and BYU are well aware that a School Psychology program is offered at USU. None is collaborative.

### **Benefits**

The benefits of this program to USU will not change with the degree offered. USU benefits from this program by its association with teacher-training programs and the visibility the program earns USU by placing its students and graduates in school districts across Utah as well as in out-of-state settings.

### **Consistency with Institutional Mission**

This program is already part of Utah State University's graduate education programs. The program fits with the University's commitment to graduate education and its commitment to education-related programs and programs that serve the state of Utah. (The majority of graduates from this program have historically worked in Utah's K-12 schools.)

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

### **Program Assessment**

The following are the goals, objectives, and methods of assessment currently in place for the School Psychology program. These will not change if students earn the Ed.S. in addition to the M.S..

Graduates of the School Psychology program are expected to develop a variety of creative, critical, causal, interpretive, and reflective thinking skills during their time in the program. These skills are developed through observing, reading, writing, listening, speaking, problem solving, group and individual assessments, and practical experiences. The following are specific objectives for graduates of the School Psychology program.

- 1) Students will demonstrate the ability to make data-based decisions regarding individual students.
- 2) Students will demonstrate the ability to make data-based decisions regarding programmatic issues.
- 3) Students will demonstrate knowledge of, and the ability to practice, behavioral consultation with teachers and parents.
- 4) Students will demonstrate knowledge of effective instructional procedures.
- 5) Students will demonstrate the ability to develop interventions (in collaboration with other school personnel) for students with academic skill difficulties.
- 6) Students will demonstrate knowledge of social and developmental bases of behavior.
- 7) Students will demonstrate the ability to assess children displaying developmental delays.
- 8) Students will demonstrate the ability to develop appropriate intervention plans for children with developmental delays.
  
- 9) Students will demonstrate competence in the conduct of standardized assessments related to academics, intellectual ability, behavior/emotional problems of children and youth.
- 10) Students will demonstrate familiarity with behavioral assessment and curriculum based techniques.
- 11) Students will demonstrate knowledge and understanding of issues of cultural diversity.
- 12) Students will demonstrate the ability to work effectively with students from varying backgrounds.
- 13) Students will demonstrate cultural sensitivity in all professional activities.
- 14) Students will demonstrate knowledge of schools, their climate, their policies, and their

- procedures, to include knowledge of special education services and laws.
- 15) Students will demonstrate knowledge of child development and developmental psychopathology.
  - 16) Students will demonstrate knowledge of and the ability to intervene with students with emotional and behavioral problems.
  - 17) Students will demonstrate the ability to develop cognitive-behavioral interventions and prevention plans to meet children's mental health needs.
  - 18) Students will demonstrate knowledge of family systems and school systems and understand how to work in a collaborative manner with families, school, and communities.
  - 19) Students will demonstrate knowledge of research methods (both group and single-subject).
  - 20) Students will demonstrate knowledge of and the ability to apply basic statistical processes professionally to include the ability to translate such knowledge in practice for purposes such as program evaluations.
  - 21) Students will demonstrate knowledge of School Psychology as an area of practice, to include the history of school psychology, ethical issues in school psychology, and the roles and functions of school psychologists.
  - 21) Students will demonstrate the ability to use technology relevant to their work.

These objectives are evaluated through the following methods:

- 1) In class objective testing
- 2) Mastering testing (for assessments)
- 3) Written assignments
- 4) Demonstration of skills (through practicum and internship experiences)
- 5) Completion of research project
- 6) Completion of National School Psychology Exam
- 7) Completion of program portfolio

### **Expected Standards of Performance**

See above Objectives and Methods of Assessment. These were chose to be in line with NASP requirements. None of these will change if the Ed.S. Degree is granted as the terminal degree.

## **Section V - Finance**

### **Budget**

This program is not new and will not require any additional resources or any changes within the departmental or college budget.

### **Funding Sources**

This program is already funded and will continue to be funded as it is currently.

### **Reallocation**

No funds will be reallocated to this program

### **Impact on Existing Budgets**

This program is already part of the departmental budget.

## Appendix A: Program Curriculum

### New Courses to be added in the next 5 years

No new courses will be added. All courses needed for this program are currently taught. The addition of the Ed.S. Degree will not change the course requirements or staffing needs.

### All Program courses

The following is the list of current program requirements

Psy 6150	Empirically Supported Treatments for Children/Adolescents	3
Psy 6270	Child Psychopathology	3
Psy 6290	Diversity Issues in Treatment and Assessment	3
Psy 6310	Intellectual Assessment	3
Psy 6330	Psychometrics	
or		
Psy 6600	Research, Design, Analysis I	3
Psy 6340	Psychological and Educational Consultation	3
Psy 6350	Introduction to Theory and Practice in Counseling	3
Psy 6360	Practicum in Counseling/Psychotherapy	3
Psy 6380	Practicum in School Psychology	6
Psy 6410	Psychoeducational Assessment	3
Psy 6450	Introduction to School Psychology	1
Psy 6460	Professional Issues in Sch Counseling and Sch Psych	3
Psy 6530	Developmental Psychology	3
Psy 6570	Introduction to Educational and Psychological Research	3
Psy 6660	Cognition and Instruction	3
Psy 6880	Transcultural Assessment	1
Psy 6890	Assessment of Child/Adol. Psychopathology and Personality	3
Psy 6950	Internship in School Psychology	6
Psy 6970	Thesis Credits	2-6
	(students are required to complete a thesis or Plan B paper)	

Two of the following Intervention / Prevention Courses:

Psy 6220	Group Counseling	3
Psy 6810	Intimate Violence Across the Lifespan	3
Psy 6810	Violence Prevention/Intervention	3

One of the following Biological Basis of Behavior Courses:

Psy 7840	Psychopharmacology	1
Psy 7820	Neuropsychology: Principles and Assessment	2
Psy 6800	Addictive Behaviors	3
Psy 7100	Biological Bases and Behavior	3

## Appendix B: Program Schedule

Below is the suggested program schedule. This will not change if students earn the M.S. plus the Ed.S. However, instead of earning one degree at the end of their program, students will earn the M.S. after completion of at least 33 credit hours. Students will be granted the Ed.S. after completing all program requirements (including their internship) plus an additional 30 credits (minimum).

Fall 2006	Spring 2007	Summer 2007
<b>Year One</b>		
Psy 6270 (3) Psy 6310 (3) Psy 6350 (3) Psy 6450 (1) Psy 6530 or 6330 (3) <b>Total 13</b>	Psy 6150 (3) Psy 6360 (3) Psy 6410 (3) Psy 6460 (3) <b>Total 12</b>	Psy 6570 (3) Psy 6890 (3) <b>Total 6</b>

Fall 2007*	Spring 2008	Summer 2008
<b>Year Two</b>		
Psy 6220 (3) Psy 6340 (3) Psy 6380 (3) Psy 6600 or 6530 (3) <b>Total 12</b>	Psy 6290 (3) Psy 6380 (3) Psy 6660 (3) Psy 6810 (3) Psy 6880 (1) Psy 7820 (2) <b>Total 15</b>	Psy 6970 (2) <b>Total 2</b>

\*M.S. in Psychology will be granted at the end of this semester following successful completion of at least 33 semester hours.

Fall 2008	Spring 2009
<b>Year Three</b>	
Psy 6950 (3) <b>Total 3</b>	Psy 6950 (3) <b>Total 3</b>



## Appendix C Faculty

Below is a brief overview of each of the faculty members in the Department of Psychology who are involved in teaching core school psychology classes or contributing to the school psychology program through ongoing program advisement. All classes listed are currently part of the individual's load. The requested change in degree will not affect faculty loads.

### Core School Psychology Faculty

Name / Degree	Title	Areas of expertise	Core School Psychology Courses Taught
Carolyn Barcus, EdD	Clinical Assistant Professor	- Multicultural counseling - Abuse	Psy 6290 Diversity Issues Psy 6880 Transcultural Assess. Psy 6220 Group Counseling
Clint Field, PhD	Assistant Professor; Director Psychology Community Clinic	- Behavioral assessment and intervention - Pediatric psychology	Psy 6360 Practicum Psy 6410 Psychoed. Assess.
Donna Gilbertson, PhD	Assistant Professor	- Academic and behavioral interventions - Consultation	Psy 6340 Consultation Psy 6380 Practicum Psy 6460 Professional Issues
Gretchen Gimpel Peacock, PhD	Associate Professor; School Psychology Program Coordinator	- Behavioral Interventions - Families	Psy 6150 Treatments for Child. Psy 6450 Intro to School Psych Psy 6890 Assess. of Child/Adol Psy 6950 Internship

### Additional Clinical and Counseling Program Support Faculty

Name / Degree	Title	Areas of expertise	Core School Psychology Courses Taught
Susan Crowley, PhD	Professor; Director of Training Combined PhD Program	- Anxiety and depression - Supervision and training	
Scott Deberard, PhD	Associate Professor	- Health psychology	Psy 6350 Intro to Counseling Psy 6600 Research I
Melanie Domenech Rodriguez, PhD	Associate Professor	- Ethnicity & mental health - Parenting interventions	
Renee Galliher, PhD	Assistant Professor	- Adolescent relationships - Rural psychology	Psy 6270 Child Psychopathology
David Stein, PhD	Professor; Department Head	- Eating Disorders - Addictive behaviors	Psy 6810 Addictive Behaviors
JoAnn Tschanz, PhD	Associate Professor	- Neuro-psychology	Psy 6310 Intellectual Assess. Psy 7820 Neuropsych Assess. Psy 7100 Biological Bases

### Additional Faculty Teaching Core School Psychology Courses

Name / Degree	Title	Areas of expertise	Core School Psychology Courses Taught
Frank Ascione, PhD	Professor	- Child maltreatment	Psy 6810 Intimate violence
Tamara Ferguson, PhD	Professor	- Moral development	Psy 6810 Intervention in schools
Camille Odell, MS		- School Counseling - Developmental issues	Psy 6530 Developmental Psych
Kerstin Schroder, PhD	Assistant Professor	- Statistics - Research Design	Psy 6330 Psychometrics
Karl White, PhD	Professor	- Educational research - Hearing loss	Psy 6570 Intro to Research



March 12, 2008

**MEMORANDUM**

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah Valley State College – Master of Education Degree, Effective Fall, 2008 – Action Item

Issue

The Utah Valley State College School of Education requests approval to offer a Master of Education Degree effective Fall 2008, after the institution becomes Utah Valley University. This proposal was approved by the UVSC Board of Trustees on November 7, 2007.

Background

The proposed Master of Education Degree in the School of Education has been selected as the first of three masters' degrees at what will be Utah Valley University. The selection was made based on community and professional needs as well as the potential number of students seeking such a degree.

Students who complete a bachelor's degree are prepared to teach but still have many skills to acquire in order to more fully master teaching proficiency. The proposed program is organized to enhance instructional expertise and support teachers as they gain a deeper understanding of pedagogy for their particular area of educational proficiency.

The proposed Master of Education Degree (M.Ed.) is an applied master's program aimed at building the instructional skill and professional competency of teachers. The goal is to enable participants to become more proficient in selecting optimum research-based curriculum design strategies that best apply to specific teaching situations. There are two potential tracks for participants: (a) Models of Instruction or (b) English as a Second Language (ESL) within the curriculum and instruction degree. Participants enter as cohorts and progress through the degree program as a group. The culminating applied instructional project is unique to each student, but generally course work and many activities are done with fellow students.

This year the School of Education is hiring tenure track faculty with terminal degrees to replace lecturer place holders. By the time the proposed program begins in Fall 2008, the School of Education will have hired five tenure track faculty and three of the existing experienced faculty will have completed their

doctoral degrees. Additionally, another full-time field coordinator was hired and another two clinical faculty will be hired before the beginning of the 2008-9 academic year.

The proposed program is designed so that students have heavier class loads in the Summer and a lighter load in the Fall and Spring to provide time during the regular school year to work on and eventually complete their applied instructional project for graduation.

Legislative appropriations have made the hiring of new faculty possible. The proposed program is positioned to begin in the Fall 2008.

### Policy Issues

Questions regarding the number of faculty needed and the necessity for more content on curriculum and instruction were raised by USU and the U of U. UVSC hired eight additional doctorally-prepared faculty to chair and staff these committees and teach in the program. UVSC also was able to demonstrate that its course content provided necessary work in curriculum and instruction. Education faculty continue to work with the librarian to obtain needed resources beyond those for undergraduate studies. While the institution did not make a specific case for this master's degree program in education, it is safe to assume that advanced training for teachers will improve their competence and better serve their K-12 students. Interest in the proposed program is expected to grow.

### Commissioner's Recommendation

The Commissioner recommends that the Regents review the request by Utah Valley State College for a Master of Education, raise questions, and, if satisfied, approve the request. The approved program will begin after the Regents officially change UVSC's mission to a regional university.

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David L. Buhler, Interim Commissioner

DLB/PCS  
Attachment

Academic, Career and Technical Education and Student Success Committee

Action Item

Request to Offer a Master of Education Degree

Utah Valley State College

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

March 12, 2008

## **Section I: The Request**

The Utah Valley State College School of Education requests approval to offer a Master of Education Degree effective Fall 2008, after the institution becomes a university. This proposal was approved by the UVSC Board of Trustees on November 7, 2007.

## **Section II: Program Description**

### **Complete Program Description**

The Master of Education Degree (M.Ed.) at Utah Valley State College (UVSC), soon to be Utah Valley University, is an applied master's program aimed at building instructional skills and professional competency of teachers. The goal is to enable participants to become more proficient in selecting optimum research-based curriculum design strategies that best apply to specific teaching situations. There are two options for participants: (a) models of instruction or (b) English as a Second Language (ESL) within the curriculum and instruction program.

All students take the research, statistics, master's project, and project completion core courses. Instructional models, curriculum design and contemporary issues are covered as they relate to each option. Models of instruction are embedded in ESL and in the models of instruction option. Specifically, curriculum design and models of instruction are addressed in EDUC 6340 ESL Methods, EDUC 6370 Assessment, and EDUC 6380 Literacy and Linguistics in English as a Second Language; contemporary issues content is covered in the ESL option in EDUC 6390 Family and Community Involvement.

The M.Ed. program leads to a project where applied research-based work in teaching and learning is the culminating activity. Students produce and report on an applied instructional project using appropriate research methods.

While core coursework in research, theory, and instructional models or ESL issues is required of all participants, emphases allow students to select any of the teaching content areas accepted by the Utah State Office of Education for either an elementary education or secondary education instructional project. This breadth includes any of the following content areas: (a) fine arts, (b) foreign language, (c) health, P.E., safety, (d) mathematics, (e) language arts, (f) science, (g) social studies, or (h) technology. These content areas allow students to tailor their program to their academic interests and desired skill development.

Participants enter as cohorts and progress through the proposed program in a group. The culminating applied instructional project is unique to each student, but generally course work and many activities are done with fellow students. The learning outcomes are enhanced by having opportunities for students to work together and grow as a result of shared intellectual challenges. The program is designed so that students have a heavier load of classes in the Summer and a lighter load in the Fall and Spring to provide time during the regular school year to work on and eventually complete their applied instructional projects for graduation.

The program is designed around the following key elements:

1. Participants build instructional competence that will allow them to teach using research-based skills at the school, district, or state level.

2. Participants develop proficiencies in selecting appropriate instructional models and methods to address specific learning objectives through lesson design including student assessment at the school, district, or state level.
3. Participants build fluency in research-informed instructional practice, such as the application and analysis of theory and research methodology in daily professional work.
4. As a result of maturing through these processes, students identify themselves as scholar educators and reflective practitioners.

Participants gain the skills necessary to correctly identify appropriate instruction for learning applications. Additionally, students learn to fold the acquired understanding of instruction into lessons to provide suitable learning solutions. Skills and resources related to subject matter content, individual differences and learning needs, technology, and leadership are appropriately integrated into the lessons to increase the effectiveness of instruction. For participants to achieve the critical expectations of the program, they participate in advanced study regarding how various methods, models, and approaches to learning impact instruction and assessment and how these have discrete impacts on student success. Participants are prepared to apply these skills at the school, district, or state level.

Work toward and completion of graduate instructional projects are necessary parts of the program; students must demonstrate the ability to determine, select, and implement instructional applications for learning at the school, district, or state level.

### **Purpose of the Degree**

Students who complete a bachelor degree are prepared to teach but still have many skills to acquire in order to more fully master teaching proficiency. The proposed program is organized to enhance instructional expertise and support teachers as they gain a deeper understanding of pedagogy for their particular area of educational proficiency. In so doing, they are then able to provide a higher level of service, information, and instruction to their own students.

### **Institutional Readiness**

The existing structure in the School of Education - under the direction of the dean, with the associate dean as program coordinator for the graduate degree, and the existing administrative staff - is well prepared to initiate the program.

UVSC is in the process of developing the first three graduate programs, namely Education, Business, and Nursing. An institutional graduate programs committee has been formed to review the process and provide leadership regarding admissions, curriculum, and policy. An office of graduate studies will be organized in the future.

The building for the School of Education was remodeled and opened for occupancy in Fall 2005. Currently, the School has enough classroom space to accommodate the graduate program, since most of the courses will be taught during evenings and Summer when there is less demand for classroom space. With the anticipation of additional faculty and staff, some minor adjustments are necessary for appropriate office space.



The School of Education anticipates that current faculty will teach many of the graduate courses and serve as project committee chairs and committee members, but still teach and supervise in the undergraduate program. However, faculty who are teaching graduate courses and working with graduate students can no longer teach as many sections of undergraduate courses. The impact of fewer faculty available for undergraduate instruction is minimal at the present time if additional faculty are hired. Graduate course offerings will be scheduled on evenings and summers which allows the School to accommodate the working, graduate student population and give faculty more opportunity for graduate involvement.

## Faculty

Initial licensure programs will create a heavy teaching load for the School of Education faculty, so additional faculty will be hired to cover graduate and undergraduate courses, supervision, graduate committee and advisement responsibilities, service assignments, and scholarly work. One faculty is needed for the first year of the program and one more is needed for the second year. New faculty needed for the program for the first five years total two. New faculty will work in both the graduate and undergraduate programs.

Year 1	Year 2	Year 3	Year 4	Year 5
1 faculty	1 faculty	No new	No new	No new

In the School of Education there are twenty full-time professional instructional faculty. Of these, nineteen currently have terminal degrees (either Ed.D. or Ph.D.) in a variety of education fields. Five faculty members are currently in doctoral programs or hold the Educational Specialist or a master's degree. Six faculty are tenured in the School of Education, 14 are tenure-track, and four are non-tenure track, full time faculty.

### Full-time Faculty: Degrees tenure track faculty to part-time & non tenure track faculty

Doctorate	ABD/Doctoral candidate	Ed Specialist/Master
19 (79%)	1 (4%)	4 (17%)

### Full-time Faculty: Tenured, tenure-track, non-tenure track

Tenured	Tenure-track	Non-tenure-track
6 (30%)	14(45%)	4 (25%)

The School of Education was in a unique position last year when it hired six faculty and one full-time field coordinator. The increased number of faculty positions came about in preparation for the change to university status and the need to decrease adjunct faculty numbers across the College. Because of the timing for the job offerings, four of the positions were filled by non-tenure track faculty. This year the School of Education is hiring tenure track faculty with terminal degrees to replace lecturer place holders. By the time the program begins in Fall 2008, the School of Education will have hired five tenure track faculty and three of the existing experienced faculty will have completed their doctoral degrees. Additionally, another full-time field coordinator was hired and another two clinical faculty will be hired before the beginning of the 2008-9 academic year. By hiring the field coordinators and clinical faculty, tenure-track faculty will be able to devote more time to teaching and graduate work with fewer hours spent in field supervision.

Faculty will have the opportunity to participate on committees to review student projects. Faculty with terminal degrees will sit as chair for up to two student committees and as a member of up to four additional committees. There will be ample faculty to handle between twenty and thirty students. In addition, faculty representing the area of project development from other colleges or schools at UVSC will be invited to participate on committees. UVSC will follow the Weber State University model for workload credit to serve on graduate project committees and for committee service selection.

The faculty have initiated a series of professional development seminars where they study and discuss a topic, have guest scholars visit the school for discussions and problem solving opportunities, and incorporate possible changes in their course work. Most of the topics chosen for study address the Interstate New Teacher Assessment and Support Council (NTASC) standards and the Utah State Office of Education (K-12) teacher standards. The School of Education also sponsored a presentation on current issues in teaching presented by the State Superintendent of Public Instruction, Patti Harrington, at a recent leadership conference at the institution.

## **Staff**

Because of anticipated increases in clerical work, an additional full-time administrative assistant will be needed in the first year of the degree program.

## **Library and Information Resources**

Faculty have given extensive lists of professional books and journals to the librarian and are working with her to secure the necessary resources. The new technology labs in the School of Education should be sufficient. In addition, a Fall 2008. This facility, when completed, will provide academic support to both undergraduates and graduate students alike. The assistant dean is currently working with the library director of education acquisitions to improve the collection, and progress is being made that will support the graduate program. Funds to support the acquisition of graduate material are provided through the increased library budgets.

## **Admission Requirements**

Acceptance into the program will be based on seven elements:

1. Application for admission.
2. Bachelor degree from an accredited institution.
3. Applicants take the Graduate Record Examinations and achieve a score on each section (verbal and quantitative) at or above the 40<sup>th</sup> percentile.
4. Applicants must have an overall grade point average in their undergraduate work of 3.2 or higher or have a grade point average of 3.2 or higher for their last 60 semester hours of college or university credit.
5. Potential students are required to have an interview with School of Education graduate screening committee where the following are considered:
  - a. quality of communication skills,
  - b. demonstrated potential to succeed in a rigorous graduate program.

6. Three letters of recommendation are required to provide evidence that the applicant has the potential to be a quality performer in a graduate level, academic program.
7. Preference is given to individuals who have at least one year of successful teaching experience in grades K-12. A one-year internship will count as the year of successful teaching. Preference is also given to practicing teachers who have access to an established classroom.

### **Student Advisement**

Advising for a graduate program will be done by faculty serving as committee chairs and members. When students are accepted into the graduate program, the graduate program director will meet with the student prior to registration when students complete their program selection form. An advisor will assist students with registration. During the first semester, students will choose a committee chair and members and complete the committee selection form. The graduate program director will meet with students prior to graduation to clear all students for graduation.

Committee chairs (faculty) will mentor students through the program, meet with students each semester to monitor progress, support students through project proposal, implementation and completion, participate in the project defense and sign-off on the program completion form. Committee members will support students in like manner.

### **Justification for Graduation Standards and Number of Credits**

The graduation standards listed below would demonstrate a student's appropriate acquisition of the intended program outcomes and standards. Graduation requirements from the program include:

1. Complete all courses with a grade of B- or better.
2. Graduate project proposal accepted by School of Education Graduate Committee.
3. Graduate project completed, defended, and accepted by the School of Education Graduate Committee.
4. Complete program hours: 30 credits.
5. Complete Required courses ( EDUC 6100, 6110, 6200, 6910, 6920, 6930).
6. Choose either the Models of Instruction or the ESL option; complete all listed courses for either option.

The proposed Master of Education (M.Ed.) Degree requires 30 credit hours, which are within the recommended credit levels established by the Utah System of Higher Education.

### **External Review and Accreditation**

When constructing the proposed program and determining matriculation and graduation requirements, the School of Education examined programs at Utah State University, Weber State University, Southern Utah University, Brigham Young University, Boise State University, University of Nevada Reno, University of Nevada Las Vegas, University of Illinois - Chicago, University of North Carolina Charlotte, and the University of Northern Kentucky. Many of these institutions have curriculum and instruction programs that are similar to the one UVSC anticipates implementing.

The undergraduate teacher education program at UVSC completed a national accreditation audit review from the Teacher Education Accreditation Council (TEAC) in March of 2007. The auditors indicated that all of the targets could be verified and concluded that UVSC is committed to the teacher education program sufficiently to meet TEAC's expectations. On February 14, 2008, the TEAC Accreditation Review Panel

voted unanimously in favor of granting UVSC full accreditation for the undergraduate Teacher Education program. This means that UVSC is the first USHE institution to receive TEAC accreditation.

At the time of the accreditation review, the potential for implementing a master's degree program was discussed with the TEAC auditors. TEAC was very supportive of UVSC developing a graduate degree program. The proposed master's degree program will not need TEAC accreditation because it does not include teacher licensure. However, UVSC will need to submit a Substantive Change request to the regional accreditor, The Northwest Association of Colleges and Universities, once the program receives Regents' approval and the institution becomes a university. It is anticipated that sometime in the future, a licensure program may be recommended to be added to the proposed Master of Education Degree. The ESL component of the master's degree will need to be approved as an endorsement by the Utah State Office of Education (USOE).

### **Projected Enrollment**

It is anticipated that for the initial year a cohort of 20-30 students will be admitted to the program, with each subsequent year admitting new cohorts.

Year	Student FTE	# of Faculty	Mean FTE-to-Faculty	Accreditation Req'd Ratio
1	13	1	13	Ratio equal to similar programs in the institution.
2	24	2.2	10.91	
3	36	2.75	13.09	
4	30	2.5	12.00	
5	30	2.5	12.00	

## **Section III: Need**

### **Program Need**

The proposed Master of Education Degree in the School of Education has been selected as the first of three masters' degrees the will follow the institution's change in mission. The selection was made based on community and professional need as well as the potential number of students seeking such a degree. A master's degree in curriculum and instruction is desirable because it provides the initial foundation for graduate work that can take place in a variety of education content areas. It provides a platform for graduate instruction and research.

### **Labor Market Demand**

The graduate students who will be in this program are primarily enhancing their skills for positions that they currently hold. In addition, the proposed program will provide opportunities to work in areas of curriculum and instruction at the school, district, and state level. For example, a student graduating from this program could provide leadership to augment the skills of practicing teachers as a curriculum specialist at the school, district, or state.

A master's degree program tailored to meet the needs of local communities is not only highly desirable, but necessary. Educators are expected to demonstrate proficiency in creating and maintaining a positive classroom environment that promotes learning, planning curriculum and designing instruction, engaging and supporting students in learning, assessing and evaluating student progress, and demonstrating professionalism to support student success.

Meetings have been held with teachers, principals, and school system administrators in the UVSC service area to request information and suggestions regarding the type of master's degrees that would support the educational process. Colleagues from state institutions currently providing masters' degrees were contacted for suggestions and comments. The results of these queries suggested two main areas where masters' degree opportunities should be offered: curriculum and instruction, and school administration. Both were suggested as areas of need for the continued development of professional educators. Also, requests for courses in ESL have been in the forefront of discussions regarding needs of service area districts. Because of UVSC's current focus and faculty strengths, a curriculum and instruction degree with options in instructional models or ESL appears to be the most favorable academic direction at this time.

A K-16 Alliance Task Force study found that teachers' salaries should be increased to convey not only the value recognized by the public for the work they do, but to receive pay commensurate with those holding the same education credential. By obtaining a master's degree, teachers will be able to rise on the pay scale.

Population growth in Utah County calls for well-prepared teachers equipped to assume responsibility for the education of children. The purpose in preparing a Master of Education Degree program is to help professionals become better teachers and provide knowledge and leadership to improve the teaching profession. Thus, the ultimate goal is to raise the level of proficiency of K-12 educators in UVSC's service area and, thereby, improve the education performance of children.

## **Student Demand**

Though other institutions of higher education offer graduate-level courses with a curriculum or ESL emphasis, it is noted that:

- None is close enough geographically to adequately fill the needs of this county and the region that UVSC serves.
- Brigham Young University typically encourages a significant number of applications of students from other national and international regions.
- Teachers with graduate education keep the profession growing academically. Well-prepared instructional specialists will supply districts with professionals who can enhance the teaching skills of their faculty.
- Students who completed their undergraduate work at Utah Valley State College are interested to return for a master's degree. In a recent survey of current elementary and secondary education students, approximately 50 to 60 percent of the students indicated that they would be interested in completing a master's degree at the institution within the next five years. This percentage was consistent across all of the elementary education cohorts and secondary education courses surveyed. These findings suggest that of the 1,500 plus graduates from the UVSC School of Education in the last 10 years, there might be approximately 750 students who could potentially be interested in the Master of Education Degree. In addition, telephone calls are received every few days requesting information on how to participate in an education master's degree program at UVSC.

## Similar Programs

A review of USHE programs revealed that only two institutions address curriculum and instruction specifically. A degree in curriculum and instruction is important in order to provide a balance in the state's offerings, and there is no degree offered with a Models of Instruction option. Even though there are ESL programs available, there continues to be demand for teachers with training to work with the ever growing English Language Learner (ELL) population. Following is a state comparison table.

### State Degree Offerings

College/University	Degree(s) Offered	Emphasis Areas &/or Endorsements
Brigham Young University	M.A./M.Ed.	Literacy; Teacher Education, ESL
Southern Utah University	M.Ed.	Educational Leadership; K-6 Mathematics; Level II Mathematics; Reading; ESL; Special Education; Graduate Educator License;
University of Utah	M.A./ M.S./M.Ed. M.A.T.	Education, Culture and Society; K-12 Teacher Leadership; Teacher Leadership; K-12 Administrative Licensure; Student Affairs Administration; Educational Psychology; Learning and Cognition; Instructional Design and Educational Technology; Special Education; ESL; Literacy
Utah State University	M.A./ M.S./M.Ed.	Elementary Education; Secondary Education; Educational Technology; Special Education; Communication Disorders; Gifted and Talented; ESL, Literacy; Math
Weber State University	M.Ed.	Curriculum and Instruction; Gifted and Talented; Special Education; Mathematics; Reading; Bilingual Education
Westminster College	M.Ed/M.A.T.	Early Childhood Education; Elementary Education; Secondary Education; ESL; Distance Learning; Reading; Special Education

In addition, an Alpine School District official surveyed principals and teachers from his district to determine what degree would be the most helpful and the most needed. A master's degree in curriculum and instruction was the top choice.

### Collaboration with and Impact on Other USHE Institutions

In preparing the program proposal, UVSC's education faculty spoke with their peers from most of Utah's higher education institutions. Through these conversations faculty learned that a degree with a Models of Instruction option was needed and that the proposed program was offered only in two other Utah institutions. UVSC faculty believe that individuals who complete the proposed degree program are likely to have a deeper foundation and awareness of concepts in other graduate work and/or programs. Thus,

UVSC's education faculty contend that the proposed program would contribute to and strengthen the overall offerings of education masters' degrees in Utah.

### **Benefits**

A Master of Education Degree in curriculum and instruction with emphases in either Instructional Models or ESL will provide a rich learning experience from which teachers can internalize instruction that will provide the best learning environments for their students. The proposed program also may serve as a conceptual base for other programs that are offered in the state. It provides prospective graduate students with experience in the instructional process, which serves as a resource for practicing teachers, administrators, and new teachers.

### **Consistency with Institutional Mission**

Utah Valley State College will become Utah Valley University on July 1, 2008. The University will be a regional teaching university where research and scholarship will be focused on application more than on new research. There also will be the addition of graduate degrees, one each in education, nursing, and business. The mission of the Utah System of Higher Education (USHE) is to provide high quality academic, professional, and applied technology learning opportunities designed to advance the intellectual, cultural, social, and economic well-being of the state and its people. The proposed Master of Education Degree directly fits the mission for a USHE Tier II Regional University by providing instructional processes and intellectual growth for educators, both of which directly impact learning and student success in the classroom.

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

### **Program Assessment**

The program is evaluated using assessment techniques that have been successfully used in the School of Education to meet national accreditation standards. Overall program evaluation includes student key assignments, projects, ratings, and surveys. Individual students are evaluated in their courses by a variety of methods which include observation, assignment evaluation, project evaluation, peer evaluation, self-evaluation, quizzes, exams, and other methods which allow professors and students to understand depth of learning and plan for continued growth. The applied instructional project is the culminating assignment for the program. This project demonstrates the students' ability to understand the literature in the field and to make and test hypotheses by formulating and carrying out instruction, gathering and interpreting data, and evaluating the teaching/learning experience. Coursework and other research and curricular projects during the program lead to the completion of the research project.

### **Expected Standards of Performance**

Students are expected to meet the following program standards:

(1) Plan curriculum and design instruction to enhance student learning.

To meet this standard, participants demonstrate content knowledge, practice age-appropriate pedagogy, and design curriculum based on standards and knowledge of students' achievement, development and background.

(2) Engage and support all students in learning.

Participants are able to engage all students in the learning process by the use of research-validated instructional strategies. They accommodate individual student's needs and differentiate instruction to meet these needs. They practice professional reflection regarding their own instruction.

(3) Assess and evaluate student learning.

Participants use multiple sources of formal and informal assessments to verify student learning, inform instruction, and communicate findings to appropriate individuals.

(4) Demonstrate professionalism to support student learning.

Participants understand and act consistently with education laws and uphold the ethical policies of the University. They establish professional goals, reflect on teaching, and pursue opportunities to grow professionally.

These standards are selected because they meet the Utah State Office of Education standards for professional teachers and are a continuation of the goals and standards set by the School of Education for the initial licensure program.

## Section V: Finance

### Budget

Financial Analysis						
		Year 1	Year 2	Year 3	Year 4	Year 5
<b>Students</b>						
	Projected FTE Enrollment	13.00	24.00	36.00	30.00	30.00
	Cost Per FTE	\$11,146	\$10,172	\$7,346	\$8,986	\$9,334
	Student/Faculty Ratio	13.00	24.00	36.00	30.00	30.00
	Projected Headcount	30	60	90	60	60
<b>Projected Tuition</b>						
	Projected Gross Tuition	TBD	TBD	TBD	TBD	TBD
	Tuition Allocated to the Program	See Note	See Note	See Note	See Note	See Note
5 Year Budget Projection						
		Year 1	Year 2	Year 3	Year 4	Year 5
<b>Expense</b>						
	Salaries & Wages	\$87,000	\$153,196	\$169,151	\$171,272	\$178,123
	Benefits	\$50,900	\$82,940	\$87,300	\$90,299	\$93,911
	Total Personnel	\$137,900	\$236,136	\$256,451	\$261,571	\$272,034
	Current Expense	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000
	Travel	\$1,000	\$2,000	\$2,000	\$2,000	\$2,000
	Capital	\$0	\$0	\$0	\$0	\$0



	Library Expense	\$0	\$0	\$0	\$0	\$0
	<b>Total Expense</b>	<b>\$144,900</b>	<b>\$244,136</b>	<b>\$264,451</b>	<b>\$269,571</b>	<b>\$280,034</b>
	<b>Revenue</b>					
	Legislative Appropriation*	\$144,900	\$244,136	\$264,451	\$269,571	\$280,034
	Grants					
	Reallocated Funds					
	Tuition Allocated to the program					
	Other					
	<b>Total Revenue</b>	<b>\$144,900</b>	<b>\$244,136</b>	<b>\$264,451</b>	<b>\$269,571</b>	<b>\$280,034</b>
	<b>Difference</b>					
	Revenue-Expense	0	0	0	0	0
	<b>Comments</b>					

\*Note: UVSC does not allocate tuition revenues directly to programs. The projected gross tuition would only be available for allocation if UVSC enrollments in total increased. Then, increased tuition revenue would be allocated through UVSC's Planning, Budgeting and Accountability process.

The Master of Education Degree is one of the three programs included in the Rationale for University Status budget request. From the initial \$8 million allocation, Education has been allocated the first master's degree faculty member. Additional faculty and support staff funds will be allocated from either the remaining unallocated \$8 million or the additional \$2 million.

### Funding Sources

The legislature has provided an initial \$8,000,000 to make the transition from Utah Valley State College to Utah Valley University. It is anticipated that additional funds will be provided by the legislature during the 2008 Legislative session. A portion of this funding is directed to the acquisition of new personnel and the development of the three new degrees, including the proposed program.

### Impact on Existing Budget

The proposed Master of Education Degree should not affect current budgets because of the allocation from the Legislature of \$8,000,000 given to assist UVSC to become Utah Valley University.

## Appendix A: Program Curriculum

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

Course Number	Title	Credit Hours
EDUC 6100	Research Methodology	3
EDUC 6110	Applied Statistics for Education	3
EDUC 6200	Masters Project	3
EDUC 6910	Project I	1
EDUC 6920	Project II	1
EDUC 6930	Project III	1
EDUC 6300	Curriculum Design	3
EDUC 6310	Program Assessment	3
EDUC 6320	Instructional Models I	3
EDUC 6330	Instructional Models II	3
EDUC 6400	Transformational Leadership	3
EDUC 6410	Contemporary Issues	3
EDUC 6340	English as a Second Language Methods	3
EDUC 6350	Theories of Second Language Acquisition	3
EDUC 6360	Multicultural Education	3
EDUC 6370	Assessment in English as a Second Language Learners	3
EDUC 6380	Literacy and Linguistics in English as a Second Language	3
EDUC 6390	Family and Community Involvement	3

### All Program Courses

Course Number	Title	Credit Hours
<b>Core Courses</b>		
<b>EDUC 6100</b>	<b>Research Methodology</b> This course introduces the principle methodologies used in research in education. It presents basic information about the purposes of research, the scientific method, and basic qualitative and quantitative research. It identifies methods for locating, reading, interpreting and using research reports and in applying measurement issues and research methods to classroom problems. It investigates teacher research practices and ways they can be used to study teaching and teacher education.	3.3.0
<b>EDUC 6110</b>	<b>Applied Statistics for Education</b> This course introduces elementary statistics in educational settings and includes descriptive statistics, sampling, central tendency, and inferential methods. It also emphasizes reading, understanding and evaluating statistics in research reports.	3.3.0

EDUC 6200	<b>Masters Project</b> This course is designed to provide students with a working knowledge of action research methods that may be used in the public schools. This course sets the standards for the professional M.Ed. action research-based project. The course utilizes APA guidelines. It establishes techniques and strategies for successful project completion.	3.3.0
EDUC 6910	<b>Project I</b> The course provides support to the student in writing a formal classroom-based applied project proposal to present to the School of Education Graduate Board. The course requires students to obtain human subjects clearance.	1.0.3
EDUC 6920	<b>Project II</b> The course provides support to the student in the implementation of the classroom-based research project.	1.0.3
EDUC 6930	<b>Project III</b> This class provides support to the student in the completion of a classroom-based research project, culminates in the acceptance of the classroom-based research project by the School of Education Graduate Board.	1.0.3
	<b>Sub-Total</b>	12
<b>Option I Models of Instruction</b>		
EDUC 6300	<b>Curriculum Design</b> This course provides a foundation in curriculum theory and practice and introduces instructional design theories principles and models. It outlines the historical development, current processes and practices of curriculum development, instructional design, implementation, and assessment. This course investigates research and theory about educational contexts, motivation, curriculum, learning, and development as they relate to models of instruction. It examines applications and processes of curriculum decision making and the impact of national standards for content areas to curriculum design and development in classroom and district settings.	3.3.0
EDUC 6310	<b>Program Assessment</b> This course examines theoretical and practical concepts that are foundational in educational evaluation and assessment. It explains learning assessments and focuses on assessment instruments, assessment design, appropriate use of assessment techniques and the data derived from assessments to understand student progress and instructional design to promote student learning.	3.3.0
EDUC 6320	<b>Instructional Models I</b> This course focuses on instructional design and delivery. It introduces a range of instructional models, most emphasizing cognition and the processing of information. It focuses on planning and implementing instruction using several selected models.	3.3.0
EDUC 6330	<b>Instructional Models II</b> This course builds on content from Models I course. It provides a more in depth understanding of instructional design and delivery and focuses on	3.3.0

	planning and implementing instruction using several selected instructional models.	
<b>EDUC 6400</b>	<b>Transformational Leadership</b> This course introduces students to critical concepts about transformational leadership. It provides awareness of how leadership skills and task importance motivate people; focuses on the team or organization strategies that produce increased productivity and better work for colleagues and students. The course introduces knowledge about and the application of learning and cognition theories, motivation theories, leadership for diverse learners, and best practices in literacy and numeracy.	3.3.0
<b>EDUC 6410</b>	<b>Contemporary Issues</b> This course presents contemporary theories of learning and teaching from personal and public perspectives and how those theories converge with professional practice in classrooms and schools. It provides a study of the philosophical foundations of curriculum and instruction in American schools, the social and cultural conditions that influence education, and new concepts in education curriculum materials, and methods of instruction.	3.3.0
	<b>Sub Total</b>	18
<b>Option II ESL</b>		
<b>EDUC 6340</b>	<b>English as a Second Language Methods</b> This course prepares teachers to teach English as a Second Language in U.S. public schools. It includes both theoretical and applied aspects of second language learning and teaching. The course provides general and special educators and second language specialist techniques, activities, strategies and resources to plan instruction for English Language Learners (ELLs). It emphasizes oral language development, literacy and content-area instruction for teaching K-12 students.	3.3.0
<b>EDUC 6350</b>	<b>Theories of Second Language Acquisition</b> This course examines the variables that interact in the second language learning process, including linguistic, cognitive, social, cultural, and political factors. It examines learning a second language as both an individual and social experience. It examines the linguistic, cognitive, psychological, and emotional elements of learning a second language. The course identifies the interactions between the individual and the contexts in which s/he interacts and attempts to understand how they work together to foster or inhibit successful second language learning and acquisition.	3.3.0
<b>EDUC 6360</b>	<b>Multicultural Education</b> This course identifies the connections between language, culture, and identity. It examines multicultural education through a focus on the historical, sociological, and philosophical foundations of education. The course emphasizes the role of ethnicity in the development of the United States and its education system, and outlines multicultural/multilingual curricula with a special focus on culturally/linguistically-responsive instruction and assessment techniques.	3.3.0

<b>EDUC 6370</b>	<b>Assessment in English as a Second Language Learners</b> This course examines theory, methods, and practice in the testing of bilingual students at both the classroom level and the large-scale level in the context of school accountability. It focuses on assessment of language proficiency in English Language Learners (ELL) and the assessment of academic achievement of bilingual students in specific content areas. The course develops and reviews tasks (test items), response formats, scoring systems, and test administration procedures as critical to attaining validity and fairness, and examines current testing policies for linguistic minority students. Practicum required.	3.2.3
<b>EDUC 6380</b>	<b>Literacy and Linguistics in English as a Second Language</b> This course focuses on how teachers can best meet the literacy and language needs of students from a variety of cultural, socioeconomic and language groups. It explores frameworks for providing high-quality literacy instruction to all students. The course analyzes classrooms and schools that have been successful in accomplishing this. It examines ethnic identities and personal conceptions of diversity, and how these may impact instructional decisions. It analyzes students and their families represented in their classrooms, and discusses ways to build bridges between home and school cultures.	3.3.0
<b>EDUC 6390</b>	<b>Family and Community Involvement</b> This course provides strategies for facilitating community participation in the education of minorities. It examines the role of the teacher in the classroom and community with the intention of developing insight and understanding of how the teacher's role affects students. This course considers models and methods for facilitating positive relationships are considered. It studies the techniques of family-school collaboration as well as constructive methods of evaluation. Practicum required.	3.2.3
	<b>Sub Total</b>	18
	<b>Total Number of Degree Credits</b>	30

## Appendix B

### Program Schedule

#### Timeline

The program consists of a total of thirty semester hours. During the school year, participants take one to two evening classes each semester, with graduate project assignments completed over the course of the year. This allows them to continue with their teaching responsibilities during the day. During the summer months, more credits are scheduled.

Course Number		Title				Credit Hours
Fall						
EDUC 6100		Research Methodology & Design				3
EDUC 6110		Applied Statistics for Education				3
Spring						
EDUC 6200		Masters Project				3
EDUC 6910		Project I				1
Summer						
Option I				Option II		
EDUC 6300	Curriculum Design and Development	3	EDUC 6340	English as a Second Language Teaching Methods	3	
EDUC 6310	Program Assessment	3	EDUC 6350	Theories of Second Language Acquisition	3	
Fall						
EDUC 6320	Instructional Models I	3	EDUC 6360	Multicultural Education	3	
EDUC 6920	Project II	1	EDUC 6920	Project II	1	
Spring						
EDUC 6330	Instructional Models II	3	EDUC 6370	Assessment in English as a Second Language	3	
EDUC 6930	Project III	1	EDUC 6930	Project III	1	
Summer						
EDUC 6400	Transformational Leadership and Politics	3	EDUC 6380	Literacy and Linguistics in English as a Second Language	3	
EDUC 6410	Contemporary Instructional and Legal Issues	3	EDUC 6390	Family and Community Involvement	3	



## Appendix C

### Faculty:

The current faculty in the School of Education at Utah Valley University is well prepared to participate in the Master of Education Degree. The full-time faculty members listed below all hold doctoral degrees and many have had previous experience teaching graduate classes. We also anticipate hiring at least two new faculty specifically for the graduate Master of Education Degree program.

**Anderson, Genan T.** (2000); Associate professor, Utah Valley State College, School of Education since 2006; Early Childhood Program Coordinator and Director of the Teacher Education Preschool at UVSC since January 2001. B.S., Elementary Education and Child Development (double major), Science (minor), Utah State University; M.S., Child Development, Utah State University; Ph.D., Human Development and Early Childhood Education, Brigham Young University. Dr. Anderson taught four years as head teacher in the Brigham Young University Lab School. She holds a level three license for Elementary Education and Early Childhood Education in the State of Utah, current until 2010. She taught four years at Brevard Community College, Florida including Child Development, Supervision of Preschool Practicum Students, and Parent Educator for the Melbourne, Florida Lab School. Her college and university teaching has included: At the graduate level, supervision of independent study projects, and sitting on master degree committees. At the undergraduate level she has taught: Language Arts Methods, Differentiated Instruction Methods, Science Content, Creative Arts Methods, Early Childhood Curriculum, Child Guidance, Introduction to Early Childhood, Early Childhood Literacy and Literature, Early Childhood Assessment, and supervision of field work and student teachers.

**Byrd, Elaine H.** (1992); Professor, Utah Valley State College School of Education since 2003; B.S., Social Work, Brigham Young University; Developmental Education Specialist Certification, Appalachian State University, North Carolina; M.A., Reading Specialist, Hood College, Maryland; Ed.D. Reading, Brigham Young University. Dr. Byrd holds a Professional Counselor license from the State of Maryland. She taught first and second grade in the Marian School District. Her college and university teaching has included: Industrial Psychology, Effective College Reading, Student Success, Educational Psychology, Literacy Methods I, and supervision of field work and student teachers..

**Farnsworth, Briant J.** (1998); Dean of the School of Education since July 2002, B.S., Biological Sciences (major), Sociology (minor), University of Utah; M.S., Education, University of Utah; Ed.D., Elementary Curriculum and Instruction (major), Educational Administration (minor), Brigham Young University. Dr. Farnsworth has taught Biology and Earth Science at Skyline High School in Granite School District. He holds a level three license for Administrative/Supervisory, Secondary Education, Elementary Education, and Early Childhood Education in the State of Utah which are current until 2010. He also holds Secondary and Elementary Endorsements in Biological Science and Sociology. While in Granite School District as Assistant Superintendent, he had the responsibility for all secondary schools which included ten high schools, fifteen junior high schools, and one alternative high school. His college and university teaching has included: At the graduate level, sitting on both doctoral and master degree committees, supervision of Administrative interns, Educational Research Projects, Educational Statistics, Research Methods, Elementary Curriculum, Research in Education, and Teaching Social Studies in Elementary Schools. At the undergraduate level he has taught: Curriculum Design and Assessment, American Foundations of Education, Synthesis, Educational Leadership for Elementary Teachers, Introduction to Education, Multicultural Understanding, Senior Capstone, and supervision of field work and student teachers.



**Harward, Stan V.** (2006); Assistant Professor, Utah Valley State College School of Education since August 2007. B.S., Elementary Education (major), Sociology (minor), Brigham Young University; M.S., Curriculum and Instruction, Brigham Young University; Ed.D., Reading, Brigham Young University. Dr. Harward holds a level three license from the state of Utah in Administrative/Supervisory (K-12) and Elementary Education (1-8), current until 2014. Dr. Harward has taught at the elementary level, served as a school principal and as Director of Literacy, K-12 in the Alpine School District. His college and university teaching has included: At the graduate level, Content Literacy—Expository Reading and Writing, Reading Diagnosis, Assessment and Intervention, Practicum—Instructing Children with Reading Problems, Historical Foundations of Reading, Psychology and Physiology of Reading, Advanced Early Literacy, The Administration and Supervision of Reading Programs, Oral Language Acquisition. At the undergraduate level: Reading and Language Arts in the Primary Grades, Lesson Planning and Management, Teaching Reading and Language Arts in the Intermediate Grades, Early Literacy Education, College Studies, Advanced College Studies, Educational Psychology, Literacy Methods I, Literacy Methods II Language Arts Methods, and supervision of field work and student teachers.

**Hudgins, Talitha R.** (2005); Assistant professor, UVSC School of Education since 2006. B.A., History (major), Education (minor), University of North Florida; M.A., Computer Technology in the Classroom, University of North Florida; Ph.D., Teaching, Learning and Educational Technology, University of Utah. Dr. Hudgins taught several years as a classroom teacher in the inner-city schools in Jacksonville, Florida. She holds a Florida Teacher Certificate and a level two license for Secondary Education, in the State of Utah which is current until 2011. She taught five years at the University of Utah, was a supervisor of student teachers in the Salt Lake and Granite School Districts and a professional development trainer in Duval County School District, Florida. Her college and university teaching has included: At the graduate level, Educational Applications of Technology, and Instructional Technology in the Social Studies Curriculum. At the undergraduate level, she has taught: Instructional Media, Computer Technology in Education, Educational Applications of Technology in the Classroom, Multimedia, Introduction to Education, Action Research, and supervision of field work and student teachers.

**Kunakemakorn, Numsiri C.** (2003); Assistant Professor, UVSC School of Education since July 2005. B.A., English (major), University of California, Santa Barbara; M.A., International and Multicultural Education, University of San Francisco; M.A., English, Sonoma State University; Ph.D., Comparative Literature, Purdue University. Dr. Kunakemakorn holds a teaching license for Secondary Education in the State of Utah which is current until 2009. She holds endorsements in English and ESL. She has served as the secondary education advisor and field director. Her college and university teaching has included: Reading and Writing in the Content Area, Multiculturalism/ESL, Boundaries, Hispanic Literature: Poetry & Drama, Gender & Multiculturalism, Introduction to Hispanic Literature, Spanish, Women's Studies, and Composition.

**Patch, Michael R.** (2007); Assistant Professor UVSC School of Education since August, 2007. B.A., Journalism (major), English (minor), Brigham Young University (1992); M.Ed., Teaching and Learning (emphasis, Reading), Brigham Young University (1996); Ph.D. Curriculum and Instruction, (emphasis, Multicultural Education), University of Nevada, Reno (ABD, defense Jan. 2008). Mr. Patch has taught a wide range of courses on both the undergraduate and graduate level. At the University of Nevada, Reno, he taught undergraduate children's literature, and on the graduate level he served as a section instructor for courses, both in a traditional classroom setting and via distance education, on literacy, qualitative and

quantitative research methods and diversity education. He also coordinated the formation of a tutoring program at a local elementary school. In addition, he served as a facilitator for the nation's largest distance education cohort of inservice teachers pursuing master degrees. While serving as a visiting instructor at Brigham Young University, Mr. Patch served as a guest lecturer for a graduate level Democracy and Education course, and taught multiple sections of undergraduate level courses in Multicultural Education for Elementary Teachers, Multicultural Education for Secondary Teachers, and Adolescent Development. At Utah Valley State College, he taught: Foundations of Education, Foundations of Education, and Development of the Adolescent Student. Mr. Patch has also served as a high school: teacher, department head, and administrator. In the country of Tonga, he taught a wide range of English and public speaking courses, including courses preparing students to sit the Pacific Secondary Schools Certificate exam. Additionally, he has presented at national and international conferences, including those of the International Reading Association, the Comparative and International Education Society, and the American Association for Teaching and Curriculum.

**Peterson, Nancy L.** (1997); Associate Professor, UVSC School of Education since 2004. B.S., Elementary Education (major), Music (minor), Brigham Young University; M.Ed., Early Childhood Education, Old Dominion University; Ed.D., Curriculum & Instruction (major), Gifted Education and Counseling Education (minors), University of Virginia. Dr. Peterson has taught elementary school (grades K, 4, 6, and Music & Art K-6) in Jordan and Alpine Districts in Utah, Mesa District in Arizona, and Ft. Sam Houston School District in Texas. She holds a level three license for Elementary Education and Early Childhood Education, as well as an endorsement in gifted & talented education in the State of Utah, which are current until 2010. While completing her M.Ed. at Old Dominion University she was a teaching assistant to methods course instructors and department chairs. While pursuing her Ed.D. at the University of Virginia, she was a research assistant to project directors in the National Research Center for Gifted and Talented, as well as supervisor for student-teaching seminar and capstone projects. Additionally, she was a student teaching university supervisor in K-6 classrooms at both universities. Her college and university teaching has included: At the graduate level, adjunct professor for language arts and creative arts methods courses in Early Childhood and Elementary Education Programs at Old Dominion University, Virginia. At the undergraduate level: reading, science, and language arts methods courses at West Virginia Wesleyan College, and children's literature, language arts methods, creative arts methods, differentiated curriculum & instruction, and supervision of field work and student teachers at Utah Valley State College. She recently chaired the School of Education Elementary Intern Partnership Committee, which developed UVSC's first teaching internship cohort. In 2005-2007, Dr. Peterson was the Faculty Coordinator for Academic Service-Learning at Utah Valley State College.

**Pierce, Linda E.** (2000); Assistant Dean (from July, 2007) and Associate Professor in the UVSC School of Education since 2006; accreditation coordinator for the School of Education since 2003. B.S., Teacher Education (major), Music (minor), Brigham Young University; M.Ed., Education (emphasis Creativity), University of Utah; Ed.D. Reading, Brigham Young University. Her area of specialty in her doctoral program included the use of computers to track eye movements in emergent readers. Dr. Pierce has taught Kindergarten, 1<sup>st</sup>, 2<sup>nd</sup>, and 5<sup>th</sup> grades, and math and reading for low-achieving children. She also owned and directed a preschool. She holds level three Utah State professional teaching licenses in Elementary Education and Early Childhood Education which are current until 2012. Her college and university teaching has included undergraduate courses in: Literacy Methods I & II, Social Studies Methods, Educational Psychology, Reading and Writing in the Content Area, Literacy for Young Children, and Language Arts for Young Children, Children's Music and Movement, Advanced College Reading, College Textbook Reading, Teaching Reading/Language Arts in the Primary Grades, Introduction to

Teaching and Learning, Practicum in Reading/Language Arts and Math (team taught), Elementary Education Planning, Management, and Assessment (team taught), and field work and student teaching supervision. She has been a guest lecturer for a graduate level Emergent Literacy course. She has presented her research at local and national conferences.

**Simmerman, Susan** (2004): Assistant Professor UVSC School of Education since 2004; Department Chair of the Elementary Education Department since July 2005. B.A., Psychology, Nazareth College of Rochester; M.S., Education (Major), Special Education (Emphasis), Nazareth College of Rochester; M.A., Clinical Psychology, United States International University; Ph.D., Educational Psychology, University of California, Riverside. Her areas of specialty in her doctoral training include: Assessment, Individual Differences and Special Education, Statistics and Research Design. Dr. Simmerman has taught in special education in New York, California, and Utah, working with students with learning disabilities, mental retardation, emotional disabilities and behavioral disabilities. She holds permanent teaching certifications (Elementary Education and Special Education) in New York, clear California teaching certificates (Multiple Subjects and Special Education), and a level three Utah Professional Educator License in Special Education (current until 2009). Her college and university teaching has included undergraduate courses in: Curriculum Design and Assessment, Exceptional Students, Student Teaching Supervision, Classroom Management, Math Methods, Educational Psychology, Senior Capstone, and supervision of field work and student teachers. She has also guest lectured for undergraduate and graduate level courses in Assessment, Statistics, and Special Education at University of California Riverside, California State University San Bernardino, and Loma Linda University. She was a research assistant during her doctoral program for the UC Riverside Families Project, as well as working with the California Beginning Teacher Support and Assessment program. Dr. Simmerman has presented on and published her research on learning disabilities, mental retardation, emotional and behavioral disabilities, and selection and training of teacher education candidates.

**Tuft, Elaine A.** (2006); Assistant Professor, UVSC School Education since 2006. B.S., Elementary Education and Early Childhood Education (major), Math/Science (minor), Utah State University; M.A., Elementary Education (emphases: Mathematics Education and Education of the Gifted and Talented), Utah State University; Ph.D., Curriculum, Teaching, and Educational Policy, Mathematics Education (major emphasis), Research Methodology and Cognitive Psychology (minor emphases), Michigan State University. Dr. Tuft taught fifth grade in Salt Lake School District and Granite School District. She holds a level three license in Elementary Education and Early Childhood Education, Math Level 2 Endorsement, and Gifted and Talented Endorsement from the State of Utah. She spent two years as a visiting assistant professor at Brigham Young University and several years as an adjunct professor at Utah State University. She has taught the following undergraduate courses at the university and college level: Elementary Mathematics Methods, Middle School Mathematics Methods, Elementary Science Methods, and Principles of Learning. At the graduate level, she has taught Improvement of Mathematics Instruction, Middle School Mathematics Methods, and Reflection and Inquiry in Teaching Practice. She has also served as a supervisor for elementary and secondary student teachers and interns.

**Waite, Bryan R.** (2007); Assistant Professor UVSC School of Education since August 2007. B.A. Teaching Spanish as a Foreign Language (major), Business (minor), University of Texas at Austin (2000); M.S., Spanish Education, University of Colorado at Boulder (2002); Ph.D., Bilingual and Multicultural Education Elementary, University of Colorado at Boulder (2006). He has also been educated in educational statistics and qualitative research methods during his doctoral study. Dr. Waite has taught a wide range of Education classes both at the undergraduate and graduate levels. At the University of Colorado at Boulder, Dr. Waite

taught Introduction to Education as well as a graduate level Theories of Second Language Acquisition course. He also co-taught of both online and traditional classroom settings of Introduction to Multicultural and Bilingual Foundations (master's level). He has also taught ESL Methods (Teaching English as a Second Language) at Front Range Community College and Utah Valley State College. In addition, he has taught Theories of Second Language Acquisition in an online format to master level students at Mesa State College in Grand Junction, CO. Dr. Waite has also taught Spanish as a foreign language at Shining Mountain High School in Boulder, CO, as well as multiple levels of Spanish at the University of Colorado at Boulder, Front Range Community College, and Yakima Valley Community College, Washington.

March 12, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah Valley State College – Associate of Applied Science Degree in Technology – Action Item

Issue

Utah Valley State College requests approval to offer an Associate of Applied Science (AAS) Degree in Technology beginning Fall Semester 2008. The Institutional Board of Trustees approved the program on November 7, 2007. The proposed degree was presented to the CTE Regional Review Committee on October 3, 2007. The Regent's Program Review Committee approved the proposal on February 19, 2008.

Background

Officials at Utah Valley State College, after consultation with trade and technical organizations, is proposing this degree in order to provide an opportunity to workers who hold certificates and credentials in specialized career and technical areas to continue their education. The proposed degree will focus primarily on individuals who have been working in a technical or trades profession giving them an opportunity to receive an academic degree, which broadens their future employment potential in advanced technical or managerial positions. Conversations with technical and professional organizations have indicated this as a need for individuals who have worked for a number of years in a technical job and who now may not be able to continue the rigors of their current job or who wish to advance their career by obtaining higher technical or managerial skills. In addition, employees with experience will find this degree offering attractive in better preparing them to open their own business having some skill refresher possibilities, some core technology courses in current practices, and some supervision skills knowledge and practice.

### Policy Issues

Other Utah System of Higher Education Institutions reviewed the proposal and no concerns were raised.

### Commissioner's Recommendation

The Commissioner recommends that the Regents approve the Request to Offer an Associate of Applied Science in Technology at Utah Valley State College, effective Fall Semester 2008.

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David L. Buhler, Interim Commissioner

DLB/GW  
Attachment

Academic, Career and Technical Education and Student Success Committee

Action Item

Request to Offer an  
Associate of Applied Science in Technology

Utah Valley State College

Prepared for  
David L. Buhler  
By  
Gary Wixom

March 12, 2008

## **SECTION I: The Request**

Utah Valley State College requests approval to offer an Associate of Applied Science (AAS) Degree in Technology effective Fall Semester 2008. This program was approved by the institutional Board of Trustees on November 7, 2007. The degree proposal was presented to the Regional Review Committee in the CTECC Executive Meeting on October 3, 2007.

## **SECTION II: Program Description**

The Associate of Applied Science Degree in Technology has been designed for individuals working in a technical area who have considerable work experience and/or have obtained specialized certifications, licenses, apprenticeships, etc. Many of these students will be looking for a degree to allow them better upward mobility in their jobs or careers, or be looking for education that may make it possible for them to launch their own businesses successfully. Students will be required to take a class to develop a portfolio that presents licenses and work-related certifications as well as provides a rationale for receiving technical, experiential credit. A committee comprised of professors and technical experts in the student's discipline will be assigned to review each portfolio to determine the number of experiential credits awarded. Core courses will provide fundamental knowledge of contemporary technologies and elective courses will allow the student to enhance the technical skills in one or more technical areas. A supervisory course is also required so students can learn to manage workers in technologically intensive organizations.

### **Purpose of Degree**

This degree is being offered primarily as an avenue for individuals who have been working in a technical or trades profession to receive an academic degree, which broadens their future employment potential in advanced technical or managerial positions. Conversations with technical and professional organizations have indicated this as a need for individuals who have worked for a number of years in a technical job and who now may not be able to continue the rigors of their current job or who wish to advance their career by obtaining higher technical or managerial skills. Employees with experience will find this degree offering attractive in better preparing them to open their own business having some skill refresher possibilities, some core technology courses in current practices, and some supervision skills knowledge and practice.

The expected outcomes of the degree are that students will broaden their technical skills in desired areas, be prepared for supervisory positions, be better prepared for opening their own business, and/or be ready for continuing their education in the Technology Management BS Degree.

### **Institutional Readiness**

This degree will be administered by the Technology Management Department, which has a chair and administrative assistant in place. Therefore, the new degree will not require any additional administrative structure. Additional budget funding will be required to support additional adjunct instructors (three classes per term for the first three years), to support marketing the program to regional business and industry to recruit students, for copying, portfolio analysis by industry personnel, and other program specific expenses.



## **Faculty**

The Technology Management Department currently has three full-time, tenure-track faculty members with PhDs and six adjuncts teaching about 50 percent of the sections. A search is now underway for one additional tenure-track faculty member. The majority of the courses in the degree already exist with multiple sections offered each term. For the most part, additional students generated by this degree will only marginally affect existing courses, which, for the most part, have additional capacity available.

## **Staff**

The existing Technology Management administrator, administrative assistant and advisor can absorb the additional load.

## **Library and Information Resources**

For the most part, courses in this AAS degree will require minimal additional library support, which is available. The new Digital Learning Center building at UVSC is scheduled to be completed next fall to handle the needs of a growing student population at UVSC.

## **Admission Requirements**

Admission requirements for the new degree will be the same as those required to enter UVSC.

## **Student Advisement**

The Technology Management BS Degree currently has a full-time advisor. It is expected that this same advisor will be able to handle advising duties for this new degree as well for the first five years of the program.

## **Justification for Number of Credits**

This is an AAS degree requiring 63 credits, which is within the credit range prescribed by Regents policy.

## **External Review and Accreditation**

No external consultants were used to develop this degree. No specialized accreditation will be sought for this degree.

## Projected Enrollment

This proposed degree is expected to appeal to a group of working adults who have some certificates, diplomas or licenses and are looking for a good degree fit. Many of the courses already exist and the sections will absorb new enrollments adequately. Only four new courses will be added. New enrollments caused by the program are as follows:

<u>Term</u>	<u>Projected FTE</u>	<u>Student/Faculty Ratio</u>
Fall 2008	2.5	11.90
Fall 2009	4	12.12
Fall 2010	4	12.12
Fall 2011	4	12.12
Fall 2012	4	12.12

## Expansion of Existing Program

This is a new degree and not an extension or expansion of an existing degree.

## SECTION III: Need

### Program Need

The degree has been requested by the Dean of Technology and Computing after consultation with numerous trade and technical organizations in the state of Utah. Many workers currently hold certificates and other credentials in specialized areas. However, there is a need for advanced education. For example, some older technicians can no longer meet the physical demands of the work yet would be valuable managers with the proper education and degrees. In addition, new technologies are more complex than ever before and companies need to fill knowledge-intensive as well as skill-intensive positions.

### Labor Market Demand

Although the U.S. Department of Labor expects the job growth in industry and production to experience slow growth through 2014, job opportunities are projected to be good due to the lack of qualified workers and retirements, especially for those individuals with two-year degrees. Utah, however, is unique in that these industries are experiencing rapid growth in this state. According to Utah's Department of Workforce Services, all industrial sectors, including trade, transportation, and utilities, are adding jobs at a healthy rate. There was an 8.7% increase in hiring between July 2006 and July 2007 in the Goods Producing sector, which includes manufacturing, natural resources, mining, and construction. Utah County has

experienced the best economic growth in the state, and manufacturing is one of the most prominent growth sectors.

### **Student Demand**

The AAS in Technology Degree is intended, in part, to provide a solution to an on-going problem with AAS degrees in traditional 'trades' (e.g. welding, air conditioning, apprenticeship, etc.) areas. These programs have extremely high job-out rates because students are able to obtain jobs with a limited skill set, certifications or licenses. When there is low unemployment, enrollment in many of these areas dries up because employers are willing to hire less prepared students and train them on the job. Enrollments in several trades programs at UVSC dropped to a level where it became necessary to discontinue new cohorts in the programs. When advisory boards were contacted, they indicated that the AAS degree, though a nice bonus in an employee, was not required for employment in this job market. This degree would permit students to obtain the skill sets necessary for the trades in any educational setting and then return to college when they felt a degree would fill a need in their chosen trade.

Meetings were held with major trade organizations and technical companies and they indicated that there is interest among their workers for such a program. We expect enrollments in the degree will be low initially and build over time as knowledge of the program expands.

### **Similar Programs**

There are currently no Institutions in the Utah System of Higher Education that offer an AAS degree in Technology as described in this proposal.

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

There are currently no Utah Institutions that offer an AAS degree in Technology, therefore there should be no impact on other institutions.

### **Benefits**

UVSC and USHE are benefited when the students they educate improve their lives and become dedicated alumni. This degree is aimed at a non-traditional group of students that would most likely not participate in existing degree programs. The degree thus expands the scope and reach of the institution in fulfilling its mission.

### **Consistency with Institutional Mission**

UVSC has its roots in technology and the trades. The institution's mission continues to include these roots and one of its primary goals is to provide successful programs in these areas. Because of the high demand

for their skills, many trades' students leave the institution before obtaining their degree. This degree provides the opportunity for such students to return, continue their education, and improve their lives.

## **SECTION IV**

### **Program and Student Assessment**

The primary goal of the program is to provide an avenue for individuals in technology/trades-based industry to pursue a college education that opens additional career opportunities for career advancement.

UVSC intends to track each student in the program to assess his or her academic and career advancement. The following will be measured:

#### **Academic Advancement:**

- Dropped before completing the AAS Degree, Reasons why
- Completed the AAS Degree
- Continued on to work on BS Degree in Technology Management
- Dropped before completing BS Degree, Reasons why
- Completed the BS degree

#### **Career Advancement:**

- No change
- Advanced technology position
- Supervisory position
- Management position

Numbers of students served will be an important program measure as well as the percentages in the categories above. As noted earlier, UVSC expects these numbers to grow slowly.

Numbers of businesses served will also be a program effectiveness measure. UVSC will be especially interested in the numbers served among those several businesses who indicated a real need for a program such as this one which is the UVSC response to those requests. The advisory boards of the technical programs will be informed of the progress of this degree program and input from them will continue to be sought for.

Faculty will meet regularly to assess the program strengths and weaknesses as well as to refine and standardize portfolio assessment practices.

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

Student progress and program achievements will be assessed to evaluate the student success and the program success. The following competencies will be expected outcomes for students:

1. Demonstrate verbal and written communication skills
2. Develop a personal portfolio of technological experience

3. Understand the role that technology has played in advancing our standard of living  
Be familiar with current technologies and their impact on society
4. Understand the process of technology development
5. Understand the role of the various professions in technology development
6. Demonstrate problem solving skills
7. Be able to supervise technology-based workers

These high-level competencies were developed by UVSC Technology Management faculty after discussions with trade and technology advisory committees.

Verbal and written skills will be evaluated as part of the portfolio development and presentation process. Technology related and problem-solving skills will be assessed as part of an exit exam during the students' final term in the degree. Finally, supervisory skills will be assessed as part of the final exam in the Supervision in Technology course.

## SECTION V

### Budget

#### New Program Budget AAS Technology

	Year 1	Year 2	Year 3	Year 4	Year 5
Students					
Projected FTE Enrollment	2.50	4.00	4.00	4.00	4.00
Cost Per FTE	\$1,735	\$1,693	\$1,755	\$1,821	\$1,888
Student/Faculty Ratio	11.90	12.12	12.12	12.12	12.12
Projected Headcount	15	30	30	30	30

#### Projected Tuition

Projected Gross Tuition	\$7,500	\$12,000	\$12,000	\$12,000	\$12,000
Tuition Allocated to the Program	See Note	See Note	See Note	See Note	See Note

#### Five Year Budget Projection

Salaries & Wages	\$3,469	\$5,670	\$5,896	\$6,132	\$6,378
Benefits	\$368	\$601	\$625	\$650	\$676
Total Personnel Costs	\$3,837	\$6,271	\$6,521	\$6,782	\$7,054
Current	\$500	\$500	\$500	\$500	\$500
Travel	\$0	\$0	\$0	\$0	\$0
Capital	\$0	\$0	\$0	\$0	\$0

Library	\$0	\$0	\$0	\$0	\$0
TOTAL	\$4,337	\$6,771	\$7,021	\$7,282	\$7,554

#### Revenue

Legislative Appropriation					
Grants					
Reallocated Funds					
Tuition Allocated to the Program					
Other*	\$4,337	\$6,771	\$7,021	\$7,282	\$7,554
Total Revenue	\$4,337	\$6,771	\$7,021	\$7,282	\$7,554

#### Comments

\*During 2004-05 and 2005-06, UVSC experienced enrollment declines resulting in tuition revenue shortfalls. In response to this decline, UVSC reduced its base operating budget by \$5 million. Enrollments during 2006-07 and 2007-08 have increased and UVSC has tuition revenue which is unallocated. UVSC is prepared to commit the funds required for this new degree from these unallocated tuition revenues.

#### Funding Sources

Enrollments during 2006-07 and 2007-08 have increased and UVSC has tuition revenue which is unallocated. UVSC is prepared to commit the funds required for this new degree from these unallocated tuition revenues.

#### Reallocation

The amount of funds needed to support this degree is minimal. The adjunct wages and current expense will come from the sources described and could be supplied from existing School of Technology and Computing funds if needed.

#### Impact on Existing Budgets

As shown above, there will be four new classes that will be taught by existing faculty or adjunct faculty. Impact on the existing budgets will be minimal.

## Appendix A: Program Curriculum

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

Course Number	Title	Credit Hours
TECH 1000	Experiential Credit Portfolio Development and Assessment	2
TECH 1010	Understanding Technology	3
TECH 110R	Technical Experiential Credit	1-8
TECH 2010	Supervision in Technology	3

TECH 1000 - For those entering the AAS Degree in Technology. Helps students develop their professional portfolio including experience, certifications, licenses, etc. Involves creating required documentation and presentation by the student and assessment of the portfolio by a committee of appropriate faculty and technology professionals to determine experiential credit granting equivalences in courses

TECH 110R. Inculcates the value of continuous learning and the process of learning how to learn.

TECH 1010 - Covers the principal technologies that are important and prevalent today. Explores how technology applies to, affects, and interacts with various workplaces. Develops an appreciation for how technology changes and what possible new and exciting technologies are on the horizon.

TECH 2010 - Presents various techniques of supervision in a technology-based organization. Teaches how to build teams to address technological issues, inspire good performance, communicate with employees using technological tools, lead change caused by technological transformation, and resolve ethical issues related to the use of technology. Applies skills to real-life situations. Teaches how to understand the organizational structure, be prepared to manage and assess technology-based performance, be aware of opportunities and challenges when managing employees in a technological environment, and how to get the best performance out of employees, including strategies for technical training and evaluation.

All additional course descriptions may be found in the UVSC online catalog.

### All Program Courses

Course Number	Title	Credit Hours
General Education	-	-
ENGL 1060 or ENGL 1010	Career Writing for Technology Introduction to Writing	3
EGDT 1600 or MATH 1030	Technical Math--Algebra	3

or MATH 1040 or MATH 1050	Quantitative Reasoning  Introduction to Statistics  College Algebra	
-	Biology / Physical Science	3
-	Health / PE / Safety / Environment	1
-	Humanities / Fine Arts	3
TECH 2000	Technology and Human Life	3
-	Sub-Total	16
Core Courses	-	-
TECH 1000	Experiential Credit Portfolio Development and Assessment	2
INFO 1100	Exploring the Digital Domain	3
TECH110R	Technical Experiential Credit	6
TECH 1010	Understanding Technology	3
TECH 2010	Supervision in Technology	3
-	Technical Area Credits with Advisor Approval	6
-	Sub-Total	23
Elective Courses	-	-
TECH 110R	Technical Experiential Credit (Maximum of 10 in addition to the core.)	
-	Additional Technical Area credits as approved by Advisor	
-	Additional Courses Selected from List (See advisor)	
-	Foreign Language Credits - Students may select up to 10 credits of a foreign language	
-	Sub-Total	24
-	Total Number of Credits	63



## Appendix B

### Program Schedule:

Course Number	Course Name	Credit Hours	Prerequisite	Prerequisite	
<b>FIRST SEMESTER SUGGESTED COURSES (15 Credit Hours)</b>					
TECH 1000	Portfolio Development and Assessment	2			
ENGL 1060, 1010	English	3			
	Humanities/Fine Arts	3			
EGDT 1600 or MATH 1030, 1040, 1050	Technical Math (Algebra) or other Math	3	EGDT 1600: Mat 0800 with C- grade or better or equivalent or appropriate test scores	Math 1050: See catalog for specific requirements	
	Health / PE / Safety / Environment	1			
INFO 1100	Exploring the Digital Domain	3			
<b>SECOND SEMESTER SUGGESTED COURSES (15 Credit Hours)</b>					
TECH 1010	Understanding Technology	3			
TECH 110R	Technical Experience Credit	6			
	Biology / Physical Science	3			
	Degree Elective	3			
<b>THIRD SEMESTER SUGGESTED COURSES (15 Credit Hours)</b>					
TECH 2000	Technology and Human Life	3			
	Technical Area Credits	6			
	Degree Electives	6			
<b>FOURTH SEMESTER SUGGESTED COURSES (18 Credit Hours)</b>					
TECH 2010	Supervision in Technology	3	TECH 1010		
	Degree Electives	15			
<b>63 TOTAL CREDIT HOURS</b>					

## Appendix C

### Faculty:

Cheryl Hanewicz            Ed.D., Educational Leadership, Eastern Michigan University, 2007 – Asst. Prof.  
Dr. Hanewicz has held management and supervisory positions in industry and academia. Her Master's and Doctorate degrees have both been in the area of technology education and she has taught numerous courses in the discipline.

Floyd Olson            D.I.T., Industrial Technology, University of Northern Iowa, 1995 – Assoc. Prof.  
Dr. Olson has a Doctorate in Industrial Technology and has taught courses in this area for several years. He has made presentations at technology education conferences and served in administrative roles in industry and academia.

John MacLean            Currently completing Ph.D. program in Business, Cappella University – Lecturer  
John has thirty plus years of technology-based industry experience. His Master Degree is in Interdisciplinary Technology and he is continuing his doctorate studies in that area. John has also taught management and supervisory courses in technology.

New Faculty            Currently seeking an individual with a Doctoral degree in Technology Management or closely related field with experience in a technology-based industry.

Richard Hartley            MBA, University of Phoenix, 1988 – Adjunct  
Richard has considerable industry experience in manufacturing and other technology-based businesses. He teaches courses in managing technology projects.

March 12, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

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

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

***Weber State University – Consent for Game Development Certificate***

**Request:** This request is for a certificate in Game Development which would add 16 credit hours to the program of study for students seeking a Computer Science (CS) bachelor's degree with an emphasis in software engineering.

**Program Description:** The proposed Game Development Certificate will consist of four courses. During this past summer the department chair worked with Avalanche Software, a Disney gaming subsidiary, to define the necessary skills and best practices that a CS student would need for employment in the game industry. The following four courses that make up this certificate are based upon those discussions.

- MATH 2270 – Elementary Linear Algebra (3 credit hours) OR MATH 2250 – Linear Algebra and Differential Equations (4 credit hours)
- CS 4610 – Introduction to Game Industry (4 credit hours)
- CS 4640 – Game Development 1 (4 credit hours)
- CS 4650 – Game Development 2 (4 credit hours)

It is proposed that students seeking a bachelor's degree in software engineering along with the gaming certificate would intersperse the game development courses throughout the last two years of their program. Those students who follow this schedule would only require one additional semester to fulfill the requirements for the Game Development Certificate.

**Need:** The game industry is poised to surpass the movie industry in revenue generation. Utah is showing signs of becoming a "hot-spot" for game development. Utah has a myriad of gaming companies—most predicted to grow significantly. John Blackburn, manager and previous owner of Avalanche Software before the Disney purchase, has said that he expects to double the number of workers in their office in the near

future. Industry demand is high for employees that have the necessary skills and practices to be productive in the area of game development. This certificate, in conjunction with the bachelor's degree in software engineering, would meet the need for people with training in this rapidly growing industry.

A similar certificate does not currently exist in the state nor is one offered in the intermountain region.

**Institutional Impact:** This certificate is a good addition to the U of U's current Computer Science bachelor's degree program with an emphasis in software engineering. It will have no effect on the current administrative structure as it will be administered through that program under the auspices of the Computer Science Department. No new staff will be required and the current faculty and/or appropriate adjunct faculty are capable of teaching the required courses. Game developers have also offered to have their employees visit the campus and work with the seniors on their capstone gaming projects so as to provide an industry perspective and opinion. No new facilities will be required for this certificate but some additional equipment will need to be purchased. This equipment will be paid for out of existing budgets.

**Finances:** The costs associated with this program will be those associated with teaching the three new computer science courses that are part of this certificate. It is expected that at least one of these courses will be taught by a regular faculty member as part of their load. The remaining courses would be taught either by adjuncts or by regular faculty teaching an overload course. There is adequate instructional wage budget in the department to cover these costs. This certificate would not have any budgetary impact on other programs or units within the institution.

#### Commissioner's Recommendation

The Commissioner recommends approval of the items on the Programs Committee's Consent Calendar.

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David L. Buhler  
Interim Commissioner

DLB/LTS:aw

March 12, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Information Calendar: Academic, Career and Technical Education and Student Success (Programs) Committee

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

*A. University of Utah*

i. Name Change: Comparative Literary and Cultural Studies

**Request:** This is a request to change the name applied to all courses offered and degrees given within the "Comparative Literature" section, housed within the Department of Languages and Literature. "Comparative Literature" would change to "Comparative Literary and Cultural Studies." The prefix applied to courses in the Schedule of Courses would change from "C Lit" to "CLCS." This name change would affect the major, minor, MA, and PhD granted under the current title "Comparative Literature."

**Need:** The new title, "Comparative Literary and Cultural Studies," will better reflect the nature of the courses and degrees, which in recent years have shifted from a focus on the study of literature to the study of culture in all its contexts; now included are courses in religious studies, linguistics, film studies, cultural history, as well as traditional literature courses. Moreover, the courses have shifted from exclusive study of printed literature to include music, film, visual arts, speech, religious texts, and cultural artifacts. Therefore, "Comparative Literary and Cultural Studies" will better reflect the true mission and course content.

**Institutional Impact:** There will be no negative impact on administrative structures, faculty, physical facilities or equipment. However, there will be a resulting *positive* impact on the U's national reputation. In the last decade, the term "Comparative Literature" has been rejected by many theorists, and the most innovative programs and departments have changed their names in response to a shift in approach to this field of study. The name change will more correctly reflect recent curricular innovations and will position the section among the most innovative programs in Comparative Literary and Cultural Studies across the country. It will also better advertise the U's approach to the topic, sending the message to students that our classes offer the best place to study global culture on campus.

**Finances:** This name change will have no financial impact on the Department of Languages and Literature, within which Comparative Literature is housed. There are no costs associated with this change. Advertising and informational materials will simply be changed before the beginning of the school year.

**ii. Transfer American West Center from Social and Behavioral Science to Humanities**

**Request:** The American West Center (the Center) is a research unit at the University of Utah, currently housed in the college of Social and Behavioral Science. For more than 40 years the Center has supported scholarly productivity and promoted a greater understanding of the history, development and environment of the American West. At the recommendation of a recent program review conducted by eleven U of U faculty and administration, the U requests to transfer the Center from the College of Social and Behavioral Science to the College of Humanities as a means to more clearly align the Center with an academic area which best reflects its mission and to enhance the future vitality of the Center.

The transfer will involve the following:

1. The Center will be relocated into the College of Humanities.
2. 2006-07 will be a transitional year. Professor Dan McCool and Matthew Basso, Assistant Professor of History and Gender Studies, will serve as co-directors. Basso will be the sole director starting 2007-08.
3. The colleges of Humanities and Social and Behavioral Science will continue to collaborate closely in supporting the Center mission and programs.
4. The financial resources of the Center will be move to the College of Humanities, and new resources have been committed to support programs and for raising external funds.
5. An interdisciplinary steering board will be created to advise and guide the Center.
6. Two-year targets have been set, for example, in the areas of public and private external fundraising, activities and programs that raise the Center's profile and connections in the community and on campus, and elevation of its scholarly mission.
7. The Center will maintain its identity and will not merge with, for example, the Center for American Indian Languages or the Documentary Studies Program; it will collaborate with related programs.

**Need:** The significant contributions of the Center have been clearly established. For 40 years, the Center has been considered a multi-disciplined operation, providing research opportunities to undergraduate and graduate students majoring in history, political science, English, anthropology, languages, geography, and art. This change combines the strengths of the Center with the current objectives of President Young to enhance cross-disciplinary paradigms in delivering institutional programming and scholarly productivity.

**Institutional Impact:** During the initial transition year, the Center will be co-directed by Professor McCool (currently sole director) and Professor Basso. This will insure a smooth transition. The Center will enhance public outreach by organizing a national conference on the American West to be held in 2008, and identify significant private and public funding sources to support graduate education programs. Within three years, it is expected that enrollments in courses offered by the Center will substantially increase and that the Center will enhance its service and presence locally and regionally.

**Finances:** One year of administrative stipend to co-director, Matthew Basso, is being paid by the College of Humanities. No additional funding is required. Existing funding for the Center currently held by the college of Social and Behavioral Sciences will transfer to the College of Humanities.

### iii. Change Division of Physical Therapy to Department Status

**Request:** The University of Utah requests approval to change the status of Division of Physical Therapy to the Department of Physical Therapy. Notably, this change will bring the academic unit of Physical Therapy at the U of U in line with the order of delineation of most similar physical therapy programs nationally.

**Need:** There is strong rationale for the Division of Physical Therapy to be changed to departmental status. The Division has achieved a level of function easily commensurate with status as a Department in the College of Health. It demonstrates financial viability. It has stable leadership and governance. It exhibits the ability to recruit and retain excellent faculty and mentor them through levels of promotion. The Division is recognized internally and externally for excellence in professional education. The Division has a successful research profile. The Division houses a successful clinical practice. The Division demonstrates effective interdisciplinary collaboration with other campus entities. The faculty are engaged with PhD students from other departments. The Division is seeking to establish an interdisciplinary PhD program as demand from prospective PhD students of training in rehabilitation science has increased.

Departmental status will provide a greater sense of permanence, equity, and security for the Division in the College of Health. As a department, the unit will have improved status and recognition within the University allowing more effective participation in collaborative activities with other departments. The change in status will also place the Division on a level more like its academic peers at sister institutions (see Table 1).

*General Information.* The physical therapy program at the U of U has a long-standing tradition of excellence dating back to the admission of its first class in 1969. This makes the U of U physical therapy program one of the oldest in the region. The University began its physical therapy program with a bachelor's degree, moved to the Master of Physical Therapy (MPT) in the mid-1990's, and then to the Doctor of Physical Therapy (DPT) in 2005, all in response to evolving professional and health market trends. Each move has been in support of the U of U's global mission: educate the individual and discover, refine, and disseminate knowledge. Physical therapy education at the U of U has always been focused on a student obtaining the most up-to-date knowledge and clinical skill set, and being prepared to immediately apply their education in myriad health care settings. The Division of Physical Therapy at the U of U currently ranks 33 out of 211 physical therapy programs, placing it in the top 15 percent of its peers in the United States.

*Table 1.* Status of comparable physical therapy programs.

University	Status
U. of Utah	Div. (current)
U. of Colorado	Program in Physical Therapy
U. of California at San Francisco	Dept. of Physical Therapy & Rehab. Sci.
U. of Southern California	Div. of Biokinesiology & Phys. Therapy
U. of Florida	Dept. of Physical Therapy
Indiana U.	Dept. of Physical Therapy
U. of Kansas	Dept. of Physical Therapy & Rehab. Sci.
U. of Massachusetts	Dept. of Physical Therapy
U. of Maryland	Dept. of Physical Therapy & Rehab. Sci.
U. of Michigan	Physical Therapy Dept.
U. of North Carolina	Div. of Physical Therapy
U. of Pittsburgh	Dept. of Physical Therapy
U. of Tennessee Health Sciences	Dept. of Physical Therapy
U. of Tx Health Sci. Ctr. at San Antonio	Dept. of Physical Therapy
U. of Washington	Div. of Physical Therapy

*External Review and Accreditation.* The Division of Physical Therapy is currently accredited by CAPTE. An onsite accreditation visit and review of the current program is scheduled for 2008. Continued accreditation is expected considering the past success of the Division.

*Enrollment.* There are 40 to 42 students admitted to the Division of Physical Therapy DPT program each year. The expected student body of around 120 students will consist of approximately 40 students at the 1<sup>st</sup>-year level, 40 students at the 2<sup>nd</sup>-year level, and 40 students at the 3<sup>rd</sup>-level.

*Faculty.* The Division's faculty are expert scientists, teachers and clinicians with national reputations. The Division faculty consists of 13 core faculty members and many adjunct faculty members. The faculty are committed to student learning and each other's growth. The faculty are engaged in interdisciplinary collaborations in research, teaching and clinical practice. The proposed change of status to Department does not include requests for further support for additional faculty. The Division is currently preparing a search for a 1.0 FTE and a 0.5 FTE faculty position included in its existing budget.

**Institutional Impact:** There is no apparent impact on the institution at any level including administrative, physical structure/facilities, equipment or personnel with the change in designation from Division to Department. The College of Health has demonstrated unanimous support for this proposal of change to department status for the Division of Physical Therapy. All current Department/Division Chairs and the College of Health Faculty Council have expressed their support for the change. At the college-wide 2007 College of Health Faculty meeting a unanimous vote was also recorded in favor of the change in status.

**Finances:** The Division has the necessary budget in place to support this change from Division to Department. No additional budget is being requested as a direct result of this change. No supplementary equipment is necessary. Current resources and facilities are sufficient to support a superior DPT program in the Department of Physical Therapy. A review of the 2006-07, 2007-08, and likely 2008-09 budgets is provided in Table 2. There will be no internal University or College reallocation associated with this program. Given that the essential structure of the program will remain the same, there will be no specific impact on the existing Division budget as a result of a change to Department status.

*Table 2.* The budget for 2006-07, and proposed budgets demonstrate the fiscal solvency of the Division of Physical Therapy. \* The proposed 2008-09 budget includes a conservative 2 percent increase.

INCOME	FY 2006-07	FY 2007-08	FY 2008-09*
Wages/Benefits	650,533	987,160	1,006,903
Productivity/Growth	223,403	267,345	272,692
Differential Tuition (120 students)	578,640	622,200	634,644
<b>TOTAL INCOME</b>	<b>1,452,576</b>	<b>1,876,705</b>	<b>1,914,239</b>
EXPENSES	FY 2006-07*	FY 2007-08*	FY 2008-09*
Salaries/Wages	901,670	1,35,450	1,158,159
Benefits	270,624	381,380	389,008
Library	1,804	1,804	1,840
Equipment	18,221	22,000	22,440
Travel	20,000	22,000	22,440
<b>TOTAL EXPENSE</b>	<b>1,212,319</b>	<b>1,562,634</b>	<b>1,593,887</b>



Because the change is simply from Division to Department and there are no additional programmatic changes, the funding sources will remain the same as they currently are. These funding sources include state appropriations, differential tuition, enrollment growth, special course fees, and grants and contracts.

#### iv. Change in Administrative Structure in College of Architecture + Planning

**Request:** The College of Architecture + Planning presently operates as a one department college. With the growth of its programs and as a result of a thorough internal review, the College's faculty and Dean have determined that the establishment of formal administrative divisions within the College is appropriate. It is requested that the College be restructured with a School of Architecture and a Department of City and Metropolitan Planning. The research centers would remain under the direct supervision of the Dean. It is further requested that the name of the graduate degree conferred by the planning program be renamed the Master of City and Metropolitan Planning.

**Need:** In 1949 a Department of Architecture was organized within the College of Fine Arts. The Department became a separate academic unit, the Graduate School of Architecture, in 1974 and operated as a college within the university system. In 2003, the Urban Planning Program was moved to the Graduate School of Architecture which then was renamed the College of Architecture + Planning. The Planning Program then had a single full-time faculty and about 25 undergraduate students. It now consists of 7 full-time faculty positions (funding for 2 will be available for '09-'10), 14 active auxiliary faculty, 85 undergraduates (plus 31 pre-majors), and with the Master of Urban Planning degree (started in 2005), 50 active graduate students. Twenty-six students have already completed the M.U.P. degree. Planning presently offers a bachelor of arts/science in Urban Planning, a Master of Urban Planning, and an undergraduate minor and graduate certificate in Urban Planning. The M.U.P., established when planning moved to the College, has been very successful and is on schedule to receive professional accreditation from the Planning Accreditation Board in the near future. The administrative autonomy of a planning department is an accreditation requirement. Additionally, the trajectory of faculty development within the planning area and the needs of the discipline, strongly indicate that a Ph.D. program in planning will be appropriate in the foreseeable future.

The architecture program maintains a steady enrollment based on resources limits. Drawing from a pool of 318 pre-majors, who take course work in architecture, and an articulated program at Salt Lake Community College, the architecture programs maintain 90 undergraduates in the restricted major as well as 85 graduate student. Architecture offers two accredited professional degree programs culminating in the Master of Architecture. It also offers a bachelor of science in Architectural Studies, a master of science in Architectural Studies, the joint M.Arch/M.B.A. degree and a Historic Preservation certificate.

Both architecture and urban planning share in the College mission of "constructing and maintaining the highest quality in our built and natural environments" through "a broad range of interests and expertise in creative design, building, planning, computer technology, issues of social and ecological responsibility, and the scholarly study of the history and theory of the built landscape." The two disciplines have each prospered by their close association with the other. Cross listed courses draw students from both disciplines into the same classroom and studio, architecture faculty offer courses in the planning area and vice versa, cooperative service programs, guest lecture series, etc., enrich the content of both programs. A culture of shared interests and shared action is well established and highly valued within the College.

At the same time, the administrative demands placed on the College have changed significantly and require addressing. Both of the programs now face the same administrative demands that any department

in the University faces from faculty needs to curriculum and student management. The present single department college structure has been used to incubate and develop a second professional discipline alongside architecture but has now reached the workable limits of that structure. The situation is heightened by growth not only within the two academic areas but in research initiatives and centers. Nationally, the standard, virtually exclusive, administrative structure for colleges containing more than one professional program dealing with the built environment, is to establish each professional program (architecture, planning, landscape architecture, interior design, etc.) as an administrative unit.

An initial effort to confront these demands has been the appointment of a Director for the Planning Program and an Associate Dean for Architecture. Both these positions are internally functioning like chairs. These people are fulfilling many of the responsibilities outlined for a chair by PPM 8-5 with the ultimate intention of fulfilling all the listed responsibilities as they are clarified in partnership with the Dean. Of those duties they are presently accountable for certain funds in their areas, serving as the official representative of their area as delegated by the Dean, directing hiring procedures, submitting reports for their area, recommending faculty salary adjustments, working with the Dean in budget development, making teaching and work assignments, and exercising general leadership for the respective faculties. The proposed formal restructuring of the College will allow for the full implementation of this traditional administrative pattern.

This proposal asks that the two units formed within the College be named the School of Architecture led by a Director and the Department of City and Metropolitan Planning led by a Chair. The request for architecture to be established as the School of Architecture responds to the fact that more than 60 percent of the architecture programs in the United States use the designator "School." The Association of Collegiate Schools of Architecture is the professional body composed of all accredited architecture programs in the United States and Canada. It also recognizes the long tradition of the architecture program on this campus being titled as a School. The proposal also asks for the designation of a Department of City and Metropolitan Planning in place of the presently used term, Urban Planning. Urban was commonly added as a descriptor in place of city some years ago, although major programs (Berkeley, Chapel Hill, Cornell, Penn, Georgia Tech) resisted this move in order to stay grounded to the historic issues of cities. The term metropolitan is proposed here as a much more current term (than regional) to indicate the necessary recognition of the complex interweaving of places which distinguish the twentieth-first century.

**Institutional Impact:** The proposed structural change should have no impact on enrollments either within the College or other programs outside the College. The request for departments is in large part driven by the enrollment growth which has already taken place and seeks to better manage and accommodate that growth. The new structure is expected to provide better direct services to students as well as significantly better support for faculty, which may well facilitate some ability to further develop enrollments. As professional programs, however, enrollments will still be limited to the capacity of faculty and facilities.

A key element of this request, of course, is the impact it will have on the administrative structure of the College. Presently, in addition to the responsibilities of a college dean, Dean Scheer serves as the chair of Architecture and the chair of Urban Planning. The College structure is completely horizontal with all academic programs, special programs, research centers, and staff areas reporting directly to the Dean. With two fully developed professional programs, each group of faculty feels the need of a certain autonomy in which to develop its own curriculum and pursue its own disciplinary interests. The expanded mission and commitments of the College also demand the full engagement of the Dean in college level responsibilities such as development and external relations rather than the internal administration of chairing departments. The proposed structure creates a chair for Urban Planning and a director for Architecture. Traditional

departmental responsibilities as well as appropriate staff areas and programs will fall under these positions. Each of these areas will be supported by an administrative assistant. Continuing to report directly to the Dean will be the Associate Dean who, now relieved of many of the daily administrative duties by the new departments, will be able to support college obligations and initiatives, the Financial Officer, the Director of Development, the directors of the three research centers and the manager of the college network and facilities. This more vertical structure which functionally groups the activities of the College into traditional working teams will provide the framework for a much more efficient and constructive organization.

The number of eligible members of the faculty for RPT purposes at the department/school level is sufficient for all necessary actions with the possible exception of appointment to full professor in planning. That exception will be nullified this calendar year if expected additions to the faculty occur. If those hires do not take place, the Dean would appoint appropriate professors from the School of Architecture to serve on the committee. In accord with PPM 9-4 section 2.C, the College will continue to refer its RPT decisions to the Senior Vice President for his referral to UPTAC for review.

The physical facilities of the College have already been heavily tested by the incorporation of new and growing programs. These space needs, while great, will not be impacted by the new administrative structure. Indeed, the streamlining and functional organization of the administrative structure will be helpful in addressing the demands presently affecting the physical facilities.

The proposed change will not, in itself, affect curriculum, other components of University organization or degrees offered with the exception of the graduate degree in planning. The graduate degree in planning will be the professionally accredited degree, and it is requested that its name be changed to agree with the name of the program, City and Metropolitan Planning. The undergraduate degree in planning will continue to use the name Urban Planning in recognition of the long history of that degree at this university, and to emphasize the difference between it and the professionally accredited degree. The University Bulletin, which already list architecture and planning as separate areas under their own names and with separate course listings, would require only minor adjustment.

**Finances:** No new funding is sought with this request for administrative restructuring. While costs are associated with the proposed change, the additional costs for administrative roles and staff support positions are in place. A new line in Planning containing administrative responsibilities was filled at the end of last year. This position will serve as the Chair of the Department of City and Metropolitan Planning. Additional funding for the administrative responsibilities for the Director of Architecture has been allotted from within College resources. The funding for the architecture administrative assistant is a reassignment of a staff position within the College. The planning administrative assistant will be a new position funded through growth funds in the planning program and college resources. Effort has been made to affect cost saving by sharing support services across the College where possible.

#### ***B. Utah State University – Name Change: Expert and Applied Psychological Science***

**Request:** This is a request to change the name of a specialization within the existing doctoral training program in the Department of Psychology at Utah State University. The specialization is currently called "Research and Evaluation Methodology." The new name will be "Experimental and Applied Psychological Science." No courses or credits will be affected by this change. This request was approved by the Utah State University Board of Trustees on January 11, 2008.

**Need:** In recent years, the Department of Psychology has added faculty members whose research areas and expertise fall outside areas traditionally represented. Research and evaluation methodology continues to be a strength of the department and a sub-discipline of experimental psychology that appeals to many students and potential students. However, it is no longer the only sub-discipline in which students can obtain training. With the requested name change, the scope of the program will be more apparent to potential applicants, which should facilitate the recruitment of new students. For current students, the new name will more accurately describe the scope of the program in which they have received their training. This will benefit those students when they graduate and apply for postdoctoral or faculty positions.

**Institutional Impact:** The name change will not affect enrollment in any other program or department. Existing administrative structure, including a program director and a steering committee, will remain in place with no change. No new faculty, space or equipment will be required.

**Finances:** Since no changes in curriculum or staffing are being made, the name change will have no financial impact.

### *C. Utah Valley State College – Name Change: Woodbury School of Business*

**Request:** Pursuant to the unanimous approval of the Utah Valley State College's Board of Trustees at their October 10, 2007 meeting, Utah Valley State College (UVSC) sends this notification of the change of the name of the UVSC School of Business to the Woodbury School of Business.

**Need:** On October 19, 2007, the Woodbury family announced a gift of \$20 million to UVSC and the School of Business. The Woodbury family has been actively involved on the UVSC campus for many years and has provided student scholarships, faculty research funding, space for classes, and a major community art gallery. Members of the Woodbury family have served as members of the School of Business National Advisory Council and have delivered numerous enlightening educational lectures on campus. Many more contributions of time and resources have been graciously given to the School and to UVSC. In grateful appreciation of the Woodbury involvement with UVSC, including this generous gift, the School recommends that the name of the School of Business be changed to the Woodbury School of Business.

**Institutional Impact:** This gift will strengthen the programs of the Woodbury School of Business by providing funding to enhance student and faculty scholarship, to help recruit students, to help recruit excellent faculty, and to help develop new programs as agreed to by the President of UVSC, the Dean of the Woodbury School of Business, and the Woodbury family. With this additional funding the Woodbury School of Business will strive to become a nationally recognized and respected school known for excellent teaching and appropriate research. Through several generations the Woodbury name represents the highest level of integrity, hard work, discipline, and character. Having their name formally associated with the UVSC School of Business will provide innumerable opportunities for continued growth and recognition.

**Finances:** The Woodbury family gift will supplement existing and future state allocations and tuition. The funding will be directed toward building and enhancing business programs that will prepare UVSC business students for successful careers and to be leaders in business.

Commissioner's Recommendation

This report is for information only; no action is required.

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David L. Buhler  
Interim Commissioner

DLB/LTS:aw

March 12, 2008

**MEMORANDUM**

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Undergraduate Research: Posters on the Hill and the Utah Conference on Undergraduate Research – Report

Posters on the Hill

On January 24, 2008 the eighth annual Posters on the Hill exhibit brought together enthusiastic undergraduates from Utah State University and the University of Utah with Utah legislators. Every year's poster sessions bring new and exciting research. Undergraduates in every academic discipline work with faculty to conduct original experiments, develop theories, analyze written works, test hypotheses, and produce original art works. Legislators and visitors to the Capitol were treated to posters with topics such as: Japanese Costumes; Assessment of Language and Literacy; Characterizing Histone Modifications to the Bovine Oct4 Gene; Tools for Publishing Environmental Observations in the Internet; Vegetable Preferences and Intake among Freshman; Metastatic Melanoma; Optimization of Geometric Features of a Particle Sorter Primary Channel; and the Influence of Remorse and Self-Justification on Perceptions of Cheating.

One research study was the effects of corn syrup on mice. Corn syrup, which is plentiful in many foods, was shown to be lethal to pregnant mice that, once fed corn syrup, delivered their young and immediately expired. Not to suffer the fate of the deceased subjects, this writer changed from fat-free half and half, which is loaded with corn syrup, to plain, fat-laden half and half, which could cause one to expire from clogged arteries. Clearly, there is much to learn from the research presented by these bright, enthusiastic, enterprising undergraduates.

Utah Conference on Undergraduate Research

The second annual Utah Conference on Undergraduate Research (UCUR) was held on February 29, 2008 at Utah Valley State College. The first conference, held last year at the University of Utah, was spearheaded by Dr. Joyce Kinkead, Associate Vice President for Research, Utah State University and Dr. Steven Roens, Senior Associate Dean of Undergraduate Studies and Director of Undergraduate Research Opportunities, University of Utah. Both events recognize the considerable amount of research by undergraduates working closely with faculty. And both undergraduate research presentations were conceived by Dr. Joyce Kinkead and jointly organized with Dr. Steven Roens and a committee of representatives from all higher education institutions in Utah.

UCUR presented undergraduate research and creative works by students from all 10 USHE institutions, Brigham Young University and Westminster College. This year's conference included topics such as: Effects of Pharmacotherapy on Children with Autism and their Families; Scribal Differences and Similarities in Greek New Testament and Apocryphal Manuscripts; The Influence of Compensation, Benefits, and Rewards in a Non-Profit Environment; Dancing to Know China; Mad Artists: Literature and Art in the Age of Confinement; Abominations; An American Contradiction; Cardiovascular Responses to Fasting in Lean and Obese Mice; and Compassion Downrange: Assessing the Use of Torture by the Military. The presentations were followed by vigorous discussion among conference participants.

Students who engaged in undergraduate research strengthen their intellectual competencies and are more likely to continue their education in graduate school. Some students believe that their undergraduate research experience will make them more attractive to employers in the same or related fields. No matter what the belief, national studies confirm that when undergraduates are fully engaged in scholarly activities, they are more likely to complete their educational goals.

#### Commissioner's Recommendation

This is an Information item; no action is required by the Regents. This report is to recognize Drs. Joyce Kinkead and Steven Roens and the faculty and students who participate in undergraduate research.

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David L. Buhler, Interim Commissioner

DLB/PCS

March 12, 2008

MEMORANDUM

TO: State Board of Regents  
FROM: David L. Buhler  
SUBJECT: USHE - Proposed Fee Increases for 2008-2009

Issue

USHE officials seek Regent approval for general student fee changes for 2008-09.

Background

Fees are charged to students in conjunction with the payment of tuition and go to support various campus programs such as student activities, student center operations, student computer operations, intercollegiate athletics, and student health programs. USHE officials consult with student leaders to determine the level of general student fees to be assessed during the upcoming year.

At the time of printing, fee increase proposals had not been finalized. Information will be hand carried to the meeting.

Commissioner's Recommendation

The Commissioner's staff will review and prepare a summary report regarding 2000-09 proposed fee increases and hand carry the report to the March 21 meeting for Regent review and approval.

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David L. Buhler  
Interim Commissioner of Higher Education

DLB/MHS/KLH



March 12, 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

Policy R345, *Information Technology Resource Security*, provides a framework for institutional policies. It requires each institution to designate an information security 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*.

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David L. Buhler, Interim Commissioner

DLB/HRE  
Attachment

## ***R345, Information Technology Resource Security (DRAFT)***

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### **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 Office(s) (ISO)** - The Information Security Office(s) is (are) responsible for the development and maintenance of security strategy for the institution's IT Resource systems, risk assessments, compliance with ISO policies and guidelines, and for the resolution of campus IT security incidents. The institution may have ISO functions performed by one or more individuals or offices. If multiple individuals or offices are involved, their respective roles and assignments should be clearly delineated.

**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**

Each institution shall clearly define the roles and responsibilities of persons charged with the security of institutional information resources. The institution may organize the ISO office (s) as one person or multiple groups to fit its needs. Also the institution may choose to use designations other than "IT Resource Steward, IT Resource Custodian, and IT Resource Administrators" to describe the persons charged with the following roles and responsibilities.

**5.1. Institutional Information Security Office(s) (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.

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(Proposed for January 18, 2008.)



March 12, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: University of Utah – Approving Resolutions for the Issuance and Sale (Refunding/Refinancing) of Specified Revenue Bonds

After evaluating recent changes in bond markets, the University of Utah's financial advisors and bond counsel have advised the University to seek approval to refund (refinance) certain revenue bonds. In each case, the University believes that projected net savings far exceed the cost of re-issuance.

The University requests approval of the attached resolutions associated with the following three bonds:

1. Approval for the issuance and sale by the State Board of Regents of the State of Utah of its University of Utah Research Facilities Revenue Refunding Bonds, Series 2008, in an amount not-to-exceed \$10 million to refund (refinance) the University of Utah Research Facilities Revenue Bonds, Series 2007A (NPS Building Acquisition).
2. Approval for the issuance and sale by the State Board of Regents of the State of Utah of its University of Utah Auxiliary and Campus Facilities System ("ACFS") Revenue Refunding Bonds, as required to refund (refinance) certain outstanding ACFS Bonds of the University (Series 1998A, 1999A, & 2001 Bonds).
3. Approval for the issuance and sale by the State Board of Regents of the State of Utah of its: 1) University of Utah Auxiliary and Campus Facilities System Revenue Refunding Bonds, in an amount not-to-exceed \$12 million, plus amounts necessary to cover costs of issuance and a debt service reserve, to refund (refinance) the University of Utah Auxiliary and Campus Facilities System Variable-Rate Revenue Bonds, Series 1997 (Rice Eccles Stadium Project); and 2) University of Utah Hospital Revenue Refunding Bonds, in an amount not-to-exceed \$20,240,000, plus amounts necessary to cover costs of issuance and debt service, to refund (refinance) the University of Utah Variable-Rate Hospital Revenue Bonds, Series 2006B.

Commissioner's Recommendation

The interim Commissioner recommends that the Board approve the resolutions associated with the bonds specified above.

DLB/MHS  
Attachments

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David L. Buhler  
Interim Commissioner of Higher Education

March 12, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: University of Utah – Authorization to Establish Differential Tuition for Graduate Programs in Public Health

Issue

The University of Utah seeks approval for a tuition differential for students in a public health graduate program.

Background

Regent Policy R510 provides for differential graduate tuition levels based on student and market demand, potential earning capacity of program graduates, societal importance of the program, and program costs. To date, 23 graduate programs at the four USHE universities have differential tuition. For a complete list of programs, see the 2008 USHE Data Book, Tab E: Tuition and Fees, Table 6 (page 5).

The University of Utah's Public Health Program proposes to establish a graduate differential tuition of \$150 per credit hour. Approximately 135 students per year would be impacted by the tuition differential. The proposed increase is necessary to maintain the quality of the graduate level programs. Funds generated by the tuition differential would be focused entirely on the instructional mission. They would be used primarily to appropriately fund existing courses, revise and upgrade courses, significantly increase the set of course offerings, and provided additional resources for supervising student projects.

Attachment 1 includes the University of Utah proposal with tuition rate comparison information for comparable purposes.

Commissioner's Recommendation

The Commissioner recommends approval of the proposed differential tuition for public health graduate programs.

DLB/MHS  
Attachments

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David L. Buhler  
Interim Commissioner of Higher Education

To: David Buhler, Interim Commissioner of Higher Education

From: Paul Brinkman, Associate VP, University of Utah

Date: February 15, 2008

Re: Differential Tuition, Public Health Program

The University of Utah seeks approval from the Utah State Board of Regents to institute a differential tuition for students in its graduate program in Public Health. A description of, and justification for, the proposed increase is attached. On behalf of President Young and the University's Board of Trustees, I respectfully request that you bring this proposal forward for consideration by the Regents as part of the tuition approval process for 2008-2009. Thank you.

## **University of Utah**

### **Request for Differential Tuition for the Public Health Program**

The University of Utah continues to examine tuition levels for its various graduate programs. In prior years, differential tuition rates have been imposed in fourteen subject matter areas including many in the health sciences. For academic year 2008-09, the University proposes to increase tuition differentially in one additional area, the Public Health Program in the School of Medicine's Department of Family and Preventive Medicine.

#### **Proposal**

A tuition increase of \$150 per credit hour is proposed for all students admitted for the 2008-09 academic year and thereafter. This charge would apply to all Master-level and Doctoral-level students as well as students enrolled in the Public Health Program Executive courses. Students currently enrolled in Public Health programs would be exempt. Differential tuition would total \$1,350 per semester for a full-time student. When fully implemented after several years, the differential tuition would impact about 135 students and generate approximately \$300,000 per year in revenue for the Program depending on the ratio of full-time to part-time students.

#### **Rationale and Purpose**

Internal and external reviews of the Program have consistently noted that additional financial resources are needed for the Program's long-term viability. The current student-faculty ratio is 20 to 1. Given the demands on faculty time for mentoring, advising, serving on student master's and doctoral committees, and other duties necessitated by the lack of general funds—in addition to teaching courses and conducting research—this ratio is too high for long-term success. Limitations on funding for courses have hampered the number of courses offered and the ability of instructors to allocate sufficient time to existing courses. In addition to the current challenges, a possible change in Medicaid funding rules could result in a significant loss of on-going support for the Program. Funds generated by the tuition differential would be focused entirely on the instructional mission. They would be used primarily to appropriately fund existing courses, revise and upgrade courses, significantly increase the set of course offerings, and provide additional resources for supervising student projects. These benefits would be secured in large part through the hiring of additional faculty along with a concomitant reduction in reliance on volunteer faculty.

#### **Tuition Levels Elsewhere, Competitive Position**

The tuition currently paid by students in the Program is relatively low when compared to rates charged by comparable programs at other institutions in the region and especially at peer institutions elsewhere in the country (see attached table). With the proposed differential tuition in place, the Program's tuition will be in the upper half for programs in the region but still well below levels for programs at peer institutions. In comparison to other health sciences programs at the University, the proposed tuition would be comparable to tuition levels in Nursing and Genetic Counseling but well below tuition in six other areas such as Physical Therapy and Nutrition. Overall, the Program's tuition will remain competitive.

Student demand for training in public health has been and will remain strong. Jobs are plentiful. Indeed, the need for public health professionals will grow as our society faces the challenges of an

aging population and continually changing threats from infectious diseases, bioterrorism, and antibiotic resistance. Salaries for public health professionals are attractive, typically above the median level for all salaries. Implementing the proposed differential tuition will increase their cost of attendance, but students in the Program will still be making an excellent investment from a financial perspective.

### **Student Perspective on the Proposed Differential Tuition**

The proposed differential tuition has been endorsed by the Public Health Program's Student Advisory Committee.

## **Public Health Programs 2007-08 Tuition for Full-Time Students**

Institution	Tuition Per Semester*	
	Resident	Non-Resident
University of Utah w/Differential	\$3,391	\$7,754
University of Utah current	\$2,041	\$6,404
BYU	\$2,580	NA
Westminster	\$7,452	NA
Idaho State University	\$2,580	\$6,922
University of Idaho	\$2,475	\$7,515
UNLV	\$1,550	\$6,955
Colorado Health Sciences Campus	\$4,044	\$7,257
University of New Mexico**	\$1,884	\$5,760
University of Iowa**	\$4,734	\$6,876
University of Illinois-Chicago**	\$4,889	\$8,888
University of Pittsburgh**	\$8,724	\$15,795
University of Washington**	\$4,709	\$10,733

\*Nine credits; includes mandatory fees.

\*\*Institutions identified as U of U peers by the State Board of Regents.

March 12, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Southern Utah University - Approving Resolution, Auxiliary System and Student Building Fee Revenue Bonds

Background

An aging infrastructure of existing student housing facilities is at the root of this resolution by Southern Utah University. The initial request received both Regent and Legislative approvals. The University has progressed through the bonding process to the resolution phase and now seeks Regents' approval of the attached bonds resolution document. In summary, the bonds parameters are listed below and are found in Exhibit A of the attached resolution document:

Principal amount not to exceed	\$15,000,000
Coupon interest rates not to exceed	6.00%
Discount from par not to exceed	2.00%
Optional redemption on or prior to the eleventh anniversary of the date of issuance at a redemption price of not to exceed	100%

Commissioner's Recommendation

The Commissioner recommends Regents' approval on the Southern Utah University's Bonds Resolution - Auxiliary System and Student Building Fee Revenue Bonds, Series 2008.

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David L. Buhler  
Interim Commissioner of Higher Education

DLB/MHS/NGM  
Attachments

APPROVING RESOLUTION  
SOUTHERN UTAH UNIVERSITY  
AUXILIARY SYSTEM AND STUDENT BUILDING FEE  
REVENUE BONDS

St. George, Utah

March 21, 2008

The State Board of Regents of the State of Utah met in regular session (including by electronic means) at Dixie State College in St. George, Utah on March 21, 2008, commencing at 9:00 a.m. The following members were present:

Jed H. Pitcher	Chair
Bonnie Jean Beesley	Vice Chair
Jerry C. Atkin	Member
Janet A. Cannon*	Member
Rosanita Cespedes	Member
Amy Engh**	Member
Katharine B. Garff	Member
Patti Harrington	Member
Greg W. Haws*	Member
Meghan Holbrook	Member
James S. Jardine	Member
David J. Jordan	Member
Nolan E. Karras	Member
Anthony W. Morgan	Member
Josh M. Reid	Member
Sara V. Sinclair	Member
Marlon O. Snow	Member
John H. Zenger	Member

Absent:

Also Present:

David L. Buhler	Interim Commissioner of Higher Education
Joyce Cottrell, C.P.S.	Secretary

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\* Non-voting Member from State Board of Education  
\*\* Student Member

After the meeting had been duly convened and called to order by the Chair, the roll had been called with the above result, the Chair announced that one of the purposes of the meeting was the consideration of various matters with respect to the issuance and sale of the State Board of Regents of the State of Utah, Southern Utah University Auxiliary System and Student Building Fee Revenue Bonds, Series 2008.

The following resolution was introduced in written form and after full discussion, pursuant to motion made by Regent \_\_\_\_\_ and seconded by Regent \_\_\_\_\_, was adopted by the following vote:

YEA:

NAY:

The resolution is as follows:



## RESOLUTION

A RESOLUTION OF THE STATE BOARD OF REGENTS OF THE STATE OF UTAH AUTHORIZING THE ISSUANCE AND SALE OF ITS SOUTHERN UTAH UNIVERSITY AUXILIARY SYSTEM AND STUDENT BUILDING FEE REVENUE BONDS, SERIES 2008 IN THE AGGREGATE PRINCIPAL AMOUNT OF NOT TO EXCEED \$15,000,000; AUTHORIZING THE EXECUTION OF A FIFTH SUPPLEMENTAL INDENTURE OF TRUST, A BOND PURCHASE AGREEMENT, AN OFFICIAL STATEMENT AND OTHER DOCUMENTS REQUIRED IN CONNECTION THEREWITH; AUTHORIZING THE TAKING OF ALL OTHER ACTIONS NECESSARY TO THE CONSUMMATION OF THE TRANSACTIONS CONTEMPLATED BY THIS RESOLUTION; AND RELATED MATTERS.

WHEREAS, the State Board of Regents of the State of Utah (the "Board") is established and exists under and pursuant to Section 53B-1-103, Utah Code Annotated 1953, as amended; and

WHEREAS, pursuant to the provisions of Title 53B, Chapter 1, Utah Code Annotated 1953, as amended, the Board is authorized to act as the governing authority of Southern Utah University (the "University") for the purpose of exercising the powers contained in Title 53B, Chapter 21, Utah Code Annotated 1953, as amended and the specific authorization of Section 63B-16-202(2), Utah Code Annotated 1953, as amended (collectively, the "Authorizing Act"); and

WHEREAS, pursuant to a General Indenture of Trust dated March 15, 1993 as heretofore amended and supplemented (the "General Indenture") between the Board and Wells Fargo Bank, N.A. (formerly First Security Bank of Utah, N.A.), as trustee (the "Trustee"), the Board, acting for and on behalf of the University, has issued several series of Bonds; and

WHEREAS, the General Indenture authorizes the issuance of Additional Bonds to be issued on a parity with all other outstanding bonds under the General Indenture; and

WHEREAS, in accordance with the provisions of the Authorizing Act, the Board is authorized to issue revenue bonds for and on behalf of the University for the purpose of constructing on-campus student dormitories (the "Project"); and

WHEREAS, the Board intends to issue revenue bonds for and on behalf of the University for the purpose of financing the Project, paying costs of issuance and funding reserves, all pursuant to the General Indenture, as further supplemented and amended by a Fifth Supplemental Indenture of Trust (the "Fifth Supplemental Indenture" and together with the General Indenture, the "Indenture") between the Board and the Trustee, which bonds will be designated as the "State Board of Regents of the State of Utah, Southern Utah University Auxiliary System and Student Building Fee Revenue Bonds, Series 2008" (the "Series 2008 Bonds") in an aggregate principal amount of not to exceed \$15,000,000; and

WHEREAS, the Series 2008 Bonds shall be payable solely from the revenues and other moneys pledged therefor and shall not constitute nor give rise to a general obligation or liability of the Board, the University or the State of Utah or constitute a charge against their general credit; and

WHEREAS, there has been presented to the Board at this meeting (i) a form of a Bond Purchase Agreement (the "Bond Purchase Agreement") among the Board, the University and Wells Fargo Brokerage Services, LLC, as underwriter for the Series 2008 Bonds (the "Underwriter"), (ii) a form of a Preliminary Official Statement relating to the Series 2008 Bonds (the "Preliminary Official Statement"), and (iii) a form of the Fifth Supplemental Indenture; and

WHEREAS, pursuant to Section 53B-21-102(3)(m) of the Authorizing Act, the Board desires to grant to the Chair and/or Vice Chair of the Board and/or the Chair of the Finance, Facilities and Accountability Committee of the Board the authority to approve the final interest rates, principal amounts, terms, maturities, redemption provisions and purchase price at which the Series 2008 Bonds shall be sold and any changes with respect thereto from those terms which were before the Board at the time of adoption of this Resolution; provided such terms do not exceed the parameters set forth in this Resolution.

NOW, THEREFORE, BE IT RESOLVED BY THE STATE BOARD OF REGENTS OF THE STATE OF UTAH, AS FOLLOWS:

Section 1. All terms defined in the foregoing recitals hereto shall have the same meanings when used herein.

Section 2. All action heretofore taken (not inconsistent with the provisions of this resolution) by the Board and the University and the officers of the Board and the University directed toward the issuance of the Series 2008 Bonds are hereby ratified, approved and confirmed.

Section 3. The Board hereby authorizes, approves and directs the use and distribution of the Preliminary Official Statement substantially in the form of the Preliminary Official Statement presented to the Board at this meeting in connection with the offering and sale of the Bonds. The Chair or Vice Chair of the Board and President or Vice President and Chief of Staff of the University are hereby authorized to execute and deliver on behalf of the Board a final Official Statement (the "Official Statement") in substantially the same form and with substantially the same content as the form of the Preliminary Official Statement presented to this meeting with any such alterations, changes or additions as may be necessary to finalize the Official Statement. The preparation, use and distribution of the Official Statement are hereby authorized.

Section 4. The Fifth Supplemental Indenture in substantially the form presented to this meeting is in all respects authorized, approved and confirmed. The Chair or Vice Chair and Secretary of the Board and the President or Vice President and Chief of Staff of the University are hereby authorized to execute and deliver the Fifth Supplemental Indenture in substantially the same form and with substantially the same content as the form of such document presented to

this meeting for and on behalf of the Board and the University with such alterations, changes or additions as may be authorized by Section 8 hereof.

Section 5. For the purpose of providing funds to be used for (i) the financing of all or part of the Project, (ii) the funding of a deposit to a debt service reserve fund and (iii) paying costs of issuance, the Board hereby authorizes the issuance of the Series 2008 Bonds in the aggregate principal amount of not to exceed the sum of \$15,000,000. The Series 2008 Bonds shall mature on such date or dates, be subject to redemption and bear interest at the rates, as shall be approved by the Chair or Vice Chair of the Board or the Chair of the Finance, Facilities and Accountability Committee, all within the parameters set forth on Exhibit A attached hereto and incorporated herein by reference. The issuance of the Series 2008 Bonds shall be subject to the final advice of Bond Counsel and to the approval of the Attorney General of the State of Utah.

Section 6. The form, terms and provisions of the Series 2008 Bonds and the provisions for the signatures, authentication, payment, registration, transfer, exchange, redemption and number shall be as set forth in the General Indenture, as amended and supplemented by the Fifth Supplemental Indenture. The Chair or Vice Chair and the Secretary of the Board and the President or Vice President and Chief of Staff of the University are hereby authorized to execute and seal by manual or facsimile signature the Series 2008 Bonds and to deliver the Series 2008 Bonds to the Trustee for authentication. All terms and provisions of the General Indenture, the Fifth Supplemental Indenture and the Series 2008 Bonds are hereby incorporated in this resolution. The appropriate officials of the Board and the University are hereby authorized to execute and deliver to the Trustee the written order of the Board for authentication and delivery of the Series 2008 Bonds in accordance with the provisions of the Indenture.

Section 7. The Series 2008 Bonds shall be sold to the Underwriter with an Underwriter's discount of not to exceed 0.60% of the face amount of the Series 2008 Bonds (plus out of pocket expenses). The Bond Purchase Agreement in substantially the form presented to this meeting is hereby authorized, approved and confirmed. The Chair or Vice Chair of the Board or the Chair of the Finance, Facilities and Accountability Committee and the President or Vice President and Chief of Staff of the University are hereby authorized to execute and deliver the Bond Purchase Agreement in substantially the same form and with substantially the same content as the form of the Bond Purchase Agreement presented at this meeting for and on behalf of the Board with final terms as may be established for the Series 2008 Bonds within the parameters set forth herein and with such alterations, changes or additions as may be necessary or as may be authorized by Section 8 hereof. Pursuant to Section 53B-21-102(3)(m) of the Authorizing Act, the Chair or Vice-Chair of the Board and/or the Chair of the Finance, Facilities and Accountability Committee and the President or Vice President and Chief of Staff of the University are hereby authorized to specify and agree as to the final principal amounts, terms, discounts, maturities, interest rates, redemption features and purchase price with respect to the Series 2008 Bonds for and on behalf of the Board and the University and any changes thereto from those terms which were before the Board at the time of adoption of this Resolution, provided such terms are within the parameters set by this Resolution, such approval to be conclusively established by the execution of the Bond Purchase Agreement and the Fifth Supplemental Indenture.

Section 8. The appropriate officials of the Board and the University, including without limitation the Chair or Vice Chair of the Board and/or the Chair of the Finance, Facilities and Accountability Committee and the President or Vice President and Chief of Staff of the University are authorized to make any alterations, changes or additions to the General Indenture, the Fifth Supplemental Indenture, the Series 2008 Bonds, the Bond Purchase Agreement, the Preliminary Official Statement, the Official Statement or any other document herein authorized and approved which may be necessary to correct errors or omissions therein, to complete the same, to remove ambiguities therefrom, to conform the same to other provisions of said instruments, to the provisions of this resolution or any resolution adopted by the Board or the provisions of the laws of the State of Utah or the United States.

Section 9. The appropriate officials of the Board and the University, including without limitation the Chair, Vice Chair, the Chair of the Finance, Facilities and Accountability Committee, Commissioner of Higher Education and Secretary of the Board and the President and Vice President and Chief of Staff of the University, are hereby authorized and directed to execute and deliver for and on behalf of the Board and the University any or all additional certificates, documents and other papers and to perform all other acts they may deem necessary or appropriate in order to implement and carry out the matters authorized in this Resolution and the documents authorized and approved herein.

Section 10. The appropriate officers of the Board and the University, including without limitation the Chair, Vice Chair, the Chair of the Finance, Facilities and Accountability Committee, Commissioner of Higher Education and Secretary of the Board and the President and Vice President and Chief of Staff of the University are hereby authorized to take all action necessary or reasonably required by the Indenture, the Official Statement or the Bond Purchase Agreement to carry out, give effect to and consummate the transactions as contemplated thereby and are authorized to take all action necessary in conformity with the Authorizing Act.

Section 11. Upon their issuance, the Series 2008 Bonds will constitute special limited obligations of the Board payable solely from and to the extent of the sources set forth in the Indenture. No provision of this Resolution, the Series 2008 Bonds, the Bond Purchase Agreement, the Official Statement, the Indenture or any other instrument, shall be construed as creating a general obligation of the Board or the University, or of creating a general obligation of the State of Utah or any political subdivision thereof, nor as incurring or creating a charge upon the general credit of the Board, the University, the State of Utah or any political subdivision thereof.

Section 12. After any of the Series 2008 Bonds are delivered by the Trustee to the Underwriter and upon receipt of payment therefor, this Resolution shall be and remain irrevocable until the principal of, premium, if any, and interest on the Series 2008 Bonds are deemed to have been fully discharged in accordance with the terms and provisions of the Indenture.

Section 13. If any provisions of this Resolution should be held invalid, the invalidity of such provisions shall not affect the validity of any of the other provisions of this Resolution.

Section 14. All resolutions of the Board or parts thereof inconsistent herewith, are hereby repealed to the extent only of such inconsistency. This repealer shall not be construed as reviving any bylaw, order, resolution or ordinance or part thereof.

Section 15. This Resolution shall become effective immediately upon its adoption.

PASSED AND APPROVED BY THE STATE BOARD OF REGENTS OF THE STATE  
OF UTAH THIS 21<sup>st</sup> DAY OF MARCH, 2008.

STATE BOARD OF REGENTS OF THE STATE  
OF UTAH

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Chair

( S E A L )

ATTEST:

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Secretary

After the conduct of other business not pertinent to the above, the meeting was, on motion duly made and Seconded, adjourned.

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Chair

( S E A L )

ATTEST:

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Secretary

STATE OF UTAH )  
 : ss.  
COUNTY OF SALT LAKE )

I, Joyce Cottrell, do hereby certify that I am the duly qualified and acting Secretary of the State Board of Regents of the State of Utah.

I further certify that the above and foregoing constitutes a true and correct copy of an excerpt of the minutes of a meeting of said Board held on March 21, 2008 and of a resolution adopted at said meeting, as said minutes and resolution are officially of record in my possession.

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of said Board this 21st day of March, 2008.

Secretary

( S E A L )





IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of the State Board of Regents of the State of Utah, this 21st day of March, 2008.

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Secretary

SCHEDULE 1

Notice of Public Meeting

(See Transcript Document No. \_\_\_\_\_)

SCHEDULE 2

Notice of Annual Meeting Schedule

(See Transcript Document No. \_\_\_\_\_)

SCHEDULE 3

ELECTRONIC MEETING POLICY

## EXHIBIT A

### Parameters

Principal amount not to exceed (with up to \$12,500,000 for Project financing)	\$15,000,000
Coupon Interest rates not to exceed	6.00%
Discount from par not to exceed	2.00%
Optional Redemption on or prior to the eleventh anniversary of the date of issuance at a redemption price of not to exceed	100%
Final Maturity not to exceed	30 years from date of issuance

March 12, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Dixie State College – Campus Master Plan

Dixie State College seeks approval of its master plan during the March 2008 meeting of the Board. There have been no significant changes to the College's Master Plan since the Regents last approved it in April 2007. Maps and plans for Dixie State College will be hand carried to the Board meeting. Dixie State College officials will be present with more detailed information and will respond to questions from the Board.

Commissioner's Recommendation

The Commissioner recommends the Board review the Dixie State College Master Plan and approve it subsequent to the formal presentation.

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David L Buhler  
Interim Commissioner of Higher Education

DLB/MHS/MV

March 12, 2008

MEMORANDUM

TO: State Board of Regents  
FROM: Richard E. Kendell  
SUBJECT: Action: Consent Calendar, Finance, Facilities, and Accountability Committee

The Commissioner recommends that the Regents approve the following items on the Finance, Facilities, and Accountability Committee Consent Calendar:

- A. **USHE – Money Management Reports (Attachment 1).** State law and associated Board of Regent policy (R541) require that the Board of Regents submit an annual report to the Governor and the Legislature summarizing investments made by USHE. This analysis is compiled from investment reports submitted by the institutions. On a monthly and annual basis each institution prepares investment reports that are reviewed and approved by the treasurer of the institution attesting to the compliance of said institution to UPMIFA (Uniform Prudent Management of Institutional Funds Act) and the State Money Management Act and submitted for approval to each of the institution's Board of Trustees (responsibility for approving of these reports was delegated by the Board of Regents). The annual report is also audited by the internal auditor(s) of each institution to verify compliance. Complete institutional reports (monthly and annual) are on file in the Commissioner's Office. The following graphs are a summary of what was approved by each Board of Trustees and demonstrate the relative size of institutional investments and the asset allocations in place at each school. In two or three cases, institutions were slightly out of compliance with policy. Staff has been in contact with these institutions and have reviewed institutional plans to come into compliance. This report is presented for Board of Regent information prior to being submitted to the Governor and Legislature.
- B. **USHE – UofU and USU – Capital Facilities Delegation Reports (Attachment 2).** 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.
- C. **Utah State University – Property Sale (Attachment 3).** Utah State University requests permission to sell property in Vernal, Utah, which the University has used since 1990. Proceeds from the sale will be put toward the cost of constructing a new educational building on another site in Vernal. The sale will not proceed until approval is granted by the city and an appraisal has been obtained.
- D. **Dixie State College – Reciprocal Tuition Waiver Agreement with College of Southern Nevada (Attachment 4).** The proposed reciprocity agreement between Dixie State College and College of Southern Nevada is patterned after a agreement which has been in place for many years between Utah State University and Idaho State University.



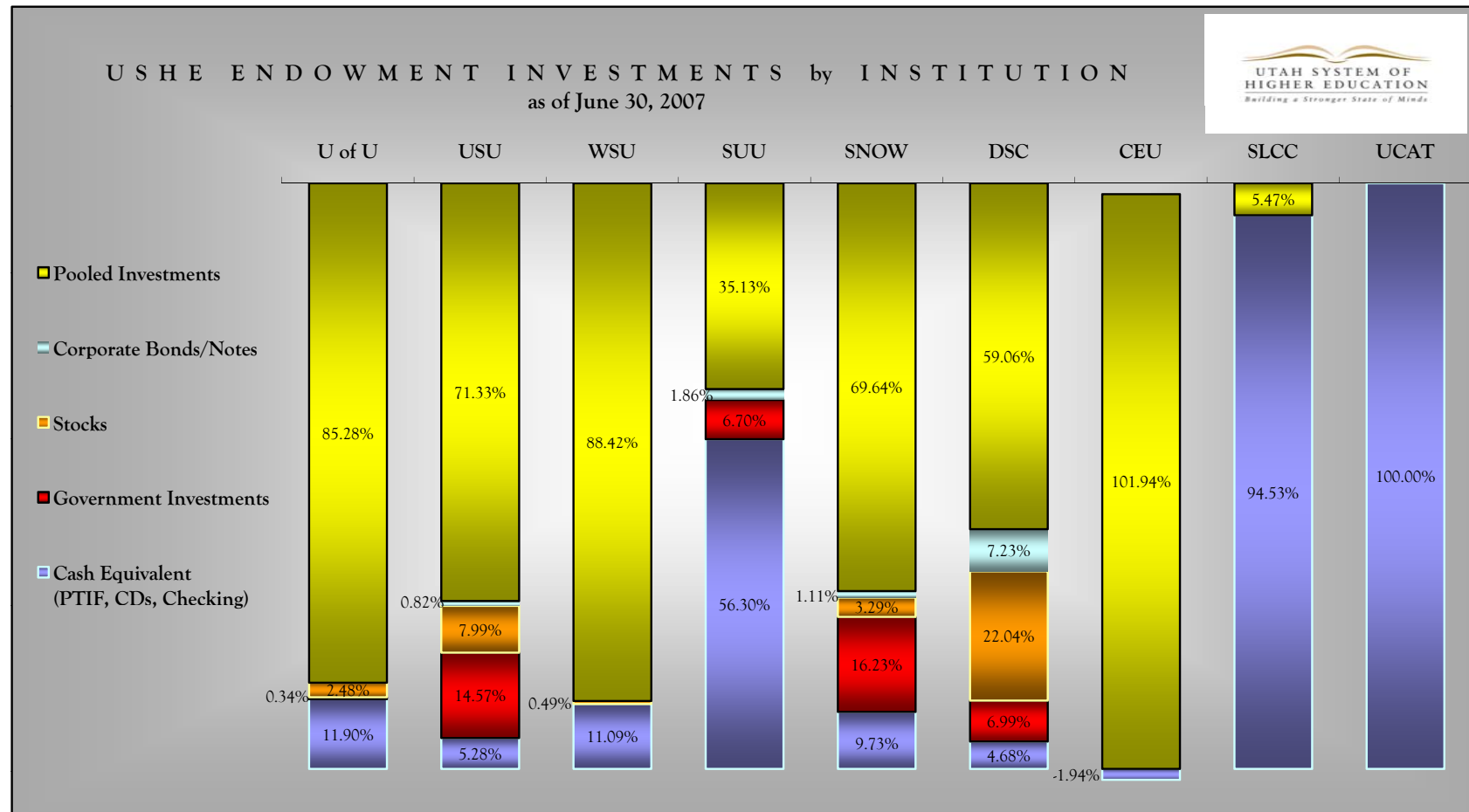
- E. **Utah Valley State College – Utah County Academy of Science Lease (Attachment 5).** Utah Valley State College requests approval to lease space in two College-owned buildings to the Utah County Academy of Science (UCAS), a Gates-sponsored public charter school. The attached lease identifies monthly rent to be paid by UCAS for use of an existing classroom building (the Annex) as well as a contiguous Multipurpose Building which will be constructed. Regents will recall that the Annex Building consists of several portable units, formerly used by the Alpine School District, located on the northwest corner of the Orem campus. This partnership with a public charter school is similar to those currently in place at Salt Lake Community College and the Davis Applied Technology College.
- F. **Utah Valley State College – Purchase of Property Contiguous to Campus “the Orchard” (Attachment 6).** Utah Valley State College is requesting approval to purchase 5.19 acres of real property contiguous to UVSC. This property, known as “the Orchard”, has been included as part of our master plan and represents the last piece of undeveloped property next to the campus. The property was appraised at \$2.75 million, so the purchase represents a seven percent above appraised value. Funding for this property is \$2.03 million from the Utah Legislature and \$1.32 million for institutional reserves.
- G. **Utah Valley State College – Proposed Library Remodel (Attachment 7).** Utah Valley State College requests approval to remodel the old library on the main campus. The remodel of this space will add approximately seventy-five new offices to be utilized for additional advisors, faculty, and career counseling. The cost will be approximately \$5 million with \$1.5 million being allocated from capital improvement for remodel of the HVAC. The additional \$3.5 million will be to convert this space into a student success building.

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David L. Buhler  
Interim Commissioner of Higher Education

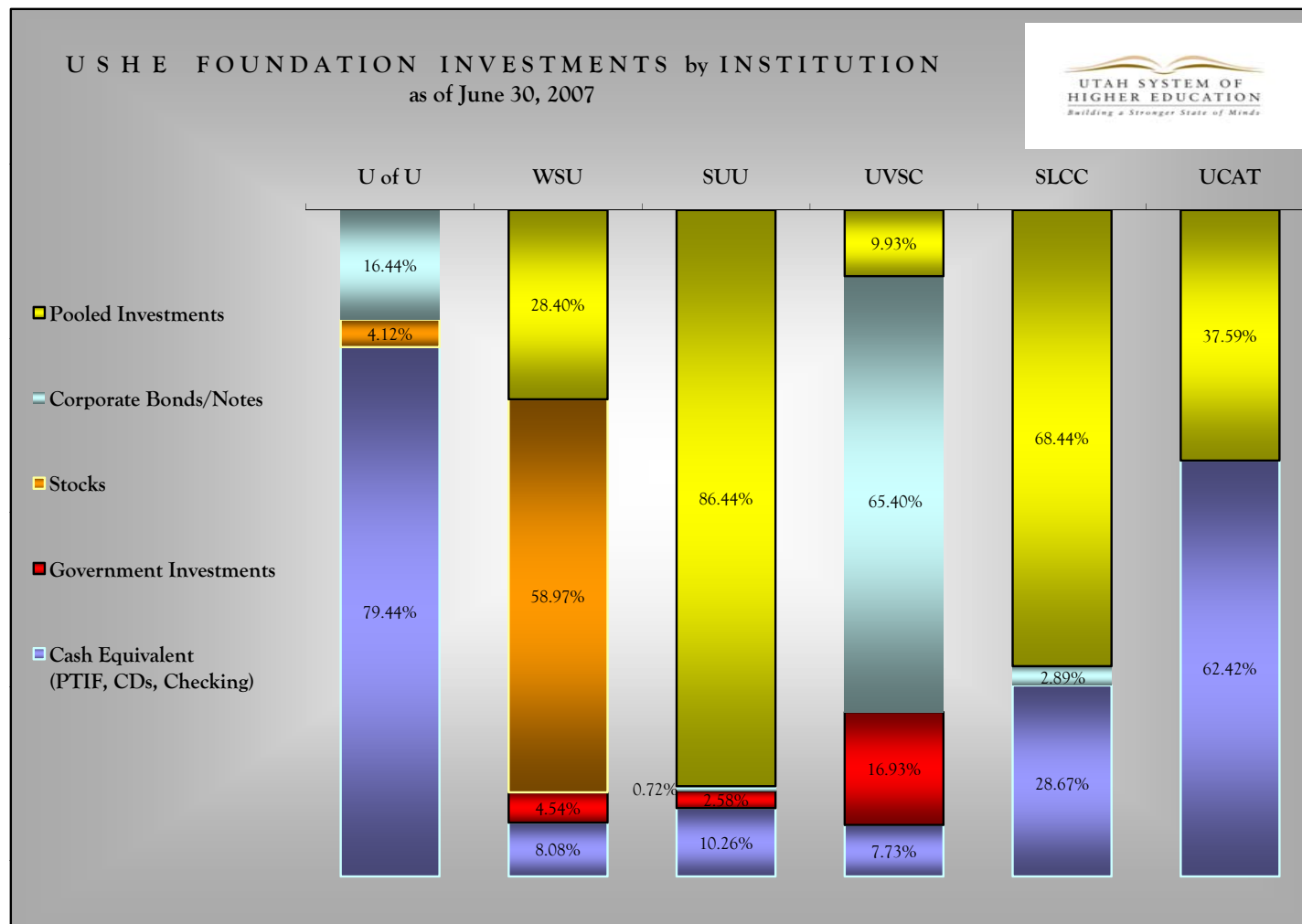
REK/MHS/TC/MV  
Attachments

E N D O W M E N T I N V E S T M E N T S									
CATEGORY OF INVESTMENT	U of U	USU	WSU	SUU	SNOW	DSC	CEU	SLCC	UCAT
Pooled Investments	85.28%	71.33%	88.42%	35.13%	69.64%	59.06%	101.94%	5.47%	0.00%
Corporate Bonds/Notes	0.00%	0.82%	0.00%	1.86%	1.11%	7.23%	0.00%	0.00%	0.00%
Stocks	2.48%	7.99%	0.49%	0.00%	3.29%	22.04%	0.00%	0.00%	0.00%
Government Investments	0.34%	14.57%	0.00%	6.70%	16.23%	6.99%	0.00%	0.00%	0.00%
Cash Equivalent (PTIF, CDs, Checking)	11.90%	5.28%	11.09%	56.30%	9.73%	4.68%	-1.94%	94.53%	100.00%



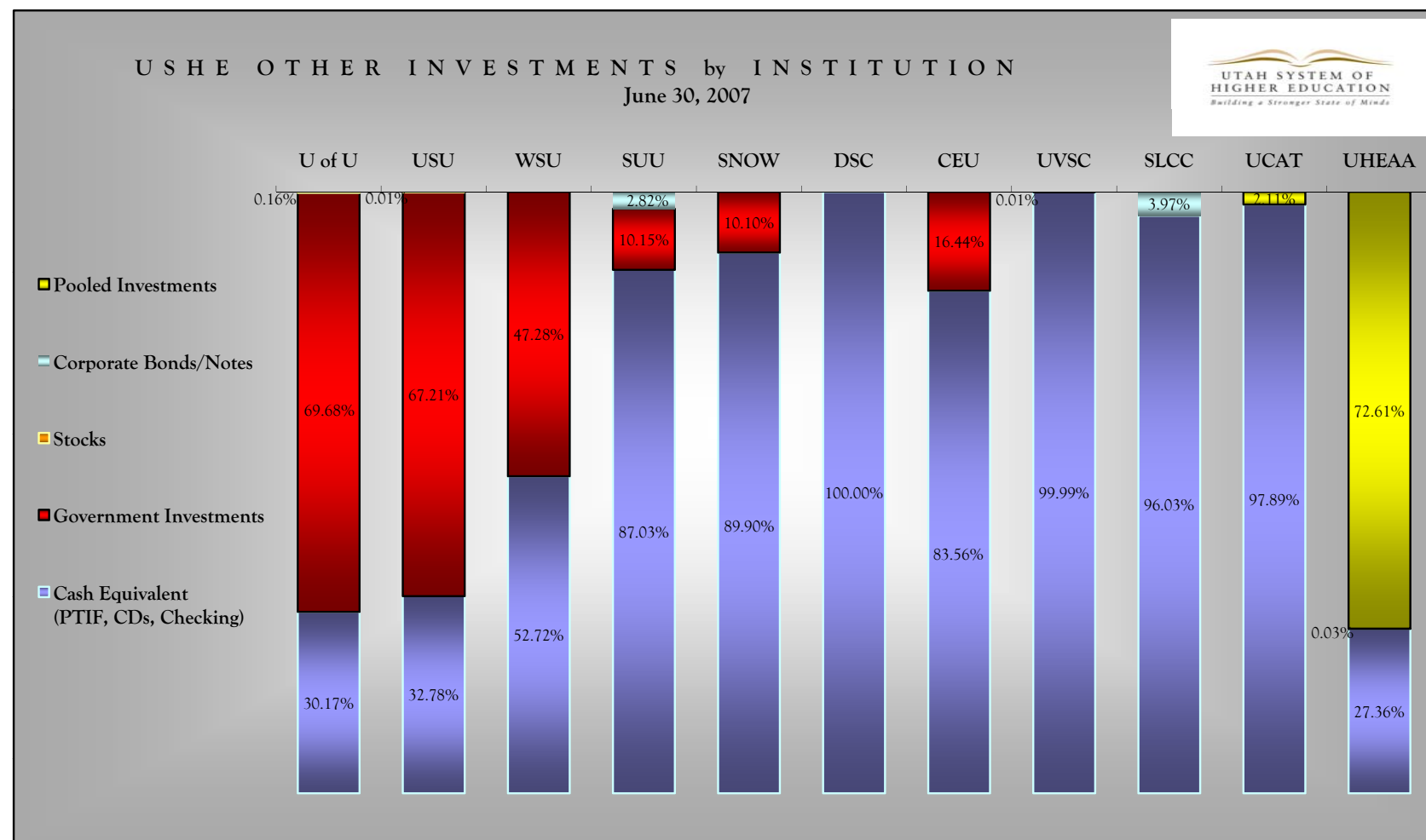
\* Note: UVSC and UHEAA do not have endowments or manage endowments within the foundation

F O U N D A T I O N I N V E S T M E N T S						
CATEGORY OF INVESTMENT	U of U	WSU	SUU	UVSC	SLCC	UCAT
Pooled Investments	0.00%	28.40%	86.44%	9.93%	68.44%	37.59%
Corporate Bonds/Notes	16.44%	0.00%	0.72%	65.40%	2.89%	0.00%
Stocks	4.12%	58.97%	0.00%	0.00%	0.00%	0.00%
Government Investments	0.00%	4.54%	2.58%	16.93%	0.00%	0.00%
Cash Equivalent (PTIF, CDs, Checking)	79.44%	8.08%	10.26%	7.73%	28.67%	62.42%

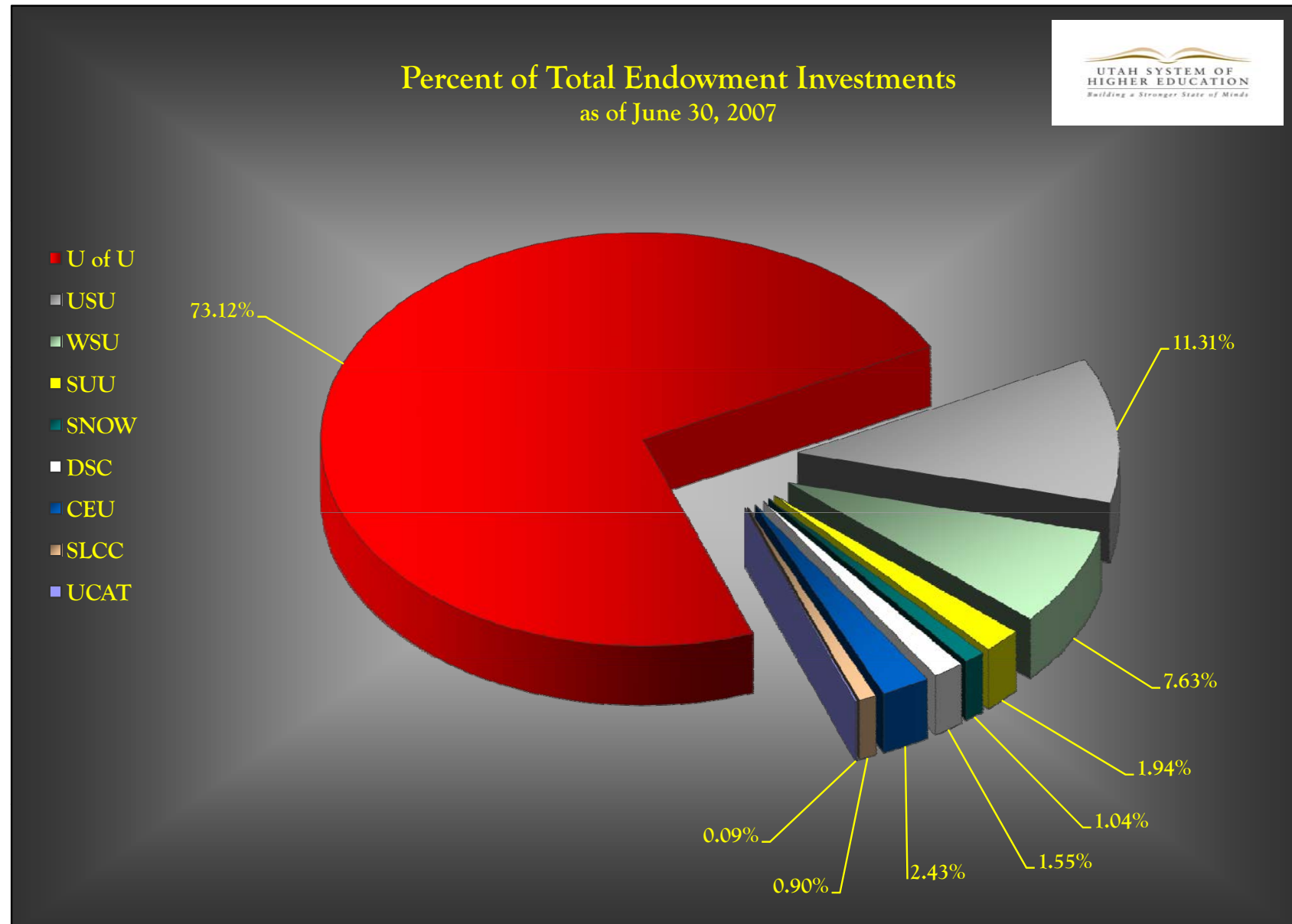


\*Note: USU blends foundation investments into its endowment; SNOW, CEU & UHEAA do not have investments within their foundations or do not have foundations; DSC's foundation reports separately

O T H E R I N V E S T M E N T S											
CATEGORY OF INVESTMENT	U of U	USU	WSU	SUU	SNOW	DSC	CEU	UVSC	SLCC	UCAT	UHEAA
Pooled Investments	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.01%	0.00%	2.11%	72.61%
Corporate Bonds/Notes	0.00%	0.00%	0.00%	2.82%	0.00%	0.00%	0.00%	0.00%	3.97%	0.00%	0.00%
Stocks	0.16%	0.01%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Government Investments	69.68%	67.21%	47.28%	10.15%	10.10%	0.00%	16.44%	0.00%	0.00%	0.00%	0.03%
Cash Equivalent (PTIF, CDs, Checking)	30.17%	32.78%	52.72%	87.03%	89.90%	100.00%	83.56%	99.99%	96.03%	97.89%	27.36%

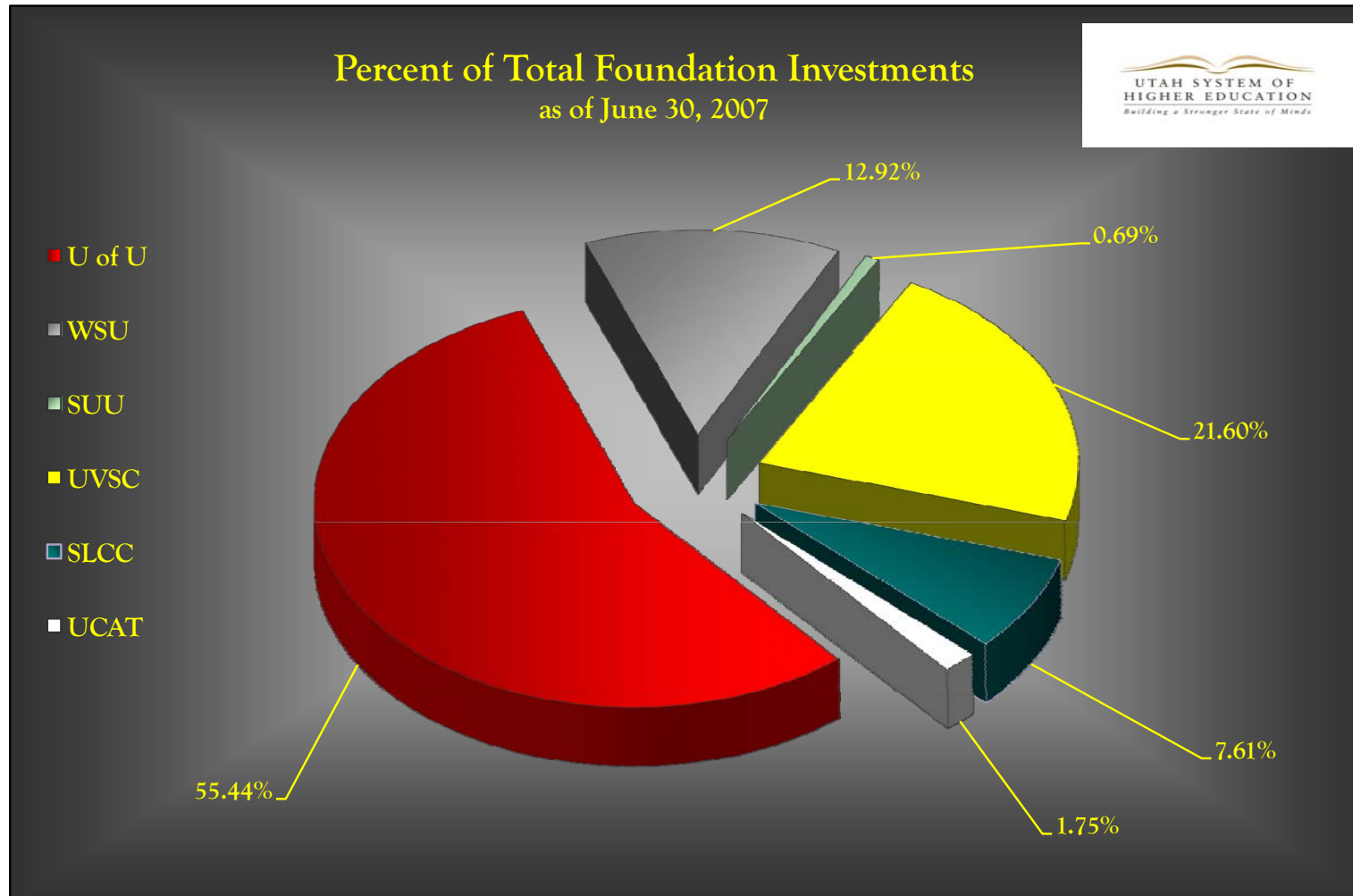


E N D O W M E N T   I N V E S T M E N T S									
TOTAL \$ INVESTED	U of U	USU	WSU	SUU	SNOW	DSC	CEU	SLCC	UCAT
\$ 691,769,931	\$ 505,803,582	\$ 78,213,930	\$ 52,798,677	\$ 13,415,502	\$ 7,223,044	\$ 10,695,986	\$ 16,790,301	\$ 6,201,178	\$ 627,731
	73.12%	11.31%	7.63%	1.94%	1.04%	1.55%	2.43%	0.90%	0.09%



\* Note: UVSC and UHEAA do not have endowments or manage endowments within the foundation

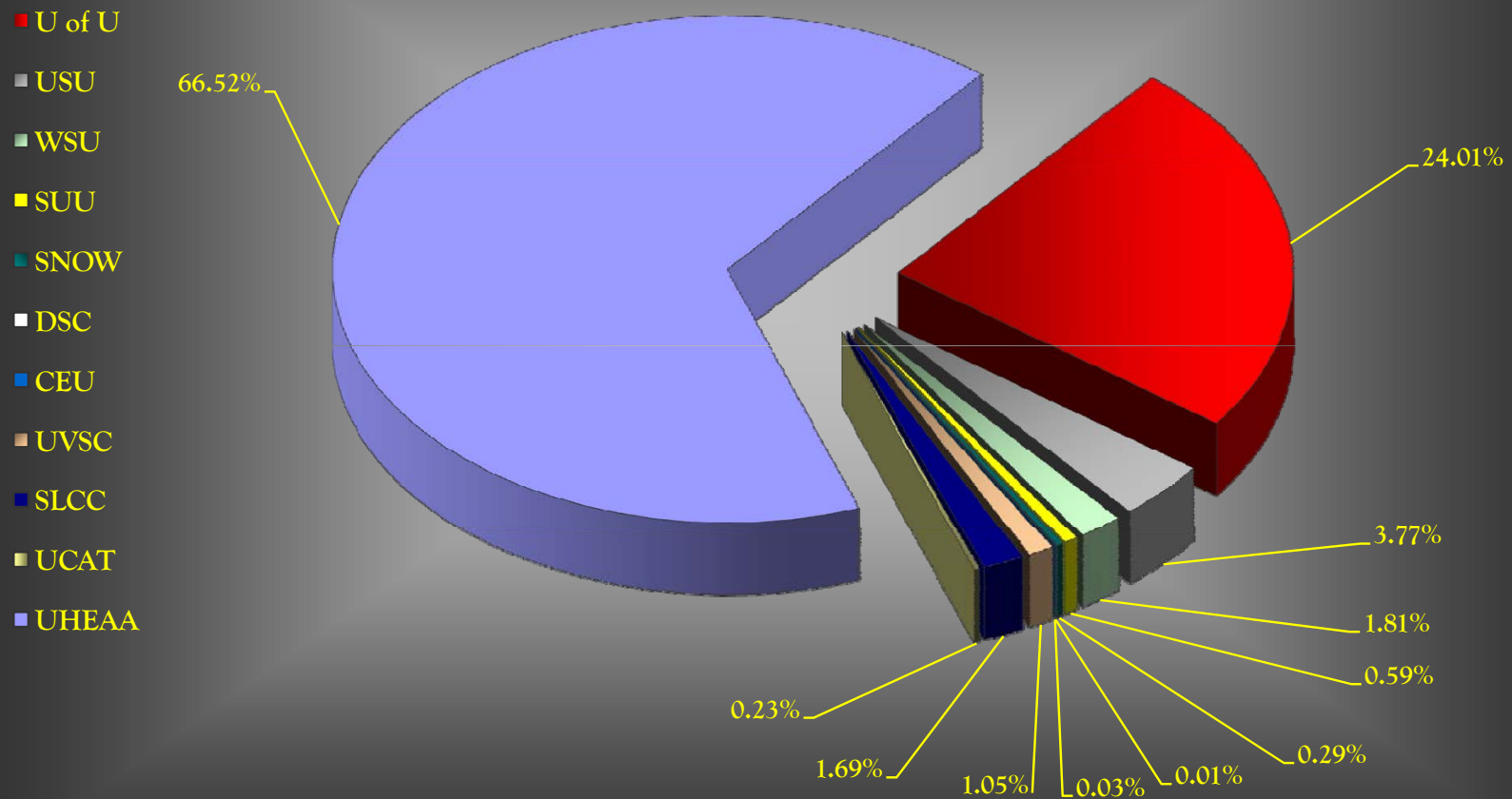
F O U N D A T I O N   I N V E S T M E N T S						
TOTAL \$ INVESTED	U of U	WSU	SUU	UVSC	SLCC	UCAT
\$ 82,740,762	\$ 45,869,338	\$ 10,687,914	\$ 567,574	\$ 17,874,883	\$ 6,294,247	\$ 1,446,806
	55.44%	12.92%	0.69%	21.60%	7.61%	1.75%



\*Note: USU blends foundation investments into its endowment; SNOW, CEU & UHEAA do not have investments within their foundations or do not have foundations; DSC's foundation reports separately

O T H E R   I N V E S T M E N T S											
TOTAL \$ INVESTED	U of U	USU	WSU	SUU	SNOW	DSC	CEU	UVSC	SLCC	UCAT	UHEAA
\$ 4,459,249,197	\$ 1,070,854,882	\$ 168,088,623	\$ 80,688,002	\$ 26,276,545	\$ 12,834,401	\$ 639,904	\$ 1,147,209	\$ 46,664,441	\$ 75,228,011	\$ 10,409,950	\$ 2,966,417,229
	24.01%	3.77%	1.81%	0.59%	0.29%	0.01%	0.03%	1.05%	1.69%	0.23%	66.52%

Percent of Total Other Investments  
as of June 30, 2007



March 4, 2008

Commissioner David Buhler  
Board of Regents Building, The Gateway  
60 South 400 West  
Salt Lake City, UT 84101-1284

Dear Commissioner Buhler,

We are requesting approval to purchase 5.19 acres of real property contiguous to UVSC. This property has been included as part of our master plan and represents the last piece of undeveloped property next to campus. This property has been platted and zoned for construction of twin homes.

The property was appraised at \$2.75 million so the purchase price represents a 7% above appraised value. Funding for this property is \$2.03 million from the Utah Legislature and \$1.32 million from institutional reserves.

If you have any questions about this purchase please call me at 801-863-8486.

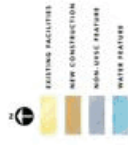
Sincerely,

Dr. Val Peterson  
Vice President  
Administration and Legislative Affairs  
UVSC

cc: Pres. William Sederburg  
Dr. Mark Spencer  
James Michaelis

Enclosure





1. Existing Buildings  
 2. New Buildings  
 3. Existing Parking  
 4. New Parking  
 5. Existing Roads and Highways  
 6. New Roads and Highways  
 7. Existing Railroads  
 8. New Railroads  
 9. Existing Airports  
 10. New Airports  
 11. Existing Water Features  
 12. New Water Features  
 13. Existing High-Cost Features  
 14. New High-Cost Features



March 12, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – Spring 2008 Enrollment Report

The attached report summarizes the 2007-08 Spring 3<sup>rd</sup> week enrollment figures for the traditional nine institutions. The report provides information regarding student headcount and FTE counts for both budget-related and self-support students.

The total budget-related student headcount was 119,253 for Spring 2008 compared to 119,475 for Spring 2007. The total budget-related student headcount was relatively flat for Spring 2008 compared to Spring 2007 with a slight decline of 222 students. The FTE count for Spring 2008 at 3<sup>rd</sup> week was 85,235 compared to 85,701 budget-related FTE students in Spring 2007. This represents an increase of approximately 164 FTE students.

**Spring 2008 3<sup>rd</sup> Week Budget Related Headcount Enrollment Report**

	Spring 3rd Week Headcount	Change over Spring 2007	% Change over Spring 2007
University of Utah	26,852	(371)	-1.36%
Utah State University	19,050	(457)	-2.34%
Weber State University	15,548	(327)	-2.06%
Southern Utah University	5,898	327	5.87%
Snow College	2,989	(164)	-5.20%
Dixie State College	4,908	96	2.00%
College of Eastern Utah	1,665	38	2.34%
Utah Valley State College	19,689	416	2.16%
Salt Lake Community College	22,654	220	0.98%
<b>USHE Total</b>	<b>119,253</b>	<b>(222)</b>	<b>-0.19%</b>

### Spring 2008 3<sup>rd</sup> Week Budget Related FTE Enrollment Report

	Spring 3rd Week FTE	Change over Spring 2007	% Change over Spring 2007
University of Utah	22,148	(297)	-1.32%
Utah State University	14,054	(93)	-0.65%
Weber State University	10,599	(233)	-2.15%
Southern Utah University	5,137	309	6.40%
Snow College	2,129	(211)	-9.02%
Dixie State College	3,562	112	3.23%
College of Eastern Utah	1,223	(35)	-2.74%
Utah Valley State College	13,564	522	4.01%
Salt Lake Community College	12,821	91	0.71%
<b>USHE Total</b>	<b>85,235</b>	<b>165</b>	<b>0.19%</b>

Budget-related and self-support enrollment figures are included in the attachment.

#### Commissioner's Recommendation

This item is for information only.

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David L. Buhler  
Interim Commissioner of Higher Education

REK/MHS/KLH  
Attachments

# Utah System of Higher Education

## Spring 2007-2008 3rd Week Headcount Enrollment Report

BUDGET RELATED HEADCOUNT				
	PRIOR	CURRENT	CHANGE	CHANGE
UU	27,223	26,852	(371)	-1.36%
USU	19,507	19,050	(457)	-2.34%
WSU	15,875	15,548	(327)	-2.06%
SUU	5,571	5,898	327	5.87%
SNOW	3,153	2,989	(164)	-5.20%
DSC	4,812	4,908	96	2.00%
CEU	1,627	1,665	38	2.34%
UVSC	19,273	19,689	416	2.16%
SLCC	22,434	22,654	220	0.98%
USHE	119,475	119,253	(222)	-0.19%

BUDGET RELATED & SELF SUPPORT HEADCOUNT				
	PRIOR	CURRENT	CHANGE	CHANGE
UU	29,510	29,122	(388)	-1.31%
USU	21,519	21,186	(333)	-1.55%
WSU	17,013	16,848	(165)	-0.97%
SUU	7,509	6,639	(870)	-11.59%
SNOW	3,365	3,187	(178)	-5.29%
DSC	5,247	5,338	91	1.73%
CEU	1,763	1,737	(26)	-1.47%
UVSC	20,976	21,431	455	2.17%
SLCC	23,262	23,252	(10)	-0.04%
USHE	130,164	128,740	(1,424)	-1.09%

Notes:

Source: USHE Database

Prior = 2006-2007 Spring 3rd-Week

## Utah System of Higher Education

### Spring 2007-2008 3rd Week FTE Enrollment Report

BUDGET RELATED FTE				
	PRIOR	CURRENT	CHANGE	CHANGE
UU	22,445	22,148	(297)	-1.32%
USU	14,146	14,054	(92)	-0.65%
WSU	10,832	10,599	(233)	-2.15%
SUU	4,828	5,137	309	6.40%
SNOW	2,340	2,129	(211)	-9.02%
DSC	3,451	3,562	111	3.22%
CEU	1,257	1,223	(34)	-2.70%
UVSC	13,042	13,564	522	4.00%
SLCC	12,731	12,821	90	0.71%
USHE	85,072	85,235	163	0.19%

BUDGET RELATED & SELF SUPPORT FTE				
	PRIOR	CURRENT	CHANGE	CHANGE
UU	22,703	22,366	(337)	-1.48%
USU	15,039	14,919	(119)	-0.79%
WSU	11,665	11,406	(259)	-2.22%
SUU	5,309	5,336	27	0.51%
SNOW	2,418	2,212	(206)	-8.52%
DSC	3,520	3,599	79	2.25%
CEU	1,291	1,244	(47)	-3.65%
UVSC	14,127	14,720	594	4.20%
SLCC	13,058	13,055	(3)	-0.02%
USHE	89,130	88,857	(273)	-0.31%

#### Notes:

Rounding Error - FTEs are calculated then rounded to the nearest one

Source: USHE Database

## Utah System of Higher Education

*Spring 2007-2008 3rd Week Headcount Enrollment Report*

	BUDGET RELATED GENDER			
	PRIOR	CURRENT	CHANGE	CHANGE
FEMALE	56,538	56,764	226	0.40%
MALE	62,423	62,455	32	0.05%
Unknown	514	34	(480)	-93.39%
USHE Total	119,475	119,253	(222)	-0.19%

## Utah System of Higher Education

*Spring 2007-2008 3rd Week Headcount Enrollment Report*

BUDGET RELATED ETHNICITY				
	PRIOR	CURRENT	CHANGE	CHANGE
American Indian Alaskan	1,362	1,319	(43)	-3.2%
Asian	2,997	2,764	(233)	-7.8%
Black or African American	1,064	1,184	120	11.3%
Hispanic or Latino	5,282	5,689	407	7.7%
Native Hawaiian or Pacific Islander	603	838	235	39.0%
Non Resident Alien	3,126	3,487	361	11.5%
Unspecified	8,947	8,873	(74)	-0.8%
White	96,094	95,099	(995)	-1.0%
Total	119,475	119,253	(222)	-0.2%

## Utah System of Higher Education

### Fall 2007-2008 EOT Headcount Enrollment Report

BR HEADCOUNT	PRIOR	CURRENT	CHANGE	CHANGE
UU	28,178	27,822	(356)	-1.26%
USU	21,295	21,498	203	0.95%
WSU	17,033	16,962	(71)	-0.42%
SUU	5,885	6,241	356	6.05%
SNOW	3,545	3,211	(334)	-9.42%
DSC	5,240	5,026	(214)	-4.08%
CEU	1,905	1,855	(50)	-2.62%
UVSC	19,347	19,983	636	3.29%
SLCC	25,783	24,798	(985)	-3.82%
USHE	128,211	127,396	(815)	-0.64%

BR & SS HEADCOUNT	PRIOR	CURRENT	CHANGE	CHANGE
UU	32,260	32,024	(236)	-0.73%
USU	25,091	25,159	68	0.27%
WSU	20,707	20,487	(220)	-1.06%
SUU	8,570	7,757	(813)	-9.49%
SNOW	4,221	3,770	(451)	-10.68%
DSC	6,599	6,413	(186)	-2.82%
CEU	2,330	2,103	(227)	-9.74%
UVSC	24,374	25,550	1,176	4.82%
SLCC	33,580	34,927	1,347	4.01%
USHE	157,732	158,190	458	0.29%

Notes:

Source: USHE Database

Prior = 2006-2007 Fall EOT

Current = 2007-2008 Fall EOT



## Utah System of Higher Education

### Fall 2007-2008 EOT Headcount Enrollment Report

BR FTE	PRIOR	CURRENT	CHANGE	CHANGE
UU	23,033	23,135	102	0.44%
USU	15,553	15,682	129	0.83%
WSU	11,589	11,355	(235)	-2.03%
SUU	5,219	5,560	341	6.54%
SNOW	2,882	2,514	(367)	-12.74%
DSC	3,833	3,782	(51)	-1.34%
CEU	1,443	1,378	(65)	-4.50%
UVSC	13,451	13,929	478	3.55%
SLCC	14,293	13,761	(532)	-3.72%
USHE	91,296	91,095	(201)	-0.22%

BR & SS FTE	PRIOR	CURRENT	CHANGE	CHANGE
UU	24,467	23,947	(520)	-2.13%
USU	17,343	17,554	211	1.22%
WSU	13,136	12,858	(278)	-2.12%
SUU	5,766	5,919	154	2.67%
SNOW	3,166	2,744	(422)	-13.32%
DSC	4,047	3,996	(51)	-1.25%
CEU	1,591	1,468	(123)	-7.74%
UVSC	15,834	16,452	617	3.90%
SLCC	16,501	17,144	643	3.90%
USHE	101,852	102,082	231	0.23%

#### Notes:

Rounding Error - FTEs are calculated then rounded to the nearest one

Prior = 2006-2007 Fall EOT

Current = 2007-2008 Fall EOT

## Utah System of Higher Education

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### *Fall 2007-2008 EOT Headcount Enrollment Report*

BR GENDER	PRIOR	CURRENT	CHANGE	CHANGE
FEMALE	62,094	61,922	(172)	-0.28%
MALE	65,402	65,323	(79)	-0.12%
Unknown	715	151	(564)	-78.88%
USHE Total	128,211	127,396	(815)	-0.64%

Prior = 2006-2007 Fall EOT

*Current = 2007-2008 Fall EOT*

## Utah System of Higher Education

### *Fall 2007-2008 EOT Headcount Enrollment Report*

BR Ethnicity	PRIOR	CURRENT	CHANGE	CHANGE
American Indian Alaskan	1433	1,448	15	1.0%
Asian	3193	3,057	(136)	-4.4%
Black or African American	1192	1,280	88	6.9%
Hispanic or Latino	5784	6,268	484	7.7%
Native Hawaiian or Pacific Islander	604	897	293	32.7%
Non Resident Alien	3302	3,612	310	8.6%
Unspecified	9794	10,399	605	5.8%
White	102,909	100,435	(2,474)	-2.5%
Total*	128,211	127,396	(815)	-0.6%

Prior = 2006-2007 Fall EOT

Current = 2007-2008 Fall EOT

March 12, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: UHEAA – Action of Regents' Executive Committee – Follow-up Report

This memorandum reports action taken by the Executive Committee of the State Board of Regents at a public meeting held on March 11, 2008. The Executive Committee approved a resolution to authorize early expiration of December 21, 2007, amendments to student loan bonds.

Commissioner's Recommendation

This is presented as information only.

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David L. Buhler  
Interim Commissioner of Higher Education

DLB/MHS  
Attachment

STATE BOARD OF REGENTS EXECUTIVE COMMITTEE  
SPECIAL MEETING VIA CONFERENCE CALL  
MARCH 11, 2008  
Minutes

Regents Participating:

Jed H. Pitcher, Chair  
Bonnie Jean Beesley, Vice Chair  
Katharine B. Garff  
Meghan Holbrook  
David J. Jordan  
Nolan E. Karras

Regents Excused:

Jerry C. Atkin  
James S. Jardine

Office of the Commissioner

David L. Buhler, Interim Commissioner  
Joyce Cottrell, Executive Secretary  
Richard Davis, Deputy Executive Director, UHEAA  
David A. Feitz, Executive Director, UHEAA  
Mark H. Spencer, Associate Commissioner for Finance and Facilities

Others

Thomas C. Anderson, Attorney General's Office  
Paul Wozniak, Investment Bank of Scotland (investment banker)  
Blake Wade, Ballard Spahr (bond counsel)

At 10:00 am, Chair Pitcher asked Secretary Cottrell to call the roll and to confirm the establishment of a quorum. Commissioner Buhler thanked everyone for their participation.

Commissioner Buhler explained that due to the uncertainty in credit markets, the Regents' Executive Committee voted in December to raise the cap on interest rates paid to bond holders in an effort to improve liquidity. This was then extended until May 31 at the January Board meeting. We now know that this did not have the desired effect. It did not improve liquidity but it has increased our costs. As a result, the Student Finance Subcommittee met on Friday, March 7, and recommended that the Regents' Executive Committee rescind this action and return to the original terms of the bond indenture. He asked Regent Karras to comment.

Regent Karras explained that under the indenture auction rate of securities, there will be a revision that takes over for a failed auction, based on a formula. The Board voted to suspend the funding formula, raising the amount to be paid, hoping there would not be a failed market. However, raising the rates did not prohibit the bonds from failing. The Student Finance Subcommittee's recommendation was to go back to the formula. In addition, alternative methods for financing bonds will need to be developed.

Executive Director Feitz said UHEAA is hoping for government intervention to "shore up" some of the markets. The Federal Reserve today put \$2 billion into the credit markets, in that hope, but there is no guarantee. The Executive Committee's action today will save UHEAA up to one million dollars.

Regent Karras pointed out that traditionally the big banks made sure the market was efficient. But as the credit market stalled, there was so much credit on the market that the banks could not afford to buy all of the bonds. This resulted in a failed market. Some of the market rate securities have gone as high as 15 percent for tax-exempt bonds. The larger municipalities are retiring their auction-rate securities.

Mr. Feitz said there was no basic difference between the UHEAA bonds and the sub-prime mortgages, in that they were all considered "exit-backed securities," i.e., the government guarantees the bonds against loss. UHEAA is well positioned with good financial reserves. Agency administrators plan to use those reserves to continue to make new loans this fall. If it becomes necessary to use the reserves to repay existing debt, new loans cannot be issued. He emphasized that these are still good loans; there is just not enough cash available. It is possible that the interest rates could go as low as 0 percent. The credit markets are trying to find a way to turn the current situation around.

**Regent Karras moved that the Board Executive Committee adopt the resolution providing for an early termination of the artificial caps to implement the action recommended by the Student Finance Subcommittee, with the understanding that this is being done on an emergency basis due because of the possibility of losing substantial amounts of money in the UHEAA accounts due to the current liquidity problems in the credit markets. Regent Garff seconded the motion.**

Mr. Wade said there is currently much discussion about whether what is happening in the auction market will result in litigation. Regent Karras pointed out that personal injury attorneys have been advertising for people who have been hurt by this problem. Mr. Anderson said the Attorney General's Office was aware of the possibility of litigation but thinks that is unlikely. It is thought that the savings effected by the Executive Committee's action today would be at least equal to any recovery, should someone bring legal action.

**Vote was taken on the motion, which carried unanimously.** The meeting adjourned at 10:20 a.m. Commissioner Buhler again thanked everyone for their time and participation.

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Joyce Cottrell CPS, Executive Secretary

March 12, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah Scholars Update—Information Item

Issue

The first prong of the Regents' "preparation, participation, and completion" agenda is perhaps the most critical, because if high school students do not prepare academically for postsecondary education, they will not enroll, they will not persist, and they will not graduate. Therefore, for the past two years the Office of the Commissioner has dedicated a great deal of time and energy to implementing the State Scholars Initiative in Utah, which is a business/education partnership designed to motivate high school students to complete a rigorous, college-prep curriculum in grades 9-12. This report provides an update of the program's accomplishments as well as our plans for the future.

Background

A. Policy Justification for Utah Scholars

In February 2006, the U.S. Department of Education released a major study titled "The Toolbox Revisited: Paths to Degree Completion from High School Through College," which contains critical data on the issue of academic preparation for college. Drawing its data from the National Education Longitudinal Study of 1988 (NELS:88/2000), this "longitudinal study followed a national sample of over 12,000 students (representing a weighted 2.9 million students) from the time they were in the 8<sup>th</sup> grade in 1988 to roughly age 26 or 27 in December 2000."<sup>1</sup>

In the Executive Summary, Clifford Adelman, the study's author, emphasized the importance of taking a rigorous course of study in high school; he stated:

"The academic intensity of the student's high school curriculum still counts more than anything else in precollegiate history in providing momentum toward completing a

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<sup>1</sup> Clifford Adelman, *The Toolbox Revisited: Paths to Degree Completion from High School Through College* (U.S. Dept. of Education, Feb. 2006), p. 3.

bachelor's degree. At the highest level of a 31-level scale describing this academic intensity, one finds students who, through grade 12 in 1992, had accumulated:

- 3.75 or more Carnegie units of English
- 3.75 or more Carnegie units of mathematics
- highest mathematics of either calculus, precalculus, or trigonometry
- 2.5 or more Carnegie units of science or more than 2.0 Carnegie units of core laboratory science (biology, chemistry, and physics)
- more than 2.0 Carnegie Units of foreign languages
- more than 2.0 Carnegie Units of history and social studies
- 1.0 or more Carnegie Units of computer science
- more than one Advanced Placement class
- no remedial English; no remedial mathematics

"These are minimums. In fact, students who reached this level of academic curriculum intensity accumulated much more than these threshold criteria, and 95 percent of these students earned bachelor's degrees (41 percent also earned master's, first professional, or doctoral degrees) by December 2000."<sup>2</sup>

Adelman further explained:

"There is a quantitative theme to the curriculum story that illustrates how students cross the bridge onto and through the postsecondary landscape successfully. The highest level of mathematics reached in high school continues to be a key marker in precollegiate momentum, with the tipping point of momentum toward a bachelor's degree now firmly above Algebra 2. But in order for that momentum to pay off, earning credits in truly college-level mathematics on the postsecondary side is *de rigeur*. The world has gone quantitative: business, geography, criminal justice, history, allied health fields—a full range of disciplines and job tasks tells students why math requirements are not just some abstract school exercise."<sup>3</sup>

Yet too many high school students in Utah do not complete a college-prep course of study. Seniors graduating in the classes of 2008, 2009, and 2010 will only have to complete 15 core credits to graduate from high school (including only three years of English, two years of math, and two years of science), while students in 37 states must now complete at least 20 core credits.<sup>4</sup> Beginning with the class of 2011, Utah high school students will have to complete 18 core credits (including four years of English, three years of math, and three years of science). However, students will still not be required to complete math through Algebra II, or to complete lab science courses in biology, chemistry, and physics.

The Utah Scholars program is a business/education partnership that works with local school districts to motivate high school students to complete the following courses in grades 9-12:

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<sup>2</sup> Id. at xviii.

<sup>3</sup> Id. at xix.

<sup>4</sup> National Center for Education Statistics, U.S. Dept. of Ed., *High School Coursetaking* (June 2007).



- 4 years of English
- 4 years of math (Algebra I, Geometry, Algebra II, and a senior-year advanced math class such as pre-calculus, calculus, statistics, or a concurrent enrollment math course)
- 3.5 years of social studies (e.g., Geography, U.S. History, World History, Economics, Government)
- 3 years of lab science (Biology, Chemistry, and Physics)
- 2 years of the same language other than English (e.g., French, German, Spanish, American Sign Language)

#### B. Initiation and Implementation of Utah Scholars 2006-2008

Utah Scholars was initiated in the 2006-2007 school year with a \$300,000 grant from the U.S. Department of Education and the Western Interstate Commission for Higher Education (WICHE). During the first year of implementation, we implemented the program in eight middle schools and five high schools across the Wasatch Front in the Davis, Granite, Jordan, and Park City School Districts. By the end of the 2006-2007 school year, a State Scholars presentation had been delivered to nearly 2,400 8<sup>th</sup> grade students by 20 different business and community leaders, and approximately 160 high school seniors were recognized as the first class of Utah Scholars.

During the second year of implementation, we have expanded the program to 39 middle schools and 36 high schools in the Ogden, Davis, Salt Lake City, Granite, Jordan, Alpine, Provo, Park City, and Washington County school districts. By the end of the 2007-2008 school year, nearly 11,000 8<sup>th</sup> and 9<sup>th</sup> grade students will have received the State Scholars presentation from some 105 trained business and community volunteers. In April, over 300 high school seniors will be recognized as the second class of Utah Scholars.

Sustainability of the program has been a priority since the day Utah was awarded the State Scholars grant in March 2006. Fortunately, both the political and the business communities in Utah have helped with funding for the program. During the 2007 General Session, the Utah Legislature granted the Regents' request for \$500,000 in one-time funds to sustain the administrative and operational costs of the program, and to allow the program to expand significantly. In addition to using part of these funds for a small staff and other operational costs, some of these funds have been used for strategic partnerships that have been very effective in promoting the program. Such partnerships and projects include:

- A partnership with Utah Campus Compact to support initiatives on several campuses to develop service learning projects tied to Utah Scholars (tutoring and mentoring programs, academic support services for high school students, outreach with Latino students, etc.).
- A partnership with the University of Utah to develop an assessment program for first-year college students to examine the preparedness and success of students completing the Utah Scholars curriculum.
- A partnership with the Academy for Math, Engineering & Science to fund a small project to get all AMES students to take the ACT sequence of tests to gauge college readiness.

- A partnership with the College Advising Corps at the University of Utah, to support the University's grant from the Jack Kent Cooke Foundation that is being used to place trained "advisors" in selected high schools to help juniors and seniors prepare for college.
- A partnership with Ken Garff Automotive and the Utah Blaze to promote literacy and college preparedness in elementary school through the Road to Success program.

While the Utah Legislature did not fund operational costs for Utah Scholars for FY 2008-2009, it did appropriate \$400,000 in ongoing funds and \$500,000 in one-time money, through S.B. 180, sponsored by Senator Lyle Hillyard and Rep. Mark Walker, to establish the "Regents' Scholarship" that will be connected to Utah Scholars. This innovative scholarship will have three features. First, students who complete the Utah Scholars Core Course of Study, or who complete an International Baccalaureate diploma with a minimum GPA, submit an ACT score, and lack a criminal record will receive a base \$1,000 scholarship that can be used toward tuition at any USHE institution, BYU, LDS Business College, Western Governor's University, or Westminster College. Second, students who complete the Utah Scholars Core Course of Study or an International Baccalaureate diploma with a 3.5 GPA and a 26 or higher on the ACT will be eligible for a scholarship equal to 75 percent of tuition that can be used at any of the same institutions. Finally, students who meet the academic criteria of the scholarship will also be eligible for up to \$100 per year for grades 9, 10, 11, and 12 in state matching funds for contributions made to a UESP account.

### C. Future Plans for Utah Scholars and Strategic Planning Issues

As we look ahead to the 2008-2009 school year and beyond, we have several goals and tasks ahead, including:

- We will be sending a six-person team to represent Utah Scholars at the first National Summit on Academic Rigor and Relevance in Boston on April 29-30, 2008, to be hosted by the U.S. Department of Education and WICHE. This team will be chaired by Lisa Vehrenkamp from American Express, who chairs the Salt Lake Chamber's newly formed Education Committee, and will also include Pearl Wright, Director of the Energy Solutions Foundation; Mary Shumway, State Career & Technical Education Director, Utah State Office of Education; Dirk Anderson, Governor's Office of Planning and Budget; Al Church, Principal and CEO, Academy for Math, Engineering & Science; and Dave Doty, Program Director, Utah Scholars. As part of the Summit, we will be working with national authorities and colleagues in other states to develop policy ideas on how to strengthen academic rigor in high school, and presenting a status report on Utah Scholars to the State Scholars Initiative National Advisory Board.
- We will be drafting, and submitting to the Regents for approval, no later than the May Board meeting, a new Regents' policy articulating the procedures for administering the new Regents' Scholarship.
- We will be developing written application materials to send to parents of Utah Scholars, as well as to post on the USHE, Utah Scholars, and Utah Mentor Web sites informing students about the criteria and application procedures required to obtain a Regents' Scholarship.

- We will be working with UHEAA, UESP, and institutional admissions and financial aid officers to coordinate the operational procedures of the Regents' Scholarship including, but not limited to, application processes and timelines, transcript review, disbursement of funds, and data collection.
- We will be meeting with superintendents and other school officials from school districts across the state in an effort to expand the Utah Scholars program to at least 20 of Utah's 40 school districts during the 2008-2009 school year.
- We will continue to work with the Salt Lake Chamber, Leadership Dixie, the Utah Hispanic Chamber, and other chambers and business groups across the state to recruit classroom presenters, corporate funding, and political support for Utah Scholars.
- We will continue to form and cultivate strategic partnerships with all higher education institutions in Utah Campus Compact to expand the reach and effect of Utah Scholars.
- We will work to develop and train multiple Utah Scholars steering committees, hopefully connected to USHE institutions, and chaired by business owners or institutional trustees, to facilitate the operation and sustainability of Utah Scholars at the local level.
- We will be holding our second annual Utah Scholars Senior Recognition banquet at the Miller Campus of Salt Lake Community College on April 22, 2008. Welcoming remarks will be given by President Cynthia Bioteau, with a keynote address to be delivered by former Commissioner of Higher Education Richard E. Kendell.

As far as planning, the Strategic Planning Committee and the Board should consider several planning and policy issues that are critical to the ongoing success of Utah Scholars, and to the Board's emphasis on the academic preparation of high school students. These issues include:

- The Board will need to develop a clear plan to obtain ongoing state and/or corporate financial support for the operation of Utah Scholars. While the program has been designed to be a relatively low-cost, straightforward program, it is very labor intensive to work with the program's multiple stakeholder groups, including public schools, business leaders, institutions of higher education, and national program authorities. Therefore, a source of continuous revenue will be needed to sustain the lean staff needed to run the program and ensure its consistent implementation throughout the state.
- The Board will need to make ongoing funding for the Regents' Scholarship a top priority in its budget in order to meet the demand for the scholarships.
- The Board will need to carefully consider the merits of the state funding three scholarships (Centennial, New Century, and Regents'), all of which reward different things and which may not all be producing college readiness to the same degree.
- The Regents, Presidents, and institutional Trustees will need to consider institutional admissions and scholarship requirements at USHE institutions and how such requirements align, or lack alignment, with the curriculum being encouraged by Utah Scholars.

- The Board should continue, in collaboration with the State Board of Education and the Utah K-16 Alliance, to explore various policy options related to Utah high school graduation requirements, including the possibility of a default college-prep curriculum for all students or incentives for school districts that voluntarily adopt more rigorous graduation standards.
- The Board should continue, in collaboration with the State Board of Education and the Utah K-16 Alliance, to explore the feasibility of eliminating Utah's high school assessment program (UBSCT) and replacing it with a universal ACT for all high school students.

Commissioner's Recommendation

This item is for information only and requires no action.


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David L. Buhler  
Interim Commissioner of Higher Education

DLB:dsd



# STATE SCHOLARS INITIATIVE



*A scholar  
today ...  
a success  
tomorrow!*

The **STATE SCHOLARS INITIATIVE** brings business leaders into the nation's classrooms, where they work with educators to motivate students to complete a rigorous course of study in high school – one that will give them a boost in college and/or in their careers.

In a knowledge-based economy, education beyond high school – whether that means college or a work-related training program – is essential. Students need a rigorous high school education if they're going to succeed after graduation, in school or in the workplace. Today, the State Scholars Initiative is helping thousands of students to strive for excellence and achieve it.

And now it's reaching out to help even more students – including those in your community.

# A high school diploma is no longer enough.

Businesses know it. Educators know it. And today, thanks to the State Scholars Initiative, students are finding out.

The State Scholars Initiative (SSI) is a national program that uses business leaders to encourage students to complete a rigorous course of study in high school, one that's patterned after the recommendations of the National Commission on Excellence in Education and other groups (see Table 1).

The partnering of business and education is critical. When businesspeople visit classrooms to talk to students directly about the importance of taking a rigorous course of study and how it will benefit them in work and life every day, they bring home for students the value of a strong education in a real-world, bottom-line way. That's a message all students need to hear, but one that's especially important for low-income students.



*"By encouraging students to take a more rigorous high school curriculum, we are fostering greater economic choice and individual responsibility."*

– Virginia Governor  
Timothy M. Kaine

*"The Scholars program inspires high school students to develop plans for their lives after graduation.... We were able to visualize the difference an education can make in the average salary of a person with a higher education."*

– Anna Hodges  
Mississippi Scholar and student at South Pike High

*"At Intel, we strongly believe that education is the key to a knowledge-based economy, innovation, and the future. The State Scholars Initiative is providing the venue for getting critical messages such as this out to tens of thousands of Arizona students, their parents, and teachers."*

– Shelly Esque  
Director of Public Affairs, Intel

Table 1. SSI Core Course of Study

COURSES	YEARS
<b>English</b> (English I, English II, English III, English IV)	4
<b>Mathematics</b> (Algebra I, Geometry, Algebra II)	3
<b>Science</b> (Biology, Chemistry, Physics)	3
<b>Social Studies</b> (U.S. History, World History, World Geography, Economics, or Government)	3.5
<b>Languages other than English</b> (2 years of the same language)	2
<b>TOTAL CREDITS</b>	<b>15.5</b>

## Win/Win or Lose/Lose?

The State Scholars Initiative was created to address a particular reality: Our businesses and our economy are demanding more of workers – more skills, a more flexible knowledge base and, above all, a greater capacity to learn – than at any time in history. Our companies will require this, and the quick-changing global economy will demand it. According to the Bureau of Labor Statistics, employees will need some education after high school – a bachelor's or associate's degree, generally – to qualify for most of the 20 fastest-growing occupations.<sup>1</sup> Even those individuals who don't go on to college will benefit from a strong academic background, as the training in many fields – from computer technology and auto mechanics – becomes increasingly complex.



The problem is: We're not preparing enough students to satisfy this demand. Shortages of workers with postsecondary training could range as high as 12 million by 2020.<sup>2</sup> A study published by the Organisation for Economic Co-operation and Development (OECD) in 2007 outlines why: while a high percentage of our population has had some postsecondary education (39 percent, compared to the OECD average of 26 percent), our high school graduation rate is one of the lowest. The U.S. ranks below the average for the 29 OECD and 19 European Union countries studied, with a 76 percent graduation rate, compared to 82 percent (OECD) and 87 percent (EU). It falls far behind global competitors like Japan and Korea (both 93 percent) and also doesn't measure up to countries like Slovenia (83 percent) and Hungary (84 percent).<sup>3</sup> The anticipated shortage of well-educated workers will only worsen in the next decades with the big wave of baby boomer retirements – unless we act now. If we don't act, everyone loses. But if we do act, students will win, and business and communities will win, too. SSI is working to make sure we all win.



## The Scholars Edge: Recent Research

There are real-world payoffs for students who take the Scholars Core Course of Study – and for the businesses encouraging them to do so. A long-term study by the U.S. Department of Education showed that students who succeeded in challenging courses were more likely to go on to college and earn degrees.<sup>4</sup> In addition, it found that the courses students took were a more accurate predictor of their success than grades, test scores, or class rank, particularly for minority students.

The future looks brighter for Scholars, as well. Scholars programs have been shown to motivate students to take more math and science courses. In addition, students who complete a rigorous curriculum like the Scholars Core Course of Study perform better on standardized tests. On the ACT, a rigorous curriculum gave students a boost of 2.2 points (out of a

possible total of 36), on average (see Figure 1). On the SAT, students who'd taken four years of English scored an average of 44 points higher on both the critical reading and writing tests than those who'd taken only three.<sup>5</sup>



Today, more students need to develop the Scholar's Edge. The ACT's "2007 National Report Score" found that just over half of the 1.3 million students in its most recent report (51 percent) took a rigorous "core" course of study; that's down from 57 percent in 2004.<sup>6</sup> In addition, only 23 percent were "college ready" – earning ACT scores indicating they were prepared for college-level work in four areas: English composition, algebra, biology, and social science.<sup>7</sup>

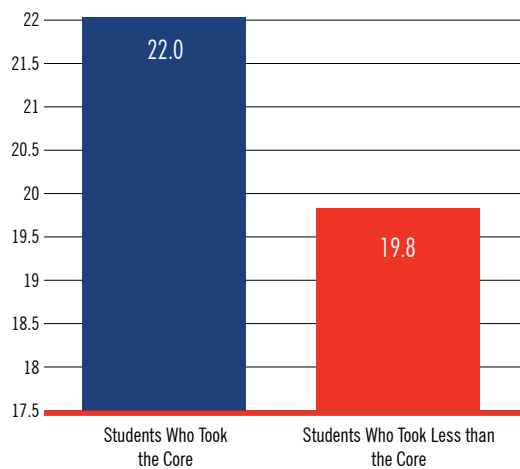
For students who make the effort, the rewards are substantial. According to "The Big Payoff," published by the U.S. Census Bureau, a solid education literally "pays off" – and its value is rising.<sup>8</sup> In 1975 college-degree holders had annual earnings 1.5 times those who had only high school diplomas; that number had risen to 1.8 by 1999. Those who had an associate's degree also had higher earnings. Meanwhile, those who'd never finished high school saw their relative earnings decline. Over the course of a lifetime, those who've earned a bachelor's degree make an average of \$900,000 more than those who stopped their education with high school; those with an associate's degree earn \$400,000 more. Other research has shown that even students who don't go to college do better if they've taken academically rigorous courses in high school.<sup>9</sup> One study indicates that for high school seniors, an improvement in math performance equals a significant boost in annual earnings.<sup>10</sup>

For the business community, and the community at large, the value of the State Scholars Initiative is clear. SSI helps young people attain one of the most important skills they'll use in work and life: the ability to tackle challenging work and learn what they need to know to do it. It creates stronger students, who are ready to master new information; more flexible employees, who are equipped to adapt to the evolving economy; and engaged citizens, who are more likely to be thoughtful and informed.

The link between academic achievement and prosperity – or lack of it – is a powerful one. A study of international variations in math and science education since the 1960s, reported in the International Monetary Fund's quarterly, found a clear correlation between increases in average test scores and national economic growth: in country after country, a boost in test performance was linked to a distinct rise in annual per capita GDP growth.<sup>11</sup> Another study forecasts a decline in U.S. per capita personal income if we don't move to educate all of our students well (Figure 2 shows the projected disparities in per capita income for three courses of action: sticking to the status quo; creating educational parity within states; and creating parity nationwide).<sup>12</sup>

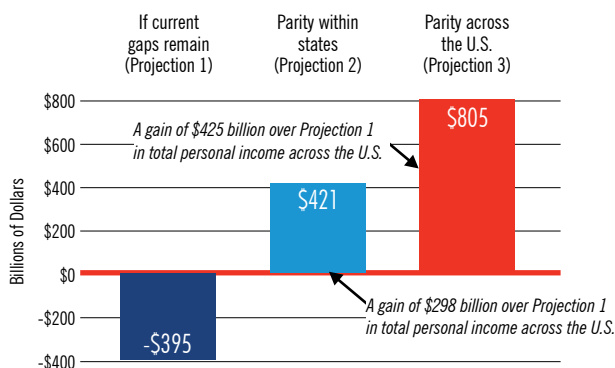
In short, for students who want to do well in life, and for businesses and communities that want to prosper, a rigorous course of study in high school isn't an option; it's a necessity.

**Figure 1. Average ACT Scores  
by Level of Academic Preparation**



Note: ACT's "core curriculum" is the same as SSI's except that it has no language requirement.  
Source: ACT, "2007 National Score Report."

**Figure 2. Projected Changes in Personal  
Income per Capita, 2000 to 2020, Based  
on Three Assumptions**



Source: National Center for Public Policy and Higher Education, November 2005.

## Nuts & Bolts: How SSI Works

The State Scholars Initiative is a national program with a local focus. Twenty-two states are currently involved in SSI, and each designs its own program to meet its particular needs, incorporating fundamental SSI precepts and the SSI Core Course of Study. Each SSI state has from two to four school districts participating in its first two years.

At the heart of each state program are local business-education partnerships that encourage students to take the SSI Core Course of Study and motivate them to succeed. Business leaders, along with members of civic organizations – such as chambers of commerce – work with local educators to create and implement the program in their communities.



Businesspeople visit middle school and high school classrooms and talk to students about why an academically challenging course of study is important and how it will help them down the line – whether they go on to college or go straight to work. Students really respond to the opportunity to think about their education in relationship to their life goals.

Educators, businesspeople, and community leaders work together to motivate and support students, recognizing Scholar success at each step along the way. Local businesspeople engage Scholars with “power breakfasts,” tutoring sessions, and recognition ceremonies. In some states, colleges and universities provide incentives, offering scholarships and other financial assistance to eligible Scholars. The national SSI program administrator can help with ideas, resources, guidelines, and contacts with those in other states who’ve launched a program.

SSI is administered by the Western Interstate Commission for Higher Education, based in Boulder, CO, and funded by the U.S. Department of Education under the Carl D. Perkins Vocational and Technical Education Act of 1998 at \$6.6 million.<sup>13</sup> To find out more about what’s happening in your area, visit our Web site ([www.wiche.edu/statescholars](http://www.wiche.edu/statescholars)) or contact program director Terese Rainwater at [trainwater@wiche.edu](mailto:trainwater@wiche.edu) or (303) 541-0225.



*“We’re thrilled at the early results of the Maryland Scholars program, especially in the area of challenging those ‘mid-range’ students – the ones who might not otherwise have attempted higher level courses – to stretch themselves and tap into their potential. It’s working.”*

– Jacqueline C. Haas  
Harford County superintendent  
of schools

### Endnotes

1. Bureau of Labor Statistics, *Occupational Outlook Handbook 2006-07* (Washington, D.C.: U.S. Department of Labor, accessed 1/18/08 at <[www.bls.gov/oco/](http://www.bls.gov/oco/)>.
2. Anthony P. Carnevale and Donna M. Desrochers, “The Missing Middle: Aligning Education and the Knowledge Economy,” prepared for the Office of Vocational and Adult Education, U.S. Department of Education, by the Educational Testing Service (Washington, D.C.: U.S. Department of Education, 2002), accessed 1/18/08 at <[www.ed.gov/about/offices/list/ovae/pi/hs/carnevale.doc](http://www.ed.gov/about/offices/list/ovae/pi/hs/carnevale.doc)>.
3. Organisation for Economic Co-operation and Development, “Education at a Glance: OECD Indicators 2007” (Paris, France: OECD, 2007), accessed 1/18/08 at <[www.oecd.org/document/30/0,3343,en\\_2649\\_39263294\\_39251550\\_1\\_1\\_1\\_1,00.html](http://www.oecd.org/document/30/0,3343,en_2649_39263294_39251550_1_1_1_1,00.html)>.
4. Clifford Adelman, *The Toolbox Revisited* (Washington, D.C.: U. S. Department of Education, 2006); also see Clifford Adelman, *Answers in the Tool Box* (same publisher, 1999).
5. ACT, “2007 National Score Report,” accessed 1/18/08 at <[www.act.org/news/data/07/data.html](http://www.act.org/news/data/07/data.html)>; College Board, *College-Bound Seniors 2007*, accessed 1/18/08 at <[www.collegeboard.com/about/news\\_info/cbsenior/yr2007/links.html](http://www.collegeboard.com/about/news_info/cbsenior/yr2007/links.html)>.
6. ACT, “2007 National Score Report.”
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8. Jennifer Cheeseman Day and Eric C. Newburger, “The Big Payoff” (Washington, D.C.: U.S. Census Bureau, 2002), 3-4.
9. Adelman, *The Toolbox*.
10. Sources cited by Eric A. Hanushek in “Why Quality Matters in Education,” *Finance and Development* (a quarterly journal of the International Monetary Fund) 42, no. 2 (June 2005), accessed 1/18/08 at <[www.imf.org/external/pubs/ft/fandd/2005/06/hanushek.htm](http://www.imf.org/external/pubs/ft/fandd/2005/06/hanushek.htm)>; sources include Casey B. Mulligan, “Galton versus the Human Capital Approach to Inheritance,” *Journal of Political Economy* 107, no. 6, part 2 (December 1999), S184-224; Richard Murnane, John B. Willett, Yves Duhaldeborde, and John H. Tyler, “How Important Are the Cognitive Skills of Teenagers in Predicting Subsequent Earnings?” *Journal of Policy Analysis and Management* 19, no. 4 (Fall 2000), 547; Edward P. Lazear, “Teacher Incentives,” *Swedish Economic Policy Review* 10, no. 2 (2003), 179.
11. Hanushek, “Why Quality Matters in Education.”
12. National Center for Public Policy and Higher Education, “Income of U.S. Workforce Projected to Decline if Education Doesn’t Improve,” Policy Alert (November 2005), accessed 1/18/2008 at <[http://www.highereducation.org/reports/pa\\_decline/index.shtml](http://www.highereducation.org/reports/pa_decline/index.shtml)>.
13. The State Scholars Initiative is currently funded at \$6.6 million. The work reported herein was supported under State Scholars Initiative, PR/Award Number (V051U050006), as administered by the Office of Vocational and Adult Education, U.S. Department of Education. However, the contents do not necessarily represent the positions or policies of the Office of Vocational and Adult Education or the U.S. Department of Education, and you should not assume endorsement by the federal government.





March 12, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: CAO White Paper on Student Retention—Information Item

Issue

Student retention is critical to the improvement of educational attainment rates in Utah, and will be the focus of the Board's Planning Retreat on March 20, 2008 on the campus of Dixie State College. As a follow-up to the CAO White Paper on Retention that was presented to the Board in April 2005, the attached paper contains a report on progress made over the past three years, as well as additional recommendations for improving retention across the system.

Background

A CAO white paper on student retention and success was presented to the Board in April 2005, which resulted in an action plan based on two recommendations: 1) USHE institutions should establish retention and time to graduation goals and annually report on their progress; and 2) Institutional leaders should regularly share issues, barriers, and best practices through an annual conference and other forums to advance retention efforts at the campus level.

Under the direction of the Associate Commissioner for Academic Affairs, Dr. Lucille Stoddard, an updated white paper has been prepared and presented to a system-wide retention conference that was held at the Board of Regents building on March 5, 2008. A report on the paper and its recommendations, as well as a report on the outcomes of the retention conference, will be presented by Melissa Miller Kincart, Executive Director of Utah Campus Compact and Associate Director, Utah Scholars.

Commissioner's Recommendation

This item is for information only and requires no action.

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David L. Buhler  
Interim Commissioner of Higher Education

DLB:dsd  
Attachment

March 12, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Campus Retention Plan Reports—Information Item

Issue

Based on the issues raised in the CAO white paper on retention, as well as the Board's focus on retention at its Planning Retreat on March 20, 2008, the Commissioner recommends that the Regents hear from each institution regarding its current and future plans to improve student retention and completion rates. Because each of the institutions has unique student populations and programs designed to address retention, the sharing of such information will benefit not only the Regents but the system campuses as the institutions have the opportunity to learn from each other.

Background

Between January 2007 and January 2008, the Strategic Planning Committee heard presentations from all ten USHE institutions on their current and future plans with respect to increasing enrollments and success rates for minority and disadvantaged students. These reports were well received and have provided a base of information for the Regents and all of the institutions.

As an extension of the Board's Planning Retreat on March 20, 2008, similar presentations should be given by the institutions with respect to their retention programs and plans. In order to assist the institutions in preparing and delivering these presentations, the following schedule is suggested:

May 30 (WSU): Weber State University and Utah State University  
July 11 (SUU): Southern Utah University and Dixie State College  
Sept. 5 (CEU): College of Eastern Utah and Snow College  
Oct. 24 (MATC): UCAT and UVU  
Dec. 5 (U of U): University of Utah and Salt Lake Community College

Institutional representatives may coordinate these presentations with Dave Doty, Assistant Commissioner & Director of Policy Studies (801-321-7111, [ddoty@utahsbr.edu](mailto:ddoty@utahsbr.edu)).

Commissioner's Recommendation

This item is for information only and requires no action.

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David L. Buhler  
Interim Commissioner of Higher Education

DLB:dsd

March 12, 2008

MEMORANDUM

TO: State Board of Regents  
FROM: David L. Buhler  
SUBJECT: Tuition Increases for 2008-2009 (1<sup>st</sup>- and 2<sup>nd</sup>- tier)

Issue

Regents are asked to review and finalize first- and second-tier tuition increases for 2008-2009 for all 10 USHE institutions and the Utah Electronic College.

At the time of printing, 2008-2009 tuition rate increases had not been finalized for the USHE institutions and the Utah Electronic College. Proposed tuition rate increases will be collected from the institutions and be hand carried to the meeting.

Commissioner's Recommendation

The Commissioner's staff will review the funding allocated to higher education and prepare a first-tier tuition increase recommendation to meet the needs of the system. Staff will also review information from the institutions regarding second-tier tuition increase and prepare a summary report for the Regents' review and approval. Information will be presented during the March 21 meeting.

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David L. Buhler  
Interim Commissioner of Higher Education

DLB/MHS/KLH

March 12, 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 –

1. Minutes of the Regular Board Meeting held January 18, 2008, at Salt Lake Community College (Attachment 1)
2. Minutes of the Special Board Meeting held January 29, 2008, via teleconference (Attachment 2)

B. Grant Proposals

1. University of Utah – National Science Foundation; "Prediction of an Oxy-Coal Comb"; \$9,508,603. Philip J. Smith, Principal Investigator.
2. University of Utah – National Institutes of Health; "Wireless Neural Interface"; \$6,192,147. Florian Solzbacher, Principal Investigator.
3. University of Utah – National Science Foundation; "CDI FIRE"; \$1,939,287. Philip J. Smith, Principal Investigator.
4. University of Utah – National Science Foundation; "CDI II: Coastal"; \$1,542,627. Juliana Freire de Lima E Silva, Principal Investigator.
5. University of Utah – National Institutes of Health; "Genetic-Chemical Labeling"; \$1,083,300. Eric W. Schmidt, Principal Investigator.
6. University of Utah -- National Institutes of Health; "Cellular PM Sensors"; \$1,053,500. Christopher A. Reilly, Principal Investigator.
7. University of Utah – University at Buffalo; "Hair Analysis of Nicotine Exp"; \$1,023,306. Diana G. Wilkins, Principal Investigator.

8. University of Utah – National Science Foundation; “CEI-Type II Blood Clotting”; \$2,558,612. Michael Caserta, Principal Investigator.
9. University of Utah – National Institutes of Health; “SLCC to UofU Bridges Program”; \$2,461,805. Rosemary Gray, Principal Investigator.
10. University of Utah – National Institutes of Health/National Heart Lung and Blood Institute; “THAPCA Data Coordinating Cent”; \$8,567,494. J. Michael Dean, Principal Investigator.
11. University of Utah – Health Resources and Services; “NEDARC”; \$3,900,000. J. Michael Dean, Principal Investigator.
12. University of Utah – National Institutes of Health/National Cancer Institute; “Multiple Myeloma”; \$3,391,627. Nicola J. Camp, Principal Investigator.
13. University of Utah – Mayo Clinic Rochester; “Genetic Epidemiology of NHL”; \$2,236,716. Nicola J. Camp, Principal Investigator.
14. University of Utah – National Institutes of Health; “Abnormal Connectivity Autism”; \$1,881,250. Janet E. Lainhart, Principal Investigator.
15. University of Utah – National Institutes of Health/National Institute of Allergy and Infectious Diseases; “New Chelators for U Depletion”; \$1,806,000. Gang Liu, Principal Investigator.
16. University of Utah – National Institutes of Health; “Maturation of Hemodialysis”; \$1,617,148. Alfred K. Cheung, Principal Investigator.
17. University of Utah – Doris Duke Foundation; “Distinguished Clinical Scienti”; \$1,500,000. Carrie L. Byington, Principal Investigator.
18. University of Utah – National Institutes of Health/National Institute of Allergy and Infectious Diseases; “Therapies for Burn/Radiation”; \$1,306,057. Scott C. Miller, Principal Investigator.
19. Utah State University – Clemson University; “SMEX: High-Latitude Dynamic E-field Forcing Explorer (HIDEF) Swarm”; \$1,524,109. Robert Schunk, Principal Investigator.
20. Utah State University – National Aeronautics and Space Administration; “Mini-cell On-orbit Temperature Recalibration (MOTR): Phase Change IR Sensor Calibration Verification to Ensure Long-term Accuracy”; \$2,021,705. Gail Bingham, Principal Investigator.

21. Utah State University – Space Micro Corporation; “Vision Processing Unit (VPU) for the Crew Module of the Crew Exploration Vehicle (CEV) on the Orion Program”; \$5,705,408. Quinn Young, Principal Investigator.
- C. Grant Awards
1. University of Utah – Utah Department of Human Services; “Title IV-E”; \$4,379,405. Norma J. Harris, Principal Investigator.
  2. University of Utah – National Institutes of Health/National Institute for Child Health and Human Development; “EAGR Trial”; \$1,603,794. Robert M. Silver, Principal Investigator.
  3. Utah State University – NASA Jet Propulsion Laboratory; “Wide-Field Infra-Red Survey Explorer (WISE)”; \$1,022,298. John Elwell, Principal Investigator; Scott Schick, Co-Principal Investigator.

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David L. Buhler, Interim Commissioner

DLB:jc  
Attachments

REGULAR MEETING OF THE STATE BOARD OF REGENTS  
SALT LAKE COMMUNITY COLLEGE  
JANUARY 18, 2008

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REGULAR MEETING OF THE STATE BOARD OF REGENTS  
SALT LAKE COMMUNITY COLLEGE  
JANUARY 18, 2008

Minutes

Regents Present

Jed H. Pitcher, Chair  
Bonnie Jean Beesley, Vice Chair  
Jerry C. Atkin  
Rosanita Cespedes  
Amy Engh  
Katharine B. Garff  
Greg W. Haws  
Meghan Holbrook  
James S. Jardine  
David J. Jordan  
Nolan E. Karras  
Josh M. Reid  
Sara V. Sinclair  
Marlon O. Snow  
John H. Zenger

Regents Excused

Janet A. Cannon  
Patti Harrington  
Anthony W. Morgan

Office of the Commissioner

David L. Buhler, Interim Commissioner of Higher Education  
Carrie Beckman, Policy and Special Projects Coordinator  
Troy Caserta, Accounting Officer  
Joyce Cottrell, Executive Secretary  
Amanda Covington, Assistant Commissioner for Public Affairs  
David S. Doty, Director of Policy Studies and Assistant Commissioner  
Brian Foisy, Assistant Commissioner for Financial Services  
Kimberly Henrie, Assistant Commissioner for Budget and Planning  
Melissa Kincart, Director, Utah Campus Compact  
Phyllis C. Safman, Assistant Commissioner for Academic Affairs  
Mark H. Spencer, Associate Commissioner for Finance and Facilities/Deputy to the Interim Commissioner  
Lucille T. Stoddard, Associate Commissioner for Academic Affairs  
Gary S. Wixom, Assistant Commissioner for Academic Affairs

INSTITUTIONAL REPRESENTATIVES

University of Utah

A. Lorris Betz, Senior Vice President for Health Sciences  
Paul T. Brinkman, Associate Vice President for Budget and Planning  
Mario Capecchi, Helen Lowe Bamberger Colby and John E. Bamberger Presidential Endowed Chair in the  
Health Sciences and Recipient of the 2007 Nobel Prize for Medicine  
Arnold B. Combe, Vice President for Administrative Services  
John G. Francis, Associate Vice President for Academic Affairs  
Ryan Jensen, Management Assistant, Office of the President

Spencer Pearson, Student Body Officer  
Laura Snow, Special Assistant to the President/Secretary to the University  
Kim Wirthlin, Vice President for Government Relations

Utah State University  
Stan L. Albrecht, President

Weber State University  
F. Ann Millner, President  
Brad Mortensen, Associate Vice President for Support and Auxiliary Services  
Norm Tarbox, Vice President for Administrative Services  
Michael Vaughan, Provost

Southern Utah University  
Michael T. Benson, President  
Rodney D. Decker, Interim Provost  
Donna Eddleman, Vice President for Student Services  
Chase Palmer, Presidential Intern

Snow College  
Scott L. Wyatt, President  
Marvin Dodge, Vice President for Finance and Administrative Services

Dixie State College  
Lee G. Caldwell, President  
Darl Biniaz, Assistant Professor of English  
Donna Dillingham Evans, Academic Vice President  
Donald R. Hinton, Dean of Education, Humanities, Arts and Social Sciences  
Shandon Gubler, Chair, Dixie State College Board of Trustees  
Frank Lojko, Interim Vice President of Student Services/Director of Government Relations  
Stanley Plewe, Vice President of College Relations

College of Eastern Utah  
Ryan L. Thomas, President  
Kevin Walthers, Vice President

Utah Valley State College  
William A. Sederburg, President  
Jack Christensen, Director, Center for Engaged Learning  
Elizabeth J. Hitch, Vice President for Academic Affairs  
J. Karl Worthington, Associate Vice President for Academic Affairs

Salt Lake Community College  
Cynthia A. Bioteau, President  
Mason Bishop, Vice President of Marketing

Julie Curtis, Assistant to the Vice President for Instruction  
Deneece Huftalin, Vice President of Student Services  
Dennis Klaus, Vice President of Administrative Services  
Alison McFarlane, Director, Institutional Marketing and Communications  
John Morgan, Manager, Media Presentations  
Joe Peterson, Vice President for Instruction  
Halee Thomsen, Student Body President

Utah College of Applied Technology  
Richard L. White, President

Representatives of the Media  
Amy K. Stewart, *Deseret Morning News*

Other Guests  
Michael Bassis, President, Westminster College  
Spencer Pratt, Office of the Legislative Fiscal Analyst

Following a breakfast meeting with the Salt Lake Community College Board of Trustees, and meetings of the Board committees, the Regents convened in Committee of the Whole at 10:40 a.m. Chair Pitcher called the meeting to order and welcomed everyone to SLCC's Redwood Campus on a cold, snowy day. He thanked President Bioteau and her staff for the warm welcome and gracious hospitality and excused Regents Cannon, Harrington and Morgan.

#### Recognition of Dr. Mario Capecchi

Regent Jardine said introducing Dr. Capecchi was his greatest opportunity as a Regent. On the day the Nobel prize winners were announced, Regent Jardine was in Houston. The Houston newspaper featured a half-page article on Dr. Capecchi and his accomplishments. Regent Jardine pointed out that the University of Utah is one of only five public universities to have a Nobel prize winner.

**Regent Jardine read the Resolution honoring Dr. Capecchi and moved its adoption. The motion was seconded and carried unanimously.** After receiving a standing ovation, Dr. Capecchi thanked the Regents for the recognition. He said the University of Utah has a level of excellence beyond his expectations and beyond its means. This is not by accident; the University has built this reputation since it was led by Dr. James Fletcher in the 1960s. Dr. Capecchi stated what is really important to a good university achieving excellence is its people – from the students to the faculty and administration. Having achieved excellence, it is much more difficult for a university to maintain excellence, and it takes an increasing amount of funding. The University's charge is to try to maintain excellence. We must continue to bring in outstanding investigators to do scientific research. Dr. Capecchi credited his faculty for their outstanding work.

Dr. Betz also thanked the Board for this recognition. It is a thrill to be at a university when a colleague is recognized with the Nobel prize. Dr. Betz said, "We knew it was going to happen; we just didn't know when." The announcement was made on a morning when the University's Board of Trustees was meeting. Dr. Betz said the announcement was one of the most memorable moments in his life. He congratulated Dr. Capecchi

for the dignified manner he has handled this recognition. An event is planned to recognize Dr. Capecchi on February 23; Regents and Presidents will be invited.

Chair Pitcher thanked Dr. Betz and Regent Jardine for their remarks.

### State of the College

President Bioteau said the SLCC faculty, staff and students were very excited to welcome the Board to campus and encouraged the Regents to feel the positive energy and to take it with them when they leave. Salt Lake Community College's goal is to become the premiere comprehensive community college in the nation. President Bioteau gave a PowerPoint presentation to reinforce the major components of a comprehensive community college: (1) Career and Technical Education, (2) Business and Economic Development, (3) General Education and Transfer Programs, (4) Adult and Community Education, (5) Developmental Education, and (6) Community Service/Service Learning. Last year, nearly 4000 SLCC students took part in service projects in the community.

President Bioteau noted the college would celebrate its 60<sup>th</sup> anniversary in September 2008. She thanked the Regents and Presidents for the partnerships and pledged to work with each of them to provide excellent education and training opportunities to Utah's citizens.

President Benson pointed out that SLCC has the only undefeated basketball teams in the conference this year, and the men's team is ranked third in the nation. In addition, its women's volleyball team played in the national volleyball championships last year.

### Preview of 2008 Legislative Session

Commissioner Buhler said this would be his eighth legislative session working for the Board, and his 20<sup>th</sup> session as a member of the executive branch or a State Senator. He thanked his staff and the legislative liaisons for the great team effort.

Commissioner Buhler referred to Tab R and said the USHE had received a 12.6 percent increase in its ongoing budget last year, which was more than requested. He noted that typically the Governor allocates all funds in his recommendation, whereas the Legislature begins by holding back funds. Quoting a presentation by Senator Hillyard, economists are projecting a 2.6 percent growth in state revenues, which translates to \$163 million for new state spending for high priorities and mandates and \$838 million in unallocated funding for one-time and ongoing budgets. The following priorities have been identified by the Legislature in base budget bills: \$76 million new state money for public education, \$60 million (25 percent) FY07 surplus into the State Rainy Day fund, \$14 million to Medicaid, \$10 million to maintain existing buildings, and \$3 million to recover from last year's range fires.

The Legislative staff was directed to focus on cuts and offsets within existing budgets because it is anticipated that FY09 base allocations will be 14 percent lower than the total appropriations for FY08. Statutory spending limits are in place, with the following areas exempt from the spending limit: Tax cuts, public education operations, buildings, roads, debt service, and Rainy Day funds.

Commissioner Buhler reviewed the Regents' priorities for the 2008 General Legislative Session. The top priority is compensation and retention, followed by specific initiatives to ensure an educated workforce (teacher education, health professions, engineering, science and technology). Another priority is student success for self-sustaining adults through financial assistance and scholarships. The USHE budget request includes \$17.5 million for institutional partnerships and priorities, \$7.4 million for mandated costs, \$9.9 million for statewide IT infrastructure, \$15.3 for one-time increases, and \$683,500 for supplemental increases. Commissioner Buhler also reviewed the Regents' prioritized capital facilities requests.

Proposed legislation was discussed. Of special interest were:

- HB 284, SLCC/SLTATC Consolidation, sponsored by Representative Kory Holdaway
- Regents' Scholarship, sponsored by Senator Lyle Hillyard
- SB 103, Higher Education Enhancements, sponsored by Senator Dennis Stowell
- SB 42, UCAT Governance and Operations, sponsored by Senator Greg Bell

Commissioner Buhler announced the Higher Education Day Legislative Luncheon on February 20 in the Capitol Rotunda and asked the Regents and Presidents to mark this date on their calendars.

#### K-16 Alliance Report

Associate Commissioner Stoddard referred to Tab S and said the K-16 Alliance had met with extraordinary success. The over-arching vision of the Alliance is the development of a seamless approach to education in Utah. She reviewed some of the accomplishments and ongoing areas of focus of the Alliance and its committees. She noted Governor Huntsman had established a blue-ribbon commission on testing that included higher education. Last year, a funding formula for concurrent enrollment was proposed to the Legislature by Commissioner Kendell and Superintendent Harrington as a unified plan. Utah's concurrent enrollment program serves 30,000 students.

Public education and higher education are working together so that higher education has to do less remedial education and more is done in the K-12 schools. A common student identifier is in place, which will give both systems the ability to track students from grade school through college. The teacher shortage report was prepared under the direction of the K-16 Alliance and has resulted in proposed legislation to begin to remedy the problem.

Chair Pitcher thanked Dr. Stoddard for her report.

#### General Consent Calendar

**Upon a motion by Regent Snow and a second by Regent Reid, the following items were approved on the Regents' General Consent Calendar (Tab T):**

- A. Minutes – Minutes of the Regular Board Meeting held December 18, 2007, at the Regents' Offices in Salt Lake City, Utah
- B. Grant Proposals – On file in the Commissioner's Office

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. This policy established and provided 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. Dr. Richard E. Kendell was appointed as the first G. Homer Durham Regents Professor.

Reports of Board Committees

Academic, CTE and Student Success (Programs) Committee (Regent Katharine B. Garff, Chair)

University of Utah – Interdisciplinary Master of Arts Degree in Asian Studies (Tab A). Chair Garff said the proposed program would be the first M.A. in Asian Studies in the state and in the Intermountain West. It fits nicely with the Governor’s new markets in China and with President Young’s recent appointment by Secretary of State Condoleezza Rice to the East-West Center’s Board of Governors. (The East-West Center is an education and research organization established by Congress in 1960 to strengthen relations and understanding among the peoples and nations of Asia, the Pacific, and the United States.) The program would prepare students for further academic studies in the Ph.D. level or for careers in government service, international law, international business, and education. It will facilitate advanced research and teaching on Asia by giving faculty the opportunity to teach graduate students and guide student research. The graduates’ expertise will also help to enhance Utah’s international reputation and economic ties with Asia. **Chair Garff moved approval of the University of Utah’s Interdisciplinary Master of Arts Degree in Asian Studies. Regent Reid seconded the motion, which was adopted unanimously.**

University of Utah – Master of Science Degree in Occupational Health and Master of Occupational Health Degree (Tab B). New requirements by the Council on Education for Public Health (CEDPH) have eliminated some necessary courses for the occupational health students, thereby reducing the quality of OH programs. The proposed programs would restore the quality of OH education, reduce the credit requirements to more appropriate levels, and allow the University of Utah to compete for and accept outstanding physicians in the USAF Aerospace Medicine residency program. The MSOH degree includes a requirement for a research project, whereas the MOH degree is primarily for Occupational Medicine residents, Aerospace Medicine residents, and other students with significant professional experience to meet an equivalency requirement. **Chair Garff moved approval of the MOH and MSOH degrees at the University of Utah. Regent Karras seconded the motion, which was adopted unanimously.**

Utah Valley State College – Bachelor of Science Degree in Dental Hygiene (Tab C). Chair Garff said the committee had discussed the market demand for dental assistants. Although the current standard is a two-year degree, the American Dental Hygiene Association is moving toward 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, and is encouraging a new form of oral health care provider with a master's degree. The program will have three emphases: Education, Public Health, and Business. **Chair Garff moved approval of UVSC's Bachelor of Science Degree in Dental Hygiene. Following a second by Regent Zenger, the motion was adopted unanimously.**

Dixie State College – Bachelor of Science/Bachelor of Arts Degree in Integrated Studies (Tab D). Chair Garff said institutional officials had done much research and had responded to questions from the committee. She expressed appreciation for their hard work. The Integrated Studies Degree was designed for students who may have started a program and changed direction, or those with associate degrees and/or college credits who want to complete a degree for career advancement or for personal fulfillment. Chair Garff said it was a strong degree for a developing institution. The college will have a strong counseling component to this degree to help students build their career paths. **Chair Garff moved approval of DSC's BS/BA Degree in Integrated Studies. Regent Beesley seconded the motion, which was adopted unanimously.**

Consent Calendar, Programs Committee (Tab E). Chair Garff said the committee had spent considerable time on SUU's Strategic Plan. President Benson said SUU has experienced steady increases in enrollment. He reported 90 percent of the tenured and tenure-track faculty have terminal degrees, and 85 percent of the classes are taught by full-time faculty. President Benson said university officials would request a bond resolution at the next Board meeting for Phase II of the housing complex. President Benson thanked the committee for taking time to hear the presentation, after discussion was deferred from the previous meeting. Chair Garff reported that the University of Utah and Salt Lake Community College had discontinued programs. She commended them for the courage required to go through this type of evaluation. **On motion by Chair Garff and second by Regent Beesley, the following items were approved on the Programs Committee's Consent Calendar:**

- A. University of Utah
  - i. BA/BS Degree in Economics or Political Science and Master of Public Policy
  - ii. Discontinued 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 in Architectural Technology/Structural/Civil Design

Finance, Facilities and Accountability Committee (Regent Jerry C. Atkin, Chair)

Policy R345, Information Technology Resource Security (Tab F). Chair Atkin reported this item had been deferred until March so the institutions could have additional time for review. Regent Jordan said he had helped a client work through federal and state laws as a result of a security breach. More than 40 states have their own state laws about what is required when personal information security has been breached. In some cases, multiple states may be involved. He suggested that the Attorney General's office be involved in finalizing this policy in case financial aid applications could be affected.

Salt Lake Community College – Campus Master Plan (Tab G). Chair Atkin said the committee had reviewed the college's master plan, which had no major changes since it was last approved. Next year a long-term plan will be presented to the Regents for approval. **Chair Atkin moved approval of SLCC's Campus Master Plan. Following a second by Regent Reid, the motion was adopted unanimously.**



Consent Calendar, Finance Committee (Tab H). On motion by Regent Atkin and second by Regent Reid, the following items were approved on the Finance Committee's Consent Calendar:

- A. University of Utah and Utah State University – Capital Facilities Delegation Reports
- B. University of Utah – Property Sale
- C. USHE – Annual Report of Commissioner's Discretionary Account
- D. USHE – Revised Policy R561, *Accounting and Financial Controls*
- E. Utah State University – Revenue Bond Request

Annual Report of Institutional and System Bonded Indebtedness (Tab I). Chair Atkin said the report had been prepared at the committee's request and was for information only.

Report of the Audit Review Subcommittee (Tab J). Chair Atkin said the committee had heard an excellent report by Regent Karras, who chairs the Subcommittee. The committee concentrated on four focus areas this past year: (1) Strengthening financial reporting at the College of Eastern Utah, (2) follow-up and "lessons learned" from the theft at Snow College, (3) establishing a system resource team to perform an IT Network Security Assessment for each institution, and (4) developing a legislative appropriations request to augment the internal auditing staff function within USHE institutions. Chair Atkin remarked the institutional audit committees were making excellent progress. Chair Pitcher commended Regent Karras for the efficient manner in which the audit committee meetings had conducted the previous day. Regent Karras, in turn, thanked Associate Commissioner Spencer, Brian Foisy and Troy Caserta for their excellent work.

Report of Auxiliary Funds (Tab K). This report is required annually by the Board of Regents. It was presented for information only.

"Impact of Technology" Briefing (Tab L). Chair Atkin said System CIO Steve Hess had made a presentation to the committee. He said this issue would be discussed in depth at the strategic planning session during the March Board meeting.

Actions of Regents' Executive Committee (Tab M). Chair Atkin referred to the Commissioner's memo, which reported actions taken by the Regents' Executive Committee which had been authorized by the full Board in its December meeting.

UHEAA – Update on Student Loan Bonds and Current Market Conditions (Tab N). Chair Atkin said this information was presented for information only; however, a conference call meeting of the Board will be necessary in January, following a meeting of the Student Finance Subcommittee.

Strategic Planning and Communications Committee (Regent James S. Jardine, Chair)

Minority Reports – Snow College and College of Eastern Utah (Tab O). Chair Jardine said information from CEU was included with the agenda. More than half of the students on CEU's San Juan campus are of diverse ethnicities. There is also a significant minority population in Price. College administrators' challenge is having the student body reflect the general population. President Wyatt spoke to the committee about the efforts Snow College is making in its communities. He noted the college serves the poorest service region in the state. In addition, 25 percent of the student body are first-generation college students. College officials have a special focus on the Hispanic population, which is growing in that area of the state. Many of these students drop out of school before they get to college. Chair Jardine said the purpose of these reports is to help the

Regents understand what is going on at the institutions. He thanked both institutions for their excellent presentations.

Utah Valley State College – Mission Implementation (Tab P). President Sederburg recalled that the Regents had approved a new Mission and Role Statement in December for the institution, when it becomes a university in July 2008. Utah Valley University will follow an Engagement Model, to connect with its communities. He introduced Dr. Jack Christensen, Director of the Center for Engaged Learning. President Sederburg said the Carnegie Foundation had introduced a new elective classification of Community Engagement, and UVU will pursue this classification. Chair Jardine noted policy R812 had been written to reflect the Carnegie classifications. He asked Assistant Commissioner Doty to work with Associate Commissioner Stoddard to reflect this classification change in the policy.

Measuring Utah Higher Education 2008 (Tab Q). Copies of the 2008 report were distributed at the meeting. Chair Jardine pointed out the previous report raised questions about completion rates. The new report cleared up that confusion.

#### Report of the Commissioner

Interim Commissioner Buhler pointed out his printed report in the Regents' folders. A CD of the 2008 Data Book was distributed; hard copies are available upon request.

#### Report of the Chair

Chair Pitcher also referred to his written report in the Regents' folders. In addition, a Resolution of Appreciation for former Commissioner Kendell and a Resolution in Memory of Lorna Matheson were in the folders, as requested at the last Board meeting. **Regent Atkin moved the adoption of the resolutions. Vice Chair Beesley seconded the motion, which carried unanimously.**

#### Adjournment

**Regent Reid moved that the Regents recess to closed session to discuss personnel issues, pending litigation and/or real estate issues. Regent Cespedes seconded the motion, which was adopted unanimously.**

The Regents reconvened in closed session at 11:58 a.m. and adjourned from there at 2:20 p.m.

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Joyce Cottrell CPS, Executive Secretary

Date Approved

STATE BOARD OF REGENTS  
SPECIAL MEETING HELD JANUARY 29, 2008  
BY TELECONFERENCE

Minutes

Regents Participating

Jed H. Pitcher, Chair  
Bonnie Jean Beesley, Vice Chair  
Jerry C. Atkin  
Janet A. Canon  
Rosanita Cespedes  
Katharine B. Garff  
James S. Jardine  
David J. Jordan  
Nolan E. Karras  
Anthony W. Morgan  
Sara V. Sinclair  
Marlon O. Snow  
John H. Zenger

Regents Excused

Amy Engh  
Patti Harrington  
Greg W. Haws  
Meghan Holbrook  
Josh M. Reid

Office of the Commissioner

David L. Buhler, Interim Commissioner  
Joyce Cottrell, Executive Secretary  
Amanda Covington, Assistant Commissioner for Public Affairs  
Richard Davis, Deputy Executive Director, UHEAA  
David A. Feitz, Executive Director, UHEAA  
Mark H. Spencer, Associate Commissioner for Finance and Facilities

Representatives of the Media

Wendy Leonard, *Deseret Morning News*  
Brian Maffly, *Salt Lake Tribune*

Other Guests

Thomas C. Anderson, Assistant Attorney General  
Val Peterson, Vice President for Administration and External Affairs  
Blake Wade, Ballard Spahr  
Paul Wozniak, Ballard Spahr

Chair Pitcher welcomed the Regents at 1:30 p.m. and thanked them for taking time to call in for this important meeting. He asked Secretary Cottrell to call the roll; a quorum was established.

UHEAA – Approving Resolution for Extension of Student Loan Program Amendments. Regent Atkin, Chair of the Finance and Facilities Committee, summarized the issue. Any bond or debt instrument being traded has been “shaky” as a result of the volatile mortgage issue; this has bled over into our student bonds. Any parameters which do not allow market rate interest could cause additional concern. The resolution

expanded the interest rate at which a bond could be traded. A temporary waiver of the Maximum Auction Rates (MAR) was approved by the rating agencies through May 31, 2008. The Student Loan Finance Subcommittee approved this resolution the previous week. **Regent Atkin moved approval of the Approving Resolution. Upon second by Regent Cespedes, the motion was adopted unanimously.**

Utah Valley State College – Approval to Add a Non-State Funded Capital Development Project. Associate Commissioner Spencer said UVSC officials wished to add to the non-state funding list the expansion of the Ray Noorda Children's Theatre in the Gunther Trades Building. Although the project will be paid with donated funds, the college would like to request O&M (operations and maintenance) funding of \$45,000 when the structure is completed. This request will be taken to the Legislative Capital Facilities Subcommittee on January 31, because legislative approval is required before construction can begin. Dr. Spencer confirmed that this action does not endanger any other items on the Regents' priority list. **Regent Snow moved approval to add this project to the Regents' Non-State Funded Capital Development priority list. Regent Zenger seconded the motion, which was subsequently adopted unanimously.**

Legislative Update. Commissioner Buhler reported legislative priorities are moving forward. He thanked Assistant Commissioner Covington for preparing the weekly legislative report. The SLCC-SLTATC merger and the Regents' Scholarship bills are being tracked closely.

Regents' Scholarship Bill. Assistant Commissioner Covington has been lining up co-sponsors in the Senate; there are presently 14 co-sponsors in addition to the bill's sponsor, Senator Lyle Hillyard. The bill will add a monetary incentive to the State Scholars Program. The bill also includes additional funding for first-generation students. We anticipate strong support in the House; Speaker Curtis has offered to help identify a sponsor. Fiscal impact would be \$7.5 million ongoing and \$50 million one-time funding. Commissioner Buhler said many of the budget decisions will be made in late February, after final revenue projects have been received.

SLCC/SLTATC Merger. Commissioner Buhler reported the UCAT Board of Trustees had taken formal action to oppose the merger. The Commissioner has been working closely with Representative Holdaway, sponsor of the bill; he has also met with a number of other legislators. Commissioner Buhler, Assistant Commissioner Covington, SLCC President Buhler and Vice President Bishop have been meeting with legislators, trustees, and others to respond to questions.

UCAT Governance. Commissioner Buhler said Senator Greg Bell had sponsored a bill dealing with UCAT governance. The bill will make some important changes by involving the Regents in UCAT's budget discussions, capital facilities needs, etc. Regent Garff encouraged Commissioner Buhler to get input from former Governor Bangerter, who was the original chair of the UCAT Board of Trustees. Commissioner Buhler said he and President Bioteau had scheduled a meeting with Governor Bangerter. Regent Garff encouraged continued discussions.

Other. Commissioner Buhler reported President Young had met with the Higher Education Appropriations Subcommittee the previous day to discuss the administrative salaries issue. The legislators seemed satisfied with President Young's responses. Commissioner Buhler said we have an excellent Higher Education Subcommittee, whose members are willing to ask hard questions. He noted that a 1998 audit showed that a 6 to 7 percent balance in non-lapsing funds was appropriate.

Higher Education Day Luncheon. Commissioner Buhler reminded the Regents of the Higher Education Day luncheon on February 20 in the Capitol Rotunda. He asked the Regents to let Secretary Cottrell know if they would be available to attend that day. We hope to have a good turnout.

Adjournment

Chair Pitcher again thanked the Regents for their time. **Regent Atkin moved adjournment, seconded by Regent Garff. The motion was adopted unanimously.** The meeting adjourned at 1:55 p.m.

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Joyce Cottrell CPS  
Executive Secretary

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Date Approved

**STATE BOARD OF REGENTS RETREAT  
GARDNER STUDENT CENTER, DIXIE STATE COLLEGE  
March 20, 2008**

Participants: Board of Regents, College and University Presidents, key college and university retention officers

Building a Stronger State of Minds: What leadership can the Board of Regents provide to improve college outcomes?

Objectives:

- Understand the limited information that is currently available to measure student progress through our colleges and universities
- Establish state policy to measure and improve student retention and persistence toward educational goals
- Set timelines to assess progress

**Schedule**

Noon – 12:30 p.m.      Buffet lunch (Ballroom)

12:30 p.m.              Retreat opening session (Ballroom)

    Welcome: Chairman Jed Pitcher

    Building a Stronger State of Minds Progress Report: Interim Commissioner Dave Buhler

    Discussion

1:30 p.m.              Student Panel Discussion (Ballroom Annex)

    Moderator: Kari Ellingson, University of Utah Associate Vice President for Student Development

    Students from throughout the system will tell of their experiences navigating toward their educational goals. What barriers do they face? How do they overcome barriers? What can the Utah System of Higher Education do to improve their chances of persisting to achieve their goals?

2:30 – 3:00 p.m.      Regent discussion and breakout group assignments

3:00 – 3:15 p.m.      Blackberry break

3:15 – 4:15 p.m.      Three breakout discussions, led by Vice Chair Bonnie Jean Beesley and Regents David Jordan and Nolan Karras

4:15 – 4:45 p.m.      Reports and recommendations from breakout groups.

4:45 p.m.              Adjourn

# *USHE Final Report on the 2008 Legislative General Session*

Prepared by Assistant Commissioners Amanda Covington and Kimberly Henrie

March 7, 2008

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**2009 Budget.** USHE's ten institutions, UEN, MEC, and statewide programs received a total of \$38.8 million in new, ongoing state tax dollars, compared to an increase a year ago of \$90.5 million, similar to the amount funded two years ago. This represents a one-year increase of 4.8 percent in ongoing funding (compared to 12.6 percent last year). Higher education also received \$3.46 million in one-time funding (compared to \$18.5 million a year ago). During the 2007 General Legislative Session, the state experienced record revenue increases and surpluses. This year, there was still revenue growth but also signs the economy, and state revenue growth, are slowing. As noted, this year's increase was comparable to that received in FY 2007, \$34.5 million in new ongoing state tax dollars (a 5.1 percent increase over the previous year) and \$5.04 million in new one-time funds.

Details of the budget increases are included in the following summary; however, here are a few highlights: The largest portion of the new, ongoing funding is for compensation, with \$27.68 million in new state tax funds—2 percent cost of living adjustments, 1 percent available for discretionary salary increases, and 9.9 percent to cover health insurance premium increases. The Legislature also funded the Regents' request for utility cost increases, operations and maintenance of new buildings, and IT licensing and software increases.

In addition, the Legislature funded \$2 million to complete the UVU transition. Other budget increases include the Regents' Scholarship \$400,000 in new, ongoing funds and \$500,000 in one-time funds, New Century Scholarship for \$800,000 and Regent Audit staffing for \$100,000. UCAT budget highlights include \$850,000 for lease funding and \$1 million in one-time funds for "Jobs Now." The Utah Education Network received \$900,000 in new, ongoing money.

**Capital Facilities.** The Legislature appropriated \$71.49 million for higher education capital facilities and land purchases (compared to \$83 million last year) for the following Regents' priority projects: \$1.6 million for the Snow bond payoff, \$25 million for the UofU Museum of Natural History Building, and \$1.7 million for the UVSC land banking. In addition, the Legislature authorized a general obligation bond of \$43.1 million for the USU Agriculture Building. UCAT did not receive any capital development funding for FY 2009. Legislative approval was received for non-state-funded projects totaling approximately \$240 million on the campuses of the UofU, USU, SUU, and UVSC. The Legislature also appropriated \$82.8 million for capital improvements to be allocated by the State Building Board. Typically, at least half of these funds are spent on USHE facilities.

**Legislation.** The Commissioner's staff and legislative liaisons of USHE institutions tracked, monitored, and, where appropriate, spoke out on numerous bills introduced and considered. Here is a summary of the key legislation tracked during the session.

## **Key Legislation of Interest to USHE--Passed**

- **HCR 1, Meth Awareness for Students and Educators Resolution**, sponsored by Rep. Curt Oda, encourages postsecondary education programs in the state to provide timely and age appropriate materials on the dangers of meth use. Passed House 73-0, and Senate 23-0
- **HB 37, Utah Business Resource Centers Act**, sponsored by Rep. Dave Clark, provides for the establishment and administration of business resource centers by the Governor's Office of Economic Development. It had an ongoing appropriation of \$805,000, of which \$280,000 goes to the Regents for distribution. The bill was substituted and now appropriates \$125,000 only to GOED. Passed House 62-10, Senate 26-0.



- **HB 86, Funding of Inmate Postsecondary Education**, sponsored by Rep. Jack Draxler, provides an appropriation for existing inmate postsecondary education. This bill appropriated \$1.5 million to the Board of Regents, and was amended to exclude illegal immigrants. It was also amended to provide only \$150,000. Passed House 66-6, Senate 23-3.
- **HB 269, Military Survivors Tuition Waiver Amendments\***, sponsored by Rep. Mike Morley, modifies the undergraduate tuition waiver approved in 2007 for surviving military dependents (includes state duty – federal duty was in the original bill – and sets the date beginning Sept. 11, 2001). Passed House 63-0, Senate 27-0.
- **HB 271, Utah Purple Heart Recipients Tuition Act Amendments**, sponsored by Rep. Roger Barrus, provides a graduate tuition waiver for Purple Heart recipients under specified conditions, not to exceed \$10,000. Passed House 68-0, Senate 29-0.
- **HB 321, Higher Education Savings Incentive Program Amendments\***, sponsored by Rep. Kevin Garn, makes technical amendments to UESP, including changing in reporting requirements by UESP and explicitly establishes some of UESP's records as protected. Passed House 71-0, Senate 26-0.
- **SB 38 S6, Transparency in Government Finance**, sponsored by Sen. Wayne Niederhauser, modifies the Utah Administrative Services Code by providing that certain public financial information be made available on the Internet. Passed Senate 28-0, substituted and passed House 66-0, Senate concurred 28-0.
- **SB 81 S1, Illegal Immigration**, sponsored by Sen. Bill Hickman, deals with provisions related to the immigration status of individuals within the state. The bill was amended to remove the provision regarding higher education. It was amended again to include a start date of 2009. Passed Senate 24-5, substituted and passed in the House 56-15, passed Senate 24-4.
- **SB 103, Higher Education Enhancements\***, sponsored by Sen. Dennis Stowell, appropriates monies, subject to future budget constraints and with the approval of the State Board of Regents, to certain institutions within the State System of Higher Education. Originally appropriated \$20.5. Passed Senate 27-0, then after a failed attempt by Rep. Kory Holdaway to appropriate \$10 million to USHE, passed the House 70-0, limited the appropriation to \$2 million for UVU. Passed Senate 29-0.
- **SB 113 S1, Access to Research Workers' Personal Information**, sponsored by Sen. Greg Bell, amends the Government Records Access and Management Act to add protected status to research workers' personal information. Passed House 66-0, Senate 26-0.
- **SB 180 S1, Regents' Scholarship\***, sponsored by Sen. Lyle Hillyard, establishes a 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. It would include a match of up to \$400 for a UESP account, and 75 percent paid tuition for two years of college when meeting ACT benchmarks and earning a high grade point average (3.5 GPA). The House substituted the bill to remove the provision that would provide \$1,000 to first-generation college students. The scholarship could be used at any USHE institution, or other non-profit accredited institution in Utah. The bill appropriates \$400,000 in ongoing funds and \$500,000 in one-time monies. Passed Senate 25-1, substituted in the House and passed 67-2, Senate concurred 26-1.

#### **Key Legislation of Interest to USHE--Failed**

- **HB 76, Government Competition and Privatization Act**, sponsored by Rep. Craig Frank, repeals the existing Privatization Policy Board and enacts the Government Competition and Privatization Act, creating the State Government Competition and Privatization Commission and requiring that local governments create a local government competition and privatization commission. This bill was not considered.
- **HB 91, Center for the School of Future Incentives**, sponsored by Rep. Jack Draxler, provides an appropriation for an incentive program for schools to use the services of the Center for the School of the Future at Utah State University. Appropriates \$50,000 from the Education Fund for fiscal year 2008-09 to Utah State University. The bill never made it to the House floor.

- **HB 190 S1, State System of Higher Education Amendments\*\*<sup>1</sup>**, sponsored by Rep. John Dougall. This bill makes far-reaching changes to the governance and operation of the Utah System of Higher Education. The substitute bill eliminates tax credit and UESP incentives but would still significantly weaken the Utah System of Higher Education. Rep. David Clark made a successful motion to send the bill to interim study. **HB 490**, which would have established a task force to study HB 190, passed the House 71-0 and the Senate 27-0, but was amended to include a task force on Public Education. The bill failed the last night as it was not heard on the House Concurrence Calendar.
- **HB 204, Utah College of Applied Technology Amendments**, sponsored by Rep. Ron Bigelow, modifies provisions relating to the Utah College of Applied Technology. It requires that 50% of funding requests for UCAT to be for facilities within reasonable walking distance of a high school and requires an evaluation committee to study UCAT and applied technology education issues. The bill was not considered.
- **HB 241, Repeal of Exemptions from Nonresident Tuition\*\***, sponsored by Rep. Glenn Donnelson, modifies eligibility criteria for an exemption from the nonresident portion of total tuition at a state institution of higher education. The bill was amended to repeal tuition from students enrolled after 2010. Passed the House 40-35 but was not considered in the Senate.
- **HB 253, Higher Education IT Infrastructure Funding\***, sponsored by Rep. Steve Clark, provides an ongoing appropriation of \$8 million to the State Board of Regents to update computer infrastructure. This bill passed the House 54 to 6, but was killed in the Senate Education Committee on Feb. 11. Some funding (\$815,000 one-time funding) was provided in the appropriations act.
- **HB 284 S1, Utah College of Applied Technology Revision\***, sponsored by Rep. Kory Holdaway, changes current statute regarding the UCAT campus of SLTATC to be removed as one of the UCAT campuses and merges it with Salt Lake Community College. A substituted bill would send SLTATC students in Salt Lake County to SLCC and Salt Lake County school districts, while ATC students in Tooele County would be served by the Davis ATC. The bill was heard on the House floor where Rep. David Clark made a motion, which passed, to send the bill to interim study. A task force on education governance, **HB 490**, would have included this bill, but it did not pass the House Concurrence Calendar (see also HB 190, S1).
- **HB 311, Higher Education Distance Learning Partnerships**, sponsored by Rep. Brad Last, appropriates monies for videoconferencing equipment to expand higher education distance learning partnerships among USHE institutions. Passed House 65-0, not considered in the Senate.
- **HB 343, Exemption of University Housing from Eviction Laws\***, sponsored by Rep. Paul Neuenschwander, permits an institution of higher education to exclude or evict a student from student housing, if the student has violated the student's lease, without resorting to a judicial process. It also establishes procedures and due process requirements for the exclusion or eviction of a student from student housing. Passed House 62-4, heard during the closing minutes of the session in the Senate, but not voted on.
- **HB 355 S2, Cigarette Tax Increase and Appropriations for Preventive Health Activities**, sponsored by Rep. Paul Ray, increases the cigarette tax by an amount equivalent to 50 cents per pack of 20 cigarettes. A portion of the revenue would assist with the medical school expansion. The bill was substituted to reduce the state sales tax and use tax rate from 4.65% to 4.59% and was not considered.
- **HB 363 S1, Public Education – Arts Enhanced Learning Program**, sponsored by Rep. Greg Hughes, requires partnerships between participating schools and certain institutions of higher education for quality pre-service and in-service training, research, and leadership development for arts education. This bill carries an ongoing appropriation to the State Board of Regents Office of \$600,000 in Education Funds. These funds would be used as directed in the intent language in the bill. Passed House 71-0, not considered in the Senate.

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<sup>1</sup> \* USHE took an official position in support. \*\* USHE took an official position in opposition

- **HB 381, Statewide College Degree**, sponsored by Rep. Ron Bigelow, establishes one-time funding to support a pilot project with a USHE institution(s) to deliver a low-cost associate's degree to students who would otherwise not access or participate in higher education. The bill was not considered.
- **HB 418, Physician Education Admissions**, sponsored by Rep. Brad Last, establishes resident admission requirements for the University of Utah medical school. The bill provides definitions; and requires at least 75% of the students in an entering class at the University of Utah medical school to be a resident student. This bill was not considered.
- **HB 473, Firearms Amendments\*\***, sponsored by Rep. Curt Oda, provides a definition for a concealed firearm permit that allows, but does not require, the concealment of the firearm on the permittee; and makes certain technical changes. The bill was amended to exclude higher education campuses from the definition. Passed House 60-11, was not considered in the Senate.
- **HB 490, Legislative Task Forces and Study**, sponsored by Rep. Dave Clark, establishes the Education Systems for the 21st Century Task Force and the Immigration Task Force; requires the task forces to review, make recommendations, and present a final report on specified issues: State Board of Regents, State Board of Education, State Superintendent, Commissioner of Higher Education, and roles and missions of USHE institutions. Passed House 71-0, was substituted in the Senate to include a Public Education task force and was not considered on the House Concurrence Calendar.
- **SB 31, Income Tax Amendments\*<sup>2</sup>**, sponsored by Sen. Wayne Niederhauser, is retroactively effective to January 1, 2008. It means that there will no longer be a UESP deduction. But, the UESP credit remains. The bill also updates the tax credit formula amounts to the 2008 figures of \$1,650 for a single filer and \$3,300 for a married filer. This bill passed the Senate 27-0. It passed the House with an amendment and was sent to the House Revenue and Taxation Committee. It was not considered in the House.
- **SB 33, Department of Community and Culture – State-owned Art Inventory**, sponsored by Sen. Mark Madsen, modifies provisions of the State-Owned Art Collections Inventory Study Program Act by requiring comprehensive and consistent inventories of state-owned art. Passed Senate 28-0, not considered in the House.
- **SB 39, Mathematics, Science, and Technology Education Task Force**, sponsored by Sen. Howard Stephenson, creates the Mathematics, Science, and Technology Education Task Force and requires the task force to first study issues relating to mathematics education, including mathematics standards, the state's mathematics core curriculum, and articulation of mathematics education between public education and higher education. Passed Senate 25-1, not considered in the House.
- **SB 42, Utah College of Applied Technology – Governance and Operations**, sponsored by Sen. Greg Bell, modifies the powers and duties of the State Board of Regents relating to the Utah College of Applied Technology and its college campuses; requires Utah College of Applied Technology budget and capital facilities requests to be submitted to the State Board of Regents for review and discussion and to be accompanied by written findings; requires the promotion of certain partnerships for awarding degrees; modifies campus president appointment and compensation provisions; and requires the State Board of Regents to conduct certain studies. This bill was never considered.
- **SB 144 S2, Parameters on Governor's Ability to Enter Agreements Binding the State**, sponsored by Sen. Scott Jenkins, requires legislative approval of certain interstate agreements entered into on or after May 5, 2008. Passed House 54-18, Senate Concurred 21-7. Governor vetoed the bill.

Bills were also passed that amended the Government Records Access Management Act (GRAMA) and established public education's Arts Enhanced Learning Program. These may have impacts on the Board and Commissioner's Office. These will be carefully analyzed and any necessary adjustments will be made.

For more information about specific bills, legislative membership, or committees, please see the Legislature's Web site at [www.le.utah.gov](http://www.le.utah.gov).

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<sup>2</sup> \* USHE took an official position in support. \*\* USHE took an official position in opposition

**Lessons Learned.** This session was full of surprises. The largest impact to our budget and programs was lower state revenue projections in February, \$230 million less in ongoing and \$110 million less in one-time funding, which was due in part to the federal economic stimulus package lowering state tax revenues. As previously decided, the system did approach the legislative session with a concise message centered on “Building a Stronger State of Minds,” which we feel was beneficial and allowed the institutions to unite on several fronts.

Early in the session, we became aware that legislators would focus on non-lapsing balances, higher education salaries, faculty workload, and our requests for capital facilities. The Presidents and the Commissioner’s Office aptly demonstrated the need for the existing and future non-lapsing balances. Of the Legislature’s focus on \$20 million in non-lapsing balances, it only reallocated \$1 million (which will be returned to the institutions for student need-based financial aid – UCOPE). USHE will need to continue to communicate the need for a certain threshold, and established commitments, of its non-lapsing balances.

While the Regents’ budget request received strong support from presidents, it is time to rethink our approach for requesting institutional priorities funding. The co-chairs of the Higher Education Appropriations Subcommittee expressed concerns about seeking appropriations parallel with the normal budget and appropriations process. And while several institutions eventually received funding for one or more of their priorities, not all institutions had their priorities funded.

Regarding capital facilities requests, we continue to hear frustrations that each year higher education comes back for new capital requests. Thus it is apparent we will need to communicate to the Legislature, in an ongoing format, the system’s pipeline of capital needs. Interim Commissioner Buhler has discussed with the presidents creating a long-term capital facilities plan to communicate upcoming capital facilities needs over a period of time rather than just focusing on one year at a time.

Although the bill failed to establish a task force to study higher education governance, there is some discussion on the hill about the role of the Board of Regents and the missions and roles of the institutions. We will need to ensure we educate policy leaders on the benefits, accomplishments, and vision of the higher education system in general. It is possible that these issues could still be considered during the interim, either by a task force or by established interim committees of the Legislature.

The Commissioner’s Office worked closely with institutional legislative liaisons and the Utah Student Association, represented by Kelly Stowell, throughout the legislative session. The Interim Commissioner personally, as well as his entire staff, was all involved to one degree or another in supporting the Board’s legislative agenda. Assistant Commissioner Amanda Covington took the lead role in coordinating with the institutional legislative liaisons. Assistant Commissioner Kimberly Henrie worked closely with other staff members, and our legislative fiscal analyst, to make sure our presentations and documents were accurate and clearly communicated our issues and messages. Assistant Commissioner David Doty also worked closely with Legislative Research and General Counsel to draft legislation and amendments of special interest to the Board and the institutions. Lynne Ward, as Executive Director of UESP, was particularly involved in safeguarding the integrity of that agency and successfully negotiating through various bills.

We continued to have tremendous support from the Co-Chairs of the Higher Education Appropriations Subcommittee, Sen. Greg Bell and Rep. Kory Holdaway. The Executive Appropriations Committee and Education Standing Committees were also generally supportive of our efforts. Legislative leadership in both houses and on both sides of the aisle were mostly supportive of USHE. We appreciate the coordination with Governor Huntsman and his staff.

There seems to be a growing recognition of the importance of higher education to the state. We will need to continue to communicate with our stakeholders to ensure that they understand the vital role our institutions play in contributing to the educational, as well as economic, well-being of the state.

# Summary of Appropriations, 2008 General Session (Tax Funds Only)

## HIGHER EDUCATION TOTAL

(Includes 10 USHE Institutions, SBR Statewide Programs, SBR Administration, UEN, and MEC)

	Appropriations	% Change from Base
<b>2007-08 Ongoing Operating Appropriations Base Budget</b>	<b>\$807,223,700</b>	
Supplemental Adjustments <sup>(1)</sup>	\$983,500	0.1%
<b>Revised 2007-08 Appropriation (Base plus Supplementals)</b>	<b>\$808,207,200</b>	
<b>2008-09 Ongoing Adjustments</b>		
Salary Adjustments (2% COLA, 1% Discretionary)	\$19,623,900	2.4%
9.9% Health Insurance Adjustment	8,060,700	1.0%
Program Increases <sup>(2)</sup>	11,155,900	1.4%
Subtotal - Ongoing Adjustments	\$38,840,500	4.8%
<b>2008-09 One-time Adjustments</b>		
Program Increases <sup>(3)</sup>	3,464,100	0.4%
Subtotal - One-time Adjustments	\$3,464,100	0.4%
<b>Total 2008-09 Adjustments</b>	<b>\$42,304,600</b>	<b>5.2%</b>
<b>2008-09 Appropriation (Base plus 2008-09 Adjustments)</b>	<b>\$849,528,300</b>	

### (1) Supplemental Adjustments

Utility Rate Increases	\$23,800
New Century Scholarship	\$459,700
Capital Equipment	\$500,000

Total Supplemental Adjustments \$983,500

### (2) Program Increases - Ongoing

Utility Rate Increases	\$661,800
IT Software Licensing Costs	\$900,000
O&M	\$473,600
Leases	\$850,000
Network Backbone	\$200,000
Elementary/Charter School High Speed Network	\$700,000
Mandated Federal Aid State Match	\$200,000
Regents Scholarship	\$400,000
New Century Scholarship	\$800,000
Audit Staffing	\$100,000
SB103 - UVU Funding	\$2,000,000
Aerospace and Defense employment	\$800,000
Health Care Initiative	\$900,000
Replace Dedicated Credits	\$220,000
UU Dixie Partnership	\$500,000
ISF Rate Changes	(\$24,500)
New Building O&M	\$1,125,000
Prison Education	\$150,000
Dixie Music Program	\$200,000

### (3) Program Increases - One-Time

Need Based Student Aid - (UCOPE)	\$1,000,000
Regents' Scholarship	\$500,000
O&M One-time cut	(\$1,127,600)
Network Backbone	\$200,000
Elementary/Charter School High Speed Netw	\$500,000
Content Management/Disaster Recovery/EdN	\$580,000
Jobs Now Campus Initiatives	\$1,000,000
Non Lapsing Balance (One-time Cut)	(\$1,000,000)
Center on Aging One-time Comp	\$6,700
New Building O&M One-Cut	(\$1,125,000)
IT Infrastructure	\$215,000
Equipment	\$900,000
Concurrent Enrollment	\$150,000
Engineering Initiative	\$250,000
IT Security	\$815,000
CEU WETC	\$600,000

Total Program Increases - Ongoing 11,155,900

Total Program Increases - One-time \$3,464,100

# Summary of Appropriations, 2008 General Session (Tax Funds Only)

(Includes 9 Two- & Four-year Institutions, SBR Statewide Programs, and SBR Administration)

	<u>Appropriations</u>	<u>% Change from Base</u>
<b>2007-08 Ongoing Operating Appropriations Base Budget</b>	<b>\$732,310,700</b>	
Supplemental Adjustments <sup>(1)</sup>	\$483,500	0.1%
<b>Revised 2007-08 Appropriation (Base plus Supplementals)</b>	<b>\$732,794,200</b>	
2008-09 Ongoing Adjustments		
Salary Adjustments (2% COLA, 1% Discretionary)	\$18,113,500	2.5%
9.9% Health Insurance Adjustment	7,525,900	1.0%
Program Increases <sup>(2)</sup>	<u>9,183,000</u>	<u>1.3%</u>
Subtotal - Ongoing Adjustments	\$34,822,400	4.8%
2008-09 One-time Adjustments		
Program Increases <sup>(3)</sup>	<u>512,000</u>	<u>0.1%</u>
Subtotal - One-time Adjustments	\$512,000	0.1%
<b>Total 2008-09 Adjustments</b>	<b>\$35,334,400</b>	<b>4.8%</b>
<b>2008-09 Appropriation (Base plus 2008-09 Adjustments)</b>	<b><u>\$767,645,100</u></b>	

## (1) Supplemental Adjustments

Utility Rate Increases	\$23,800
New Century Scholarship	\$459,700
Capital Equipment	
<b>Total Supplemental Adjustments</b>	<b><u>\$483,500</u></b>

## (2) Program Increases - Ongoing

Utility Rate Increases	661,800
IT Software Licensing Costs	900,000
O&M	\$473,600
Leases	
Network Backbone	
Elementary/Charter School High Speed Network	
Mandated Federal Aid State Match	200,000
Regents Scholarship	400,000
New Century Scholarship	800,000
Audit Staffing	100,000
SB103 - UVU Funding	2,000,000
Aerospace and Defense employment	800,000
Health Care Initiative	900,000
Replace Dedicated Credits	
UU Dixie Partnership	500,000
ISF Rate Changes	(27,400)
New Building O&M	1,125,000
Prison Education	150,000
Dixie Music Program	200,000

## (3) Program Increases - One-Time

Need Based Student Aid - (UCOPE)	\$1,000,000
Regents' Scholarship	\$500,000
O&M One-time cut	(\$684,700)
Jobs Now Campus Initiatives	
Non Lapsing Balance (One-time Cut)	(1,000,000)
Center on Aging One-time Comp	6,700
New Building O&M One-Cut	(1,125,000)
IT Infrastructure	
Equipment	
Concurrent Enrollment	150,000
Engineering Initiative	\$250,000
IT Security	815,000
CEU WETC	600,000

Total Program Increases - Ongoing

\$9,183,000

Total Program Increases - One-time

\$512,000

## Summary of Appropriations, 2008 General Session (Tax Funds Only)

## Utah College of Applied Technology

(Includes All UCAT Campuses, Custom Fit, UCAT Equipment and UCAT Administration)

	<u>Appropriations</u>	<u>% Change from Base</u>
2007-08 Ongoing Operating Appropriations Base Budget	\$54,478,300	
Supplemental Adjustments <sup>(1)</sup>	\$500,000	0.9%
<b>Revised 2007-08 Appropriation (Base plus Supplementals)</b>	<b>\$54,978,300</b>	
2008-09 Ongoing Adjustments		
Salary Adjustments (2% COLA, 1% Discretionary)	\$1,164,800	2.1%
9.9% Health Insurance Adjustment	534,800	1.0%
Program Increases <sup>(2)</sup>	849,800	1.6%
Subtotal - Ongoing Adjustments	\$2,549,400	4.7%
2008-09 One-time Adjustments		
Program Increases <sup>(3)</sup>	1,672,100	3.1%
Subtotal - One-time Adjustments	\$1,672,100	3.1%
<b>Total 2008-09 Adjustments</b>	<b>\$4,221,500</b>	<b>7.7%</b>
<b>2008-09 Appropriation (Base plus 2008-09 Adjustments)</b>	<b>\$58,699,800</b>	

(1) Supplemental Adjustments

Utility Rate Increases	
New Century Scholarship	
Capital Equipment	500,000
<b>Total Supplemental Adjustments</b>	<b>\$500,000</b>

(2) Program Increases - Ongoing

Utility Rate Increases	
IT Software Licensing Costs	
O&M	
Leases	850,000
Network Backbone	
Elementary/Charter School High Speed Network	
Mandated Federal Aid State Match	
Regents Scholarship	
New Century Scholarship	
Audit Staffing	
SB103 - UVU Funding	
Aerospace and Defense employment	
Health Care Initiative	
Replace Dedicated Credits	
UU Dixie Partnership	
ISF Rate Changes	(200)
New Building O&M	
Prison Education	
Dixie Music Program	
<b>Total Program Increases - Ongoing</b>	<b>\$849,800</b>

(3) Program Increases - One-Time

Need Based Student Aid - (UCOPE)	
Regents' Scholarship	
O&M One-time cut	(442,900)
Jobs Now Campus Initiatives	1,000,000
Non Lapsing Balance (One-time Cut)	
Center on Aging One-time Comp	
New Building O&M One-Cut	
IT Infrastructure	215,000
Equipment	900,000
Concurrent Enrollment	
Engineering Initiative	
IT Security	
CEU WETC	

Total Program Increases - One-time

\$1,672,100



# Summary of Appropriations, 2008 General Session (Tax Funds Only)

## Utah Education Network and Medical Education Council

	<u>Appropriations</u>	<u>% Change from Base</u>
2007-08 Ongoing Operating Appropriations Base Budget	\$20,434,700	
Supplemental Adjustments <sup>(1)</sup>	\$0	0.0%
<b>Revised 2007-08 Appropriation (Base plus Supplementals)</b>	<b>\$20,434,700</b>	
2008-09 Ongoing Adjustments		
Compensation Adjustments	\$345,600	1.7%
Program Increases <sup>(2)</sup>	<u>1,123,100</u>	5.5%
Subtotal - Ongoing Adjustments	\$1,468,700	7.2%
2008-09 One-time Adjustments		
Program Increases <sup>(3)</sup>	<u>1,280,000</u>	6.3%
Subtotal - One-time Adjustments	\$1,280,000	6.3%
<b>Total 2008-09 Adjustments</b>	<b>\$2,748,700</b>	<b>13.5%</b>
<b>2008-09 Appropriation (Base plus 2008-09 Adjustments)</b>	<b><u>\$23,183,400</u></b>	

(1) Supplemental Adjustments

Utility Rate Increases  
New Century Scholarship  
Capital Equipment

Total Supplemental Adjustments

\$0

(2) Program Increases - Ongoing

Utility Rate Increases  
IT Software Licensing Costs  
O&M  
Leases  
Network Backbone 200,000  
Elementary/Charter School High Speed Network 700,000  
Mandated Federal Aid State Match  
Regents Scholarship  
New Century Scholarship  
Audit Staffing  
SB103 - UVU Funding  
Aerospace and Defense employment  
Health Care Initiative  
Replace Dedicated Credits 220,000  
UU Dixie Partnership  
ISF Rate Changes 3,100  
New Building O&M  
Prison Education  
Dixie Music Program  
Total Program Increases - Ongoing \$1,123,100

(3) Program Increases - One-Time

Need Based Student Aid - (UCOPE)  
Regents' Scholarship  
O&M One-time cut  
Network Backbone \$200,000  
Elementary/Charter School High Speed Ne \$500,000  
Content Management/Disaster Recovery/E \$580,000  
Jobs Now Campus Initiatives  
Non Lapsing Balance (One-time Cut)  
Center on Aging One-time Comp  
New Building O&M One-Cut  
IT Infrastructure  
Equipment  
Concurrent Enrollment  
Engineering Initiative  
IT Security  
CEU WETC

Total Program Increases - One-time

\$1,280,000

## Legislative Action on Capital Development for 2008-09

## STATE-FUNDED CAPITAL IMPROVEMENTS

\$82,838,200

*Capital Improvement funds are appropriated to the Division of Facilities Construction and Management, which allocates funds to projects of up to \$1.5 million. USHE typically receives 50 to 60 percent of these funds.*

## STATE-FUNDED PROJECTS

	Project	Phase	Legislative Action			Future State O&M <sup>(1)</sup>
			Cash	GO Bond	Cumulative	
SB 3	Snow Bond Payoff		\$1,600,000		\$1,600,000	No
HB 2	UU Natural History Museum		\$25,000,000		\$26,600,000	\$1,125,000
SB 4	USU - Agriculture Research Building			\$43,111,000	\$69,711,000	\$493,400
HB 3	UVSC Land Bank Purchase		\$1,783,000		\$1,783,000	No
<b>TOTAL LEGISLATIVE ACTION -- STATE-FUNDED PROJECTS</b>			<b>\$28,383,000</b>	<b>\$43,111,000</b>	<b>\$71,494,000</b>	

## OTHER FUNDS PROJECTS

	Project	Funding Source	Legislative Action	
			Project Approval	State O&M Approved <sup>(1)</sup>
HB 5	UU- University Neuropsychiatric Institute (UNI) Expansion	Clinical Fees & Donations		No
HB 5	UU- State Arboretum Visitors Center Renovation and Addition	Donations		Yes
HB 5	UU -Northwest Campus Parking Structure	Revenue Bond	\$21,280,000	No
HB 5	UU- Huntsman Cancer Hospital Phase II-B	Revenue Bond	\$90,000,000	No
HB 5	USU -Vernal Entrepreneurship and Energy Research Center	Donations		Yes
HB 5	USU- Business Building Addition	Donations		Yes
HB 5	USU -Early Childhood Education and Research Center	Revenue Bond	\$15,828,000	Yes
		Research Grants		
HB 5	USU - Hydraulics Laboratory Addition to the Water Lab	& Institutional Funds		No
		Insurance Claims		
HB 5	USU - Structures Lab Enclosure	& Institutional Funds		No
HB 5	SUU - Shakespearean Theater	Revenue Bond	\$5,000,000	Yes
HB 5	SUU - Science Center Addition - Planning & Design	Donations		N/A
HB 5	UVSC - Ray Noorda Children's Theater Addition	Donations		Yes
<b>TOTAL LEGISLATIVE ACTION -- OTHER FUNDS PROJECTS</b>				

**2008-09 Operating Budget Comparisons (Tax Funds Only)**

Board of Regents Request, Governor Huntsman and Final State Legislature Appropriation Comparison

	Board of Regents	Governor Huntsman		Final Appropriation		
	Amount	Amount	Above/ (Below) SBR	Amount	Above/ (Below) Gov	Above/ (Below) SBR
<b>Utah System of Higher Education Budget Priorities</b>						
<b>Compensation</b>						
Base Public Higher Education Compensation Package	\$25,639,400	\$25,547,700	(\$91,700)	\$25,639,400	\$91,700	\$0
Faculty and Staff Retention Funds	8,028,500	12,042,800	4,014,300	\$0	(12,042,800)	(8,028,500)
<b>Mandated Costs</b>						
Utility Rate Increases	661,800	661,800	0	\$661,800	0	0
IT Software Licensing Costs	900,000	900,000	0	\$900,000	0	0
O&M Requests for State and Non State Funded Projects	588,300	496,000	(92,300)	\$473,600	(22,400)	(114,700)
Operating Expenses (3%)	5,318,100	0	(5,318,100)	\$0	0	(5,318,100)
ISF Rate Increases	(27,400)	(27,400)	0	(\$27,400)	0	0
O&M New Building				\$1,125,000	1,125,000	1,125,000
<b>Preparation, Participation and Completion</b>						
Student Financial Aid						
<i>Need Based Student Aid - (UCOPE)</i>	2,000,000	2,000,000	0	0	0	0
<i>Mandated Federal Aid State Match</i>	200,000	200,000	0	\$200,000	0	0
<i>Education Disadvantage</i>	1,000,000	500,000	(500,000)		(500,000)	(1,000,000)
Student Support and Success						
<i>Regents Scholarship</i>	7,000,000	0	(7,000,000)	\$400,000	400,000	(6,600,000)
<i>State Scholar Infrastructure</i>	300,000	0	(300,000)		0	(300,000)
<i>New Century Scholarship</i>	1,742,000	1,742,000	0	800,000	(942,000)	(942,000)
<b>Institutional Priorities and Partnerships</b>	17,500,000	4,000,000	(13,500,000)	\$2,000,000	(2,000,000)	(15,500,000)
<i>University Status for UVSC is included in the \$4,000,000 (Gov)</i>						
<i>University Status for UVSC is included in the \$2,000,000 (Leg)</i>						
<b>Workforce Development</b>						
Teacher Initiative	5,700,000	5,700,000	0		(5,700,000)	(5,700,000)
Health Professions Initiative	4,000,000	0	(4,000,000)	\$900,000	900,000	(3,100,000)
Engineering Initiative	2,000,000	2,000,000	0		(2,000,000)	(2,000,000)
Science and Technology Initiative	2,000,000	0	(2,000,000)		0	(2,000,000)
<b>Statewide Infrastructure Priorities</b>						
Internet 2 Research Network	82,000	0	(82,000)		0	(82,000)
Audit Staffing	800,000	0	(800,000)	\$100,000	100,000	(700,000)
Emergency Management and Campus Security	4,000,000	0	(4,000,000)		0	(4,000,000)
Academic Library Consortium	1,000,000	0	(1,000,000)		0	(1,000,000)
IT Physical Infrastructure - HBXXX (S.Clark) <sup>(note2)</sup>	4,000,000	1,000,000	(3,000,000)		(1,000,000)	(4,000,000)
<b>Other Priorities and Projects</b>						
UU School of Medicine Expansion		5,000,000	5,000,000		(5,000,000)	0
Aerospace and Defense employment				800,000	800,000	800,000
DSC Music				200,000	200,000	200,000
UU DSC Partnership				500,000	500,000	500,000
Prison Education (HB 86)				150,000	150,000	150,000
<b>Subtotal - USHE Priority Ongoing Increases</b>	<b>94,432,700</b>	<b>61,762,900</b>	<b>(32,669,800)</b>	<b>34,822,400</b>	<b>(26,940,500)</b>	<b>(59,610,300)</b>
<b>One-Time Requests</b>						
IT Physical Infrastructure - HBXXX (S.Clark) <sup>(note2)</sup>	\$4,000,000	\$2,000,000	(\$2,000,000)		(\$2,000,000)	(\$4,000,000)
Joint High Performance Computing Proposal	1,000,000	1,000,000	0		(1,000,000)	(1,000,000)
Science and Technology Equipment	5,000,000	0	(5,000,000)		0	(5,000,000)
Library Enhancements & Acquisitions	4,000,000	2,000,000	(2,000,000)		(2,000,000)	(4,000,000)
Systems Equipment for Shared Disaster Recovery Operations- Richfield Data Center	500,000	500,000	0		(500,000)	(500,000)
Planning Grant for Statewide Data Center	100,000	0	(100,000)		0	(100,000)
Teacher Initiative	705,000	705,000	0		(705,000)	(705,000)
					0	0
<b>Other Priorities</b>						
UU School of Medicine Expansion		(2,500,000)	(2,500,000)		2,500,000	0
<i>Regents Scholarship</i>				\$500,000	500,000	500,000
<i>UCOPE</i>				\$1,000,000	1,000,000	1,000,000
O&M New Building (one-time cut)				(\$1,125,000)	(1,125,000)	(1,125,000)
O&M Building (one-time cut)				(\$684,700)	(684,700)	(684,700)
Compensation UU Center Aging				\$6,700	6,700	6,700
Non Lapsing Funds One-Time Cut				(\$1,000,000)	(1,000,000)	(1,000,000)
Engineering				\$250,000	250,000	250,000
Concurrent				\$150,000	150,000	150,000
CEU WETC				\$600,000	600,000	600,000
IT Security				\$815,000	815,000	815,000
<b>Total One-Time Increases</b>	<b>\$15,305,000</b>	<b>\$3,705,000</b>	<b>(\$9,100,000)</b>	<b>\$512,000</b>	<b>(\$3,193,000)</b>	<b>(14,793,000)</b>
<b>Supplemental Request</b>						
Utility Rate Increases	\$23,800	\$23,800	\$0	\$23,800	\$0	\$0
New Century Scholarship	659,700	659,700	0	\$459,700	(200,000)	(200,000)
<b>Total Supplemental Increases</b>	<b>\$683,500</b>	<b>\$683,500</b>	<b>\$0</b>	<b>\$483,500</b>	<b>(\$200,000)</b>	<b>(\$200,000)</b>
<b>Total Appropriation (Ongoing, One-time &amp; Supplemental)</b>	<b>110,421,200</b>	<b>66,151,400</b>	<b>(44,269,800)</b>	<b>35,817,900</b>	<b>(30,333,500)</b>	<b>(74,603,300)</b>

**2008-09 Operating Budget Comparisons (Tax Funds Only)***UCAT Request, Governor Huntsman Recommendation, and Final State Legislature Appropriation Comparison*

	UCAT	Governor Huntsman		Final Appropriation		
	Amount	Amount	Above/ (Below) UCAT	Amount	Above/(Below) Gov	Above/ (Below) UCAT
<b>Utah College of Applied Technology Budget Priorities</b>						
<b>Compensation</b>						
Base Public Higher Education Compensation Package	\$1,699,600	\$1,710,500	\$10,900	\$1,699,600	(\$10,900)	\$0
Faculty and Staff Retention Funds	390,300	780,600	390,300	0	(780,600)	(390,300)
<b>Mandated Costs</b>						
Leases	1,576,300	212,000	(1,364,300)	850,000	638,000	(726,300)
IT Software Licensing Costs	400,000	400,000	0	0	(400,000)	(400,000)
Operating Expenses (3%)	261,000	0	(261,000)	0	0	(261,000)
ISF Rate Increases	(200)	(200)	0	(200)	0	0
<b>Workforce Development</b>						
Jobs Now Campus Initiatives	3,057,700	507,500	(2,550,200)	0	(507,500)	(3,057,700)
<b>Institutional Priorities and Partnerships</b>						
	2,502,300	80,000	(2,422,300)	0	(80,000)	(2,502,300)
<b>Statewide Infrastructure Priorities</b>						
Capital Training Equipment	1,000,000	0	(1,000,000)	0	0	(1,000,000)
IT Physical Infrastructure	330,500	330,500	0	0	(330,500)	(330,500)
Emergency Management and Campus Security	869,800	0	(869,800)	0	0	(869,800)
Student Counselor Staff	798,500	0	(798,500)	0	0	(798,500)
Hearing Impaired Student Translators	250,000	0	(250,000)	0	0	(250,000)
<b>Total Ongoing Increases</b>	<b>\$13,135,800</b>	<b>\$4,020,900</b>	<b>(\$9,114,900)</b>	<b>\$2,549,400</b>	<b>(\$1,471,500)</b>	<b>(\$10,586,400)</b>
<b>One-Time Requests</b>						
Capital Training Equipment	\$2,500,000	\$500,000	(\$2,000,000)	\$900,000	\$400,000	(\$1,600,000)
IT Physical Infrastructure	215,000	215,000	0	215,000	0	0
Fiscal System Upgrade	425,000	425,000	0		(425,000)	(425,000)
<b>Other Priorities</b>						
O&M One-time Cut				(442,900)	(442,900)	(442,900)
Jobs Now				1,000,000	1,000,000	1,000,000
<b>Total One-time Increases</b>	<b>\$3,140,000</b>	<b>\$1,140,000</b>	<b>(\$2,000,000)</b>	<b>\$1,672,100</b>	<b>\$532,100</b>	<b>(\$1,467,900)</b>
<b>Supplemental Requets</b>						
Capital Training Equipment	\$1,000,000	\$0	(\$1,000,000)	500,000	\$500,000	(\$500,000)
<b>Total Supplemental Increases</b>	<b>\$1,000,000</b>	<b>\$0</b>	<b>(\$1,000,000)</b>	<b>500,000</b>	<b>\$500,000</b>	<b>(\$500,000)</b>
<b>Total Appropriation (Ongoing &amp; One-time)</b>	<b>\$17,275,800</b>	<b>\$5,160,900</b>	<b>(12,114,900)</b>	<b>\$4,721,500</b>	<b>(439,400)</b>	<b>(12,554,300)</b>

## 2008-09 Tax Fund Appropriations by Institution

(a)	(b)		(c)		(d)		(e)
2008-09 Adjusted Base Budget	2008-09 Ongoing Increases		2008-09 One-time Increases		2008-09 Total Increases		2008-09 Operating Budget
Amount	Amount	% Change	Amount	% Change	Amount	% Change	Amount

### 2 & 4 Year Institutions

University of Utah	\$255,029,400	\$9,946,800	3.9%	(\$1,468,500)	-0.6%	\$8,478,300	3.3%	\$263,507,700
Utah State University	156,597,400	6,023,200	3.8%	(265,100)	-0.2%	5,758,100	3.7%	162,355,500
Weber State University	68,718,900	3,656,900	5.3%	(189,300)	-0.3%	3,467,600	5.0%	72,186,500
Southern Utah University	33,152,700	1,198,800	3.6%	(50,300)	-0.2%	1,148,500	3.5%	34,301,200
Snow College	22,093,600	608,200	2.8%	(463,800)	-2.1%	144,400	0.7%	22,238,000
Dixie State College	21,991,900	1,891,400	8.6%	(145,300)	-0.7%	1,746,100	7.9%	23,738,000
College of Eastern Utah	17,920,600	563,700	3.1%	597,000	3.3%	1,160,700	6.5%	19,081,300
Utah Valley State College	63,721,200	4,846,800	7.6%	(127,000)	-0.2%	4,719,800	7.4%	68,441,000
Salt Lake Community College	67,111,900	3,418,600	5.1%	(84,300)	-0.1%	3,334,300	5.0%	70,446,200
SBR Statewide Programs <sup>(1)</sup>	22,967,600	2,450,000	10.7%	2,715,000	11.8%	5,165,000	22.5%	28,132,600
SBR Administration	3,005,500	218,000	7.3%	(6,400)	-0.2%	211,600	7.0%	3,217,100
<b>Subtotal - 2 &amp; 4 year</b>	<b>\$732,310,700</b>	<b>\$34,822,400</b>	<b>4.8%</b>	<b>\$512,000</b>	<b>0.1%</b>	<b>\$35,334,400</b>	<b>4.8%</b>	<b>\$767,645,100</b>

#### Notes:

(1) The large increases for SBR Statewide Programs are a result of appropriations which will directly flow to institutions or students for the Engineering Initiative, UCO

### UCAT

Administration	\$1,183,900	\$37,100	3.1%	\$215,000	18.2%	\$252,100	21.3%	\$1,436,000
Custom Fit	3,608,100	0	0.0%	900,000	24.9%	900,000	24.9%	4,508,100
Equipment	801,900	0	0.0%	0	0.0%	0	0.0%	801,900
Bridgerland ATC	9,726,700	421,700	4.3%	134,100	1.4%	555,800	5.7%	10,282,500
Davis ATC	10,259,600	350,300	3.4%	(112,200)	-1.1%	238,100	2.3%	10,497,700
Dixie ATC	1,902,700	440,000	23.1%	112,400	5.9%	552,400	29.0%	2,455,100
Mountainland ATC	4,965,100	245,000	4.9%	134,100	2.7%	379,100	7.6%	5,344,200
Ogden-Weber ATC	11,127,000	351,900	3.2%	133,900	1.2%	485,800	4.4%	11,612,800
Salt Lake-Tooele ATC	3,238,000	201,600	6.2%	117,700	3.6%	319,300	9.9%	3,557,300
Southwest ATC	2,261,300	315,600	14.0%	116,000	5.1%	431,600	19.1%	2,692,900
Uintah Basin ATC	5,404,000	186,200	3.4%	(78,900)	-1.5%	107,300	2.0%	5,511,300
<b>Subtotal - UCAT</b>	<b>\$54,478,300</b>	<b>\$2,549,400</b>	<b>4.7%</b>	<b>\$1,672,100</b>	<b>3.1%</b>	<b>\$4,221,500</b>	<b>7.7%</b>	<b>\$58,699,800</b>

### Other

UEN	\$19,981,700	\$1,220,200	6.1%	\$1,280,000	6.4%	\$2,500,200	12.5%	\$22,481,900
MEC	453,000	248,500	54.9%	0	0.0%	248,500	54.9%	701,500
<b>Subtotal - Other</b>	<b>\$20,434,700</b>	<b>\$1,468,700</b>	<b>7.2%</b>	<b>\$1,280,000</b>	<b>6.3%</b>	<b>\$2,748,700</b>	<b>13.5%</b>	<b>\$23,183,400</b>
<b>TOTAL</b>	<b>\$807,223,700</b>	<b>\$38,840,500</b>	<b>4.8%</b>	<b>\$3,464,100</b>	<b>0.4%</b>	<b>\$42,304,600</b>	<b>5.2%</b>	<b>\$849,528,300</b>

*One-time reductions reflect the new O&M funding methodology*

## Comparison of New Appropriated Ongoing Operating Budgets

Recommendations and Appropriations for Recent Years <sup>(1)</sup>

	INCREASE FROM PREVIOUS YEAR				USHE Share of
	TOTAL EXPENDITURES		STATE TAX FUNDS		State Tax Funds <sup>(2)</sup>
1996-97					
Regents' Request	\$51,333,200	8.8%	\$51,031,600	12.2%	
Gov. Leavitt's Recommendation	\$31,665,100	5.4%	\$32,753,100	7.8%	
Final Appropriation	\$26,100,900	4.5%	\$26,234,200	6.3%	15.2%
1997-98					
Regents' Request	\$46,096,500	7.5%	\$43,657,600	9.8%	
Gov. Leavitt's Recommendation	\$24,045,500	3.9%	\$22,150,700	5.0%	
Final Appropriation	\$19,662,700	3.2%	\$19,338,000	4.3%	15.4%
1998-99					
Regents' Request	\$46,620,800	7.2%	\$42,499,300	8.9%	
Gov. Leavitt's Recommendation	\$40,033,200	6.2%	\$33,270,500	7.0%	
Final Appropriation	\$29,851,700	4.6%	\$23,063,600	4.8%	15.2%
1999-2000					
Regents' Request	\$52,341,900	7.7%	\$50,738,800	10.1%	
Gov. Leavitt's Recommendation	\$23,558,400	3.5%	\$19,574,400	3.9%	
Final Appropriation	\$25,647,800	3.8%	\$17,475,900	3.5%	15.3%
2000-01					
Regents' Request	\$71,598,700	10.3%	\$63,928,300	12.5%	
Gov. Leavitt's Recommendation	\$43,397,400	6.2%	\$37,148,100	7.3%	
Final Appropriation	\$41,641,500	6.0%	\$31,143,900	6.1%	14.8%
2001-02					
Regents' Request	\$102,242,100	13.9%	\$85,602,500	15.9%	
Gov. Leavitt's Recommendation	\$81,090,200	11.0%	\$66,885,100	12.4%	
Final Appropriation	\$53,704,400	7.3%	\$29,639,800	5.5%	15.7%
2002-03					
Regents' Request	\$65,138,600	8.2%	\$42,178,300	7.2%	
Gov. Leavitt's Recommendation	\$12,843,200	1.6%	(\$10,058,000)	-1.7%	
Final Appropriation (General Session)	\$17,369,400	2.2%	(\$18,267,000)	-3.1%	
Revised Appropriation <sup>(3)</sup>	\$11,711,000	1.5%	(\$23,925,400)	-4.1%	16.0%
2003-04					
Regents' Request	\$93,706,900	11.4%	\$74,073,600	13.1%	
Gov. Leavitt's Recommendation	\$38,025,300	4.6%	\$18,464,500	3.3%	
Final Appropriation	\$51,185,200	6.2%	(\$677,800)	-0.1%	15.8%
2004-05					
Regents' Request	\$124,544,200	14.3%	\$89,568,000	15.8%	
Gov. Walker's Recommendation	\$36,593,900	4.2%	\$22,694,500	4.0%	
Final Appropriation	\$69,202,000	7.9%	\$14,565,200	2.6%	15.0%
2005-06					
Regents' Request	\$62,281,300	6.9%	\$52,965,700	9.1%	
Gov. Huntsman's Recommendation	\$38,775,500	4.3%	\$32,567,500	5.6%	
Final Appropriation	\$51,117,200	5.7%	\$41,801,600	7.2%	14.9%
2006-07					
Regents' Request	\$80,440,700	8.3%	\$69,149,700	11.1%	
Gov. Huntsman's Recommendation	\$73,423,700	7.6%	\$52,354,300	8.4%	
Final Appropriation	\$42,184,500	4.3%	\$31,439,300	5.0%	13.9%
2007-08					
Regents' Request	\$88,674,800	8.7%	\$77,471,200	11.9%	
Gov. Huntsman's Recommendation	\$80,668,700	7.9%	\$61,454,600	9.5%	
Final Appropriation	\$93,324,200	9.2%	\$82,120,600	12.6%	13.0%
2008-09					
Regents' Request	\$102,285,200	9.1%	\$94,432,700	12.9%	
Gov. Huntsman's Recommendation	\$74,278,800	6.6%	\$61,762,900	8.4%	
Final Appropriation	\$42,674,900	3.8%	\$34,822,400	4.8%	

(1) Includes ongoing requests, recommendations and appropriations for 9 USHE institutions and Board of Regents line items.

(2) This column includes both ongoing and one-time appropriations (Taken from USHE Data Book Tab G Table 4 calculated using Governors Budget Summary)

# 2008-09 Appropriations Detail (including 2007-08 Supplementals)

March 5, 2008

## Utah System of Higher Education Total

	USHE and UEN/MEC TOTAL	USHE TOTAL	University of Utah	Utah State University	Weber State University	Southern Utah University	Snow College	Dixie State College	College of Eastern Utah	Utah Valley State College	Salt Lake Community College	SBR/Statewide Programs	UEN & Med. Ed. Council
<b>2007-08 Appropriated Budget (Includes Ongoing, One-time, and Specific Appropriations -- Ties to Legislative Appropriations Acts)</b>													
Total Expenditures	1,157,892,600	1,124,840,100	395,227,800	228,777,600	110,792,400	50,408,200	27,110,000	31,539,800	21,495,100	115,400,300	105,377,600	38,711,300	33,052,500
Tax Fund Expenditures	763,678,800	743,244,100	255,375,300	157,159,900	68,378,200	33,007,100	21,596,400	21,578,800	17,935,100	63,117,800	68,061,900	37,033,600	20,434,700
General Fund	50,352,800	49,638,700	11,556,600	10,102,600	411,000	516,500	1,334,600	207,100	3,630,300	1,107,200	4,291,900	16,480,900	714,100
Education Fund	698,820,000	693,605,400	243,818,700	147,057,300	67,967,200	32,490,600	20,261,800	21,371,700	14,304,800	62,010,600	63,770,000	20,552,700	5,214,600
Uniform School Fund	14,506,000	0	0	0	0	0	0	0	0	0	0	0	14,506,000
Dedicated Credits	373,906,600	364,338,200	130,575,600	64,939,900	42,414,200	17,401,100	5,513,600	9,961,000	3,560,000	52,282,500	37,315,700	374,600	9,568,400
Mineral Lease	1,745,800	1,745,800	0	1,745,800	0	0	0	0	0	0	0	0	0
Federal Funds	6,729,800	4,205,400	0	3,902,300	0	0	0	0	0	0	0	303,100	2,524,400
Cigarette Tax	4,284,500	4,284,500	4,284,500	0	0	0	0	0	0	0	0	0	0
Tobacco Settlement	4,000,000	4,000,000	4,000,000	0	0	0	0	0	0	0	0	0	0
Trust Funds/Other	3,547,100	3,022,100	992,400	1,029,700	0	0	0	0	0	0	0	1,000,000	525,000

## 2007-08 Adjustments to Appropriated Budget (including Dedicated Credits, Allocation of State Funds, and Budget Reductions, and Supplemental Appropriations)

Total Expenditures	8,725,500	8,725,500	2,025,700	2,969,600	(89,200)	1,759,400	(416,200)	(150,000)	(1,492,000)	1,656,500	2,002,000	459,700	0
Tax Fund Expenditures	483,500	483,500	0	9,100	0	0	0	0	14,700	0	0	459,700	0
Adjustments													
Dedicated Credits - Tuition and Fees	8,731,800	8,731,800	2,025,700	3,450,300	(89,200)	1,759,400	(416,200)	(150,000)	(1,506,700)	1,656,500	2,002,000	0	0
Other Non Tax	(814,400)	(814,400)	0	(814,400)	0	0	0	0	0	0	0	0	0
Utilities	23,800	23,800	0	9,100	0	0	0	0	14,700	0	0	0	0
New Century	459,700	459,700	0	0	0	0	0	0	0	0	0	459,700	0
Water Research Lab	324,600	324,600	0	324,600	0	0	0	0	0	0	0	0	0
Financing													
Education Fund	483,500	483,500	0	9,100	0	0	0	0	14,700	0	0	459,700	0
Dedicated Credits	8,731,800	8,731,800	2,025,700	3,450,300	(89,200)	1,759,400	(416,200)	(150,000)	(1,506,700)	1,656,500	2,002,000	0	0
Trust Funds/Other	(489,800)	(489,800)	0	(489,800)	0	0	0	0	0	0	0	0	0

## 2007-08 Revised Authorized Budget (Includes Ongoing, One-time, Supplementals, Allocations, and Dedicated Credit Adjustments) TAX FUNDS TIE TO A-1 ACTUALS

Total Expenditures	1,166,618,100	1,133,565,600	397,253,500	231,747,200	110,703,200	52,167,600	26,693,800	31,389,800	20,003,100	117,056,800	107,379,600	39,171,000	33,052,500
Tax Fund Expenditures	764,162,300	743,727,600	255,375,300	157,169,000	68,378,200	33,007,100	21,596,400	21,578,800	17,949,800	63,117,800	68,061,900	37,493,300	20,434,700
General Fund	50,352,800	49,638,700	11,556,600	10,102,600	411,000	516,500	1,334,600	207,100	3,630,300	1,107,200	4,291,900	16,480,900	714,100
Education Fund	699,303,500	694,088,900	243,818,700	147,066,400	67,967,200	32,490,600	20,261,800	21,371,700	14,319,500	62,010,600	63,770,000	21,012,400	5,214,600
Uniform School Fund	14,506,000	0	0	0	0	0	0	0	0	0	0	0	14,506,000
Dedicated Credits	382,638,400	373,070,000	132,601,300	68,390,200	42,325,000	19,160,500	5,097,400	9,811,000	2,053,300	53,939,000	39,317,700	374,600	9,568,400
Mineral Lease	1,745,800	1,745,800	0	1,745,800	0	0	0	0	0	0	0	0	0
Federal Funds	6,729,800	4,205,400	0	3,902,300	0	0	0	0	0	0	0	303,100	2,524,400
Cigarette Tax	4,284,500	4,284,500	4,284,500	0	0	0	0	0	0	0	0	0	0
Tobacco Settlement	4,000,000	4,000,000	4,000,000	0	0	0	0	0	0	0	0	0	0
Trust Funds/Other	3,057,300	2,532,300	992,400	539,900	0	0	0	0	0	0	0	1,000,000	525,000
Tax Funds % Change from Ongoing Base	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%	1.6%	0.0%

## Back out 2007-08 One-time Appropriations from Base

Total Expenditures	(11,631,000)	(11,631,000)	(1,745,900)	(2,046,200)	270,700	10,600	452,200	363,100	(79,200)	553,400	(1,000,000)	(8,409,700)	0
General Fund	286,894,100	286,894,100	152,994,100	99,000,000	2,900,000	2,000,000	1,500,000	3,500,000	0	20,000,000	5,000,000	0	0
Education Fund	(298,200,500)	(298,200,500)	(154,740,000)	(100,721,600)	(2,629,300)	(1,989,400)	(1,047,800)	(3,136,900)	(79,200)	(19,446,600)	(6,000,000)	(8,409,700)	0
Trust Funds/Other	(324,600)	(324,600)	0	(324,600)	0	0	0	0	0	0	0	0	0

## 2008-09 Appropriations Detail (including 2007-08 Supplementals)

March 5, 2008

<b>2008-09 Beginning Base Budget (2007-08 Appropriated less 2007-08One-time)</b>													
Total Expenditures	1,154,987,100	1,121,934,600	395,507,600	229,701,000	110,973,900	52,178,200	27,146,000	31,752,900	19,923,900	117,610,200	106,379,600	30,761,300	33,052,500
Tax Fund Expenditures	752,855,900	732,421,200	253,629,400	155,447,400	68,648,900	33,017,700	22,048,600	21,941,900	17,870,600	63,671,200	67,061,900	29,083,600	20,434,700
General Fund	337,246,900	336,532,800	164,550,700	109,102,600	3,311,000	2,516,500	2,834,600	3,707,100	3,630,300	21,107,200	9,291,900	16,480,900	714,100
Education Fund	401,103,000	395,888,400	89,078,700	46,344,800	65,337,900	30,501,200	19,214,000	18,234,800	14,240,300	42,564,000	57,770,000	12,602,700	5,214,600
Uniform School Fund	14,506,000	0	0	0	0	0	0	0	0	0	0	0	14,506,000
Dedicated Credits	382,638,400	373,070,000	132,601,300	68,390,200	42,325,000	19,160,500	5,097,400	9,811,000	2,053,300	53,939,000	39,317,700	374,600	9,568,400
Mineral Lease	1,745,800	1,745,800	0	1,745,800	0	0	0	0	0	0	0	0	0
Federal Funds	6,729,800	4,205,400	0	3,902,300	0	0	0	0	0	0	0	303,100	2,524,400
Cigarette Tax	4,284,500	4,284,500	4,284,500	0	0	0	0	0	0	0	0	0	0
Tobacco Settlement	4,000,000	4,000,000	4,000,000	0	0	0	0	0	0	0	0	0	0
Trust Funds/Other	2,732,700	2,207,700	992,400	215,300	0	0	0	0	0	0	0	1,000,000	525,000

### 2008-09 Ongoing Base Corrections, Transfers, and Adjustments

Total Expenditures	(110,500)	(110,500)	1,400,000	1,150,000	70,000	135,000	45,000	50,000	50,000	50,000	50,000	(3,110,500)	0
Tax Fund Expenditures	(110,500)	(110,500)	1,400,000	1,150,000	70,000	135,000	45,000	50,000	50,000	50,000	50,000	(3,110,500)	0
Adjustments	(110,500)	(110,500)	1,400,000	1,150,000	70,000	135,000	45,000	50,000	50,000	50,000	50,000	(3,110,500)	0
Engineering Initiative Transfer	0	0	1,400,000	1,150,000	70,000	135,000	45,000	50,000	50,000	50,000	50,000	(3,000,000)	0
SBR Transfer - UCAT Personnel	(110,500)	(110,500)	0	0	0	0	0	0	0	0	0	(110,500)	0
Financing													
General Fund	(110,500)	(110,500)	0	0	0	0	0	0	0	0	0	(110,500)	0
Education Fund	0	0	1,400,000	1,150,000	70,000	135,000	45,000	50,000	50,000	50,000	50,000	(3,000,000)	0

### 2008-09 Adjusted Beginning Base Budget

Total Expenditures	1,154,876,600	1,121,824,100	396,907,600	230,851,000	111,043,900	52,313,200	27,191,000	31,802,900	19,973,900	117,660,200	106,429,600	27,650,800	33,052,500
Tax Fund Expenditures	752,745,400	732,310,700	255,029,400	156,597,400	68,718,900	33,152,700	22,093,600	21,991,900	17,920,600	63,721,200	67,111,900	25,973,100	20,434,700
General Fund	337,136,400	336,422,300	164,550,700	109,102,600	3,311,000	2,516,500	2,834,600	3,707,100	3,630,300	21,107,200	9,291,900	16,370,400	714,100
Education Fund	401,103,000	395,888,400	90,478,700	47,494,800	65,407,900	30,636,200	19,259,000	18,284,800	14,290,300	42,614,000	57,820,000	9,602,700	5,214,600
Uniform School Fund	14,506,000	0	0	0	0	0	0	0	0	0	0	0	14,506,000
Dedicated Credits	382,638,400	373,070,000	132,601,300	68,390,200	42,325,000	19,160,500	5,097,400	9,811,000	2,053,300	53,939,000	39,317,700	374,600	9,568,400
Mineral Lease	1,745,800	1,745,800	0	1,745,800	0	0	0	0	0	0	0	0	0
Federal Funds	6,729,800	4,205,400	0	3,902,300	0	0	0	0	0	0	0	303,100	2,524,400
Cigarette Tax	4,284,500	4,284,500	4,284,500	0	0	0	0	0	0	0	0	0	0
Tobacco Settlement	4,000,000	4,000,000	4,000,000	0	0	0	0	0	0	0	0	0	0
Trust Funds/Other	2,732,700	2,207,700	992,400	215,300	0	0	0	0	0	0	0	1,000,000	525,000

### 2008-09 Ongoing Increases

Compensation	33,851,600	33,506,000	11,231,400	7,504,200	3,575,500	1,589,400	793,000	984,500	639,000	3,778,200	3,294,900	115,900	345,600
Tax Fund Expenditures	25,985,000	25,639,400	8,480,600	5,918,900	2,685,300	1,193,700	608,300	738,700	543,100	2,835,000	2,519,900	115,900	345,600
Salary (3% Increase)	24,140,000	23,884,700	8,797,100	5,072,300	2,423,000	1,075,400	514,700	657,600	404,900	2,439,600	2,418,100	82,000	255,300
Financing													
General Fund	32,000	14,300	14,300	0	0	0	0	0	0	0	0	0	17,700
Education Fund	18,148,400	18,101,000	6,624,200	4,000,000	1,819,600	807,600	394,800	493,400	344,200	1,830,700	1,704,500	82,000	47,400
Uniform School Fund	190,200	0	0	0	0	0	0	0	0	0	0	0	190,200
Dedicated Credits	5,769,400	5,769,400	2,158,600	1,072,300	603,400	267,800	119,900	164,200	60,700	608,900	713,600	0	0
Health (9.9% Increase)	9,711,600	9,621,300	2,434,300	2,431,900	1,152,500	514,000	278,300	326,900	234,100	1,338,600	876,800	33,900	90,300
Financing													
General Fund	8,900	2,200	2,200	0	0	0	0	0	0	0	0	0	6,700
Education Fund	7,538,600	7,521,900	1,839,900	1,918,900	865,700	386,100	213,500	245,300	198,900	1,004,300	815,400	33,900	16,700
Uniform School Fund	66,900	0	0	0	0	0	0	0	0	0	0	0	66,900
Dedicated Credits	2,097,200	2,097,200	592,200	513,000	286,800	127,900	64,800	81,600	35,200	334,300	61,400	0	0
Facilities Support													
Tax Fund Expenditures	2,236,100	2,233,000	1,466,200	104,300	171,600	5,100	(100)	2,700	20,600	11,800	448,700	2,100	3,100
Utilities	661,800	661,800	94,600	15,400	171,600	6,500	0	0	21,000	0	352,700	0	0
Operations and Maintenance	1,598,600	1,598,600	1,427,600	75,000	0	0	0	0	0	0	96,000	0	0
ISF Rates: Risk	0	0	(81,300)	52,200	0	0	3,800	4,600	0	17,700	0	3,000	0
ISF Rates: Fleet	(12,400)	(11,500)	(2,400)	(1,600)	0	(2,000)	(4,100)	(700)	(600)	(200)	0	100	(900)
ISF Rates: DHRM	4,000	0	0	0	0	0	0	0	0	0	0	0	4,000
ISF Rates: DFCM	(30,000)	(30,000)	0	(30,000)	0	0	0	0	0	0	0	0	0
Financing													
General Fund	2,400	(1,700)	(3,800)	1,000	0	(100)	100	200	0	800	0	100	4,100
Education Fund	2,233,700	2,234,700	1,470,000	103,300	171,600	5,200	(200)	2,500	20,600	11,000	448,700	2,000	(1,000)
Dedicated Credits	(14,100)	(14,100)	(27,700)	6,700	0	(600)	(200)	1,200	(200)	5,700	0	1,000	0



## 2008-09 Appropriations Detail (including 2007-08 Supplementals)

March 5, 2008

Other Ongoing Increases Expenditures	8,304,100	7,184,100	0	234,100	800,000	0	0	1,150,000	0	2,000,000	450,000	2,550,000	1,120,000
Ongoing Increases													
IT Licensing and Security	1,100,000	1,100,000	0	0	0	0	0	0	0	0	0	1,100,000	0
HB 86 Prison Education	150,000	150,000	0	0	0	0	0	0	0	0	0	150,000	0
Regent Scholarship	400,000	400,000	0	0	0	0	0	0	0	0	0	400,000	0
New Century Scholarship	800,000	800,000	0	0	0	0	0	0	0	0	0	800,000	0
Priorities & Partnerships	2,000,000	2,000,000	0	0	0	0	0	0	0	2,000,000	0	0	0
Health Professions Initiative	900,000	900,000	0	0	0	0	0	450,000	0	0	450,000	0	0
Audit Staffing	100,000	100,000	0	0	0	0	0	0	0	0	0	100,000	0
Dixie Music Program	200,000	200,000	0	0	0	0	0	200,000	0	0	0	0	0
UEN Network Backbone	200,000	0	0	0	0	0	0	0	0	0	0	0	200,000
UEN Elementary/Charter School High Speed Networ	700,000	0	0	0	0	0	0	0	0	0	0	0	700,000
MEC Replace loss of Dedicated Credits	220,000	0	0	0	0	0	0	0	0	0	0	0	220,000
Aerospace and Defense employment	800,000	800,000	0	0	800,000	0	0	0	0	0	0	0	0
Dixie UU Partnership	500,000	500,000	0	0	0	0	0	500,000	0	0	0	0	0
Water Research Lab	234,100	234,100	0	234,100	0	0	0	0	0	0	0	0	0
Financing													
General Fund	33,218,100	32,998,100	33,000,000	0	0	0	(1,900)	0	0	0	0	0	220,000
Education Fund	(26,008,100)	(26,048,100)	(33,000,000)	0	800,000	0	1,900	1,150,000	0	2,000,000	450,000	2,550,000	40,000
Uniform School Fund	860,000	0	0	0	0	0	0	0	0	0	0	0	860,000
Trust Funds/Other	234,100	234,100	0	234,100	0	0	0	0	0	0	0	0	0

### 2008-09 Ongoing Appropriated Adjustments, Reductions, and Increases

Total Expenditures	44,377,700	42,909,000	12,669,900	7,849,300	4,547,100	1,593,900	792,700	2,138,400	659,400	5,795,700	4,193,600	2,669,000	1,468,700
Tax Fund Expenditures	36,291,100	34,822,400	9,946,800	6,023,200	3,656,900	1,198,800	608,200	1,891,400	563,700	4,846,800	3,418,600	2,668,000	1,468,700
General Fund	33,261,400	33,012,900	33,012,700	1,000	0	(100)	(1,800)	200	0	800	0	100	248,500
Education Fund	1,912,600	1,809,500	(23,065,900)	6,022,200	3,656,900	1,198,900	610,000	1,891,200	563,700	4,846,000	3,418,600	2,667,900	103,100
Uniform School Fund	1,117,100	0	0	0	0	0	0	0	0	0	0	0	1,117,100
Dedicated Credits	7,852,500	7,852,500	2,723,100	1,592,000	890,200	395,100	184,500	247,000	95,700	948,900	775,000	1,000	0
Trust Funds/Other	234,100	234,100	0	234,100	0	0	0	0	0	0	0	0	0

### 2008-09 Ongoing Appropriated Budget

Total Expenditures	1,199,254,300	1,164,733,100	409,577,500	238,700,300	115,591,000	53,907,100	27,983,700	33,941,300	20,633,300	123,455,900	110,623,200	30,319,800	34,521,200
Tax Fund Expenditures	789,036,500	767,133,100	264,976,200	162,620,600	72,375,800	34,351,500	22,701,800	23,883,300	18,484,300	68,568,000	70,530,500	28,641,100	21,903,400
General Fund	370,397,800	369,435,200	197,563,400	109,103,600	3,311,000	2,516,400	2,832,800	3,707,300	3,630,300	21,108,000	9,291,900	16,370,500	962,600
Education Fund	403,015,600	397,697,900	67,412,800	53,517,000	69,064,800	31,835,100	19,869,000	20,176,000	14,854,000	47,460,000	61,238,600	12,270,600	5,317,700
Uniform School Fund	15,623,100	0	0	0	0	0	0	0	0	0	0	0	15,623,100
Dedicated Credits	390,490,900	380,922,500	135,324,400	69,982,200	43,215,200	19,555,600	5,281,900	10,058,000	2,149,000	54,887,900	40,092,700	375,600	9,568,400
Mineral Lease	1,745,800	1,745,800	0	1,745,800	0	0	0	0	0	0	0	0	0
Federal Funds	6,729,800	4,205,400	0	3,902,300	0	0	0	0	0	0	0	303,100	2,524,400
Cigarette Tax	4,284,500	4,284,500	4,284,500	0	0	0	0	0	0	0	0	0	0
Tobacco Settlement	4,000,000	4,000,000	4,000,000	0	0	0	0	0	0	0	0	0	0
Trust Funds/Other	2,966,800	2,441,800	992,400	449,400	0	0	0	0	0	0	0	1,000,000	525,000
Ongoing Tax Funds % Change from Adj. Beg. Base	4.8%	4.8%	3.9%	3.8%	5.3%	3.6%	2.8%	8.6%	3.1%	7.6%	5.1%	10.3%	7.2%

# 2008-09 Appropriations Detail (including 2007-08 Supplementals)

March 5, 2008

One-time Increases Total Expenditures	1,792,000	512,000	(1,468,500)	(265,100)	(189,300)	(50,300)	(463,800)	(145,300)	597,000	(127,000)	(84,300)	2,708,600	1,280,000
Tax Fund Expenditures	1,792,000	512,000	(1,468,500)	(265,100)	(189,300)	(50,300)	(463,800)	(145,300)	597,000	(127,000)	(84,300)	2,708,600	1,280,000
IT Security	815,000	815,000	0	0	0	0	0	0	0	0	0	815,000	0
O&M One-time Cut	(1,809,700)	(1,809,700)	(1,165,000)	0	(123,600)	0	(452,200)	(68,900)	0	0	0	0	0
UCOPE	1,000,000	1,000,000	0	0	0	0	0	0	0	0	0	1,000,000	0
Non-Lapsing Balance One-time Cut	(1,000,000)	(1,000,000)	(310,200)	(265,100)	(65,700)	(50,300)	(11,600)	(76,400)	(3,000)	(127,000)	(84,300)	(6,400)	0
Center on Aging Salary Increase	3,700	3,700	3,700	0	0	0	0	0	0	0	0	0	0
Center on Aging Health Increase	3,000	3,000	3,000	0	0	0	0	0	0	0	0	0	0
Regent Scholarship	500,000	500,000	0	0	0	0	0	0	0	0	0	500,000	0
UEN Network Backbone	200,000	0	0	0	0	0	0	0	0	0	0	0	200,000
UEN Elementary/Charter School High Speed Networ	500,000	0	0	0	0	0	0	0	0	0	0	0	500,000
UEN Content Management U of U	200,000	0	0	0	0	0	0	0	0	0	0	0	200,000
UEN Disaster Recovery	380,000	0	0	0	0	0	0	0	0	0	0	0	380,000
Engineering	250,000	250,000	0	0	0	0	0	0	0	0	0	250,000	0
Concurrent Enrollment	150,000	150,000	0	0	0	0	0	0	0	0	0	150,000	0
CEU WETC	600,000	600,000	0	0	0	0	0	0	600,000	0	0	0	0
Financing													
General Fund	(75,393,300)	(75,393,300)	(75,993,300)	0	0	0	0	0	600,000	0	0	0	0
Education Fund	76,221,300	75,905,300	74,524,800	(265,100)	(189,300)	(50,300)	(463,800)	(145,300)	(3,000)	(127,000)	(84,300)	2,708,600	316,000

## 2008-09 Total Appropriated Budget (Includes Ongoing and One-time Appropriations -- TIES TO APPROPRIATIONS ACTS)

Total Expenditures	1,201,046,300	1,165,245,100	408,109,000	238,435,200	115,401,700	53,856,800	27,519,900	33,796,000	21,230,300	123,328,900	110,538,900	33,028,400	35,801,200
Tax Fund Expenditures	790,828,500	767,645,100	263,507,700	162,355,500	72,186,500	34,301,200	22,238,000	23,738,000	19,081,300	68,441,000	70,446,200	31,349,700	23,183,400
General Fund	295,004,500	294,041,900	121,570,100	109,103,600	3,311,000	2,516,400	2,832,800	3,707,300	4,230,300	21,108,000	9,291,900	16,370,500	962,600
Education Fund	479,236,900	473,603,200	141,937,600	53,251,900	68,875,500	31,784,800	19,405,200	20,030,700	14,851,000	47,333,000	61,154,300	14,979,200	5,633,700
Uniform School Fund	16,587,100	0	0	0	0	0	0	0	0	0	0	0	16,587,100
Dedicated Credits	390,490,900	380,922,500	135,324,400	69,982,200	43,215,200	19,555,600	5,281,900	10,058,000	2,149,000	54,887,900	40,092,700	375,600	9,568,400
Mineral Lease	1,745,800	1,745,800	0	1,745,800	0	0	0	0	0	0	0	0	0
Federal Funds	6,729,800	4,205,400	0	3,902,300	0	0	0	0	0	0	0	303,100	2,524,400
Cigarette Tax	4,284,500	4,284,500	4,284,500	0	0	0	0	0	0	0	0	0	0
Tobacco Settlement	4,000,000	4,000,000	4,000,000	0	0	0	0	0	0	0	0	0	0
Trust Funds/Other	2,966,800	2,441,800	992,400	449,400	0	0	0	0	0	0	0	1,000,000	525,000
Total Tax Funds % Change from Adj. Beg. Base	5.1%	4.8%	3.3%	3.7%	5.0%	3.5%	0.7%	7.9%	6.5%	7.4%	5.0%	20.7%	13.5%

## 2008-09 Total Authorized Budget Ongoing and One-time Appropriations, Work Program Revisions -- TIE TO DRAW SCHEDULES, TIE TO A-1 BUDGETS)

Total Expenditures	1,201,046,300	1,165,245,100	408,109,000	238,435,200	115,401,700	53,856,800	27,519,900	33,796,000	21,230,300	123,328,900	110,538,900	33,028,400	35,801,200
Tax Fund Expenditures	790,828,500	767,645,100	263,507,700	162,355,500	72,186,500	34,301,200	22,238,000	23,738,000	19,081,300	68,441,000	70,446,200	31,349,700	23,183,400
General Fund	295,004,500	294,041,900	121,570,100	109,103,600	3,311,000	2,516,400	2,832,800	3,707,300	4,230,300	21,108,000	9,291,900	16,370,500	962,600
Education Fund	479,236,900	473,603,200	141,937,600	53,251,900	68,875,500	31,784,800	19,405,200	20,030,700	14,851,000	47,333,000	61,154,300	14,979,200	5,633,700
Uniform School Fund	16,587,100	0	0	0	0	0	0	0	0	0	0	0	16,587,100
Dedicated Credits	390,490,900	380,922,500	135,324,400	69,982,200	43,215,200	19,555,600	5,281,900	10,058,000	2,149,000	54,887,900	40,092,700	375,600	9,568,400
Mineral Lease	1,745,800	1,745,800	0	1,745,800	0	0	0	0	0	0	0	0	0
Federal Funds	6,729,800	4,205,400	0	3,902,300	0	0	0	0	0	0	0	303,100	2,524,400
Cigarette Tax	4,284,500	4,284,500	4,284,500	0	0	0	0	0	0	0	0	0	0
Tobacco Settlement	4,000,000	4,000,000	4,000,000	0	0	0	0	0	0	0	0	0	0
Trust Funds/Other	2,966,800	2,441,800	992,400	449,400	0	0	0	0	0	0	0	1,000,000	525,000

# 2008-09 UTAH COLLEGE OF APPLIED TECHNOLOGY APPROPRIATIONS SUMMARY (including 2007-08 Supplementals)

March 5, 2008

	Total	Bridgerland	Davis	Dixie	Mountain-land	Ogden-Weber	Salt Lake-Tooele	Southwest	Uintah Basin	UCAT Custom Fit	UCAT Equipment	UCAT Admin.
<b>2007-08 Appropriated Budget (Includes Ongoing, One-time, and Specific Appropriations -- Ties to Legislative Appropriations Acts)</b>												
Total Expenditures	61,179,400	10,870,400	11,365,200	1,903,400	5,023,000	12,976,100	3,420,500	2,372,400	5,604,500	3,608,100	2,262,400	1,773,400
Tax Fund Expenditures	55,012,900	9,650,300	9,765,300	1,802,900	4,804,100	11,127,000	3,096,500	2,222,400	4,900,500	3,608,100	2,262,400	1,773,400
General Fund	9,240,700	271,000	478,000	0	200	446,200	1,607,600	442,500	1,851,500	3,108,100	801,900	233,700
Education Fund	27,782,600	6,702,300	6,329,800	764,500	1,058,000	7,605,000	937,500	582,100	723,200	500,000	1,460,500	1,119,700
Uniform School Fund	17,989,600	2,677,000	2,957,500	1,038,400	3,745,900	3,075,800	551,400	1,197,800	2,325,800	0	0	420,000
Dedicated Credits	6,166,500	1,220,100	1,599,900	100,500	218,900	1,849,100	324,000	150,000	704,000	0	0	0

<b>2007-08 Adjustments to Appropriated Budget (including Dedicated Credits, Allocation of State Funds, and Budget Reductions, and Supplemental Appropriations)</b>												
Total Expenditures	950,900	224,700	50,100	49,500	42,100	(300,000)	5,000	10,000	369,500	0	500,000	0
Tax Fund Expenditures	500,000	0	0	0	0	0	0	0	0	0	500,000	0
Adjustments												
Ded. Cred. Adjustments	450,900	224,700	50,100	49,500	42,100	(300,000)	5,000	10,000	369,500			
Equipment	500,000										500,000	
Financing												
Education Fund	325,000										325,000	
Uniform School Fund	175,000										175,000	
Dedicated Credits	450,900	224,700	50,100	49,500	42,100	(300,000)	5,000	10,000	369,500			

<b>2007-08 Revised Authorized Budget (Includes Ongoing, One-time, Supplementals, Allocations, and Dedicated Credit Adjustments) TAX FUNDS TIE TO A-1 ACTUALS</b>												
Total Expenditures	62,130,300	11,095,100	11,415,300	1,952,900	5,065,100	12,676,100	3,425,500	2,382,400	5,974,000	3,608,100	2,762,400	1,773,400
Tax Fund Expenditures	55,512,900	9,650,300	9,765,300	1,802,900	4,804,100	11,127,000	3,096,500	2,222,400	4,900,500	3,608,100	2,762,400	1,773,400
General Fund	9,240,700	271,000	478,000	0	200	446,200	1,607,600	442,500	1,851,500	3,108,100	801,900	233,700
Education Fund	28,107,600	6,702,300	6,329,800	764,500	1,058,000	7,605,000	937,500	582,100	723,200	500,000	1,785,500	1,119,700
Uniform School Fund	18,164,600	2,677,000	2,957,500	1,038,400	3,745,900	3,075,800	551,400	1,197,800	2,325,800	0	175,000	420,000
Dedicated Credits	6,617,400	1,444,800	1,650,000	150,000	261,000	1,549,100	329,000	160,000	1,073,500	0	0	0

<b>Back out 2007-08 One-time Appropriations from Base</b>												
Total Expenditures	(1,145,100)	0	422,200	0	0	0	0	0	393,200	0	(1,960,500)	0
General Fund	15,000,000	5,000,000	4,500,000			5,500,000						
Education Fund	(16,117,900)	(5,000,000)	(4,225,600)			(5,500,000)			393,200		(1,785,500)	
Uniform School Fund	(27,200)		147,800								(175,000)	

<b>2008-09 Beginning Base Budget (2007-08 Appropriated less 2007-08 One-time)</b>												
Total Expenditures	60,985,200	11,095,100	11,837,500	1,952,900	5,065,100	12,676,100	3,425,500	2,382,400	6,367,200	3,608,100	801,900	1,773,400
Tax Fund Expenditures	54,367,800	9,650,300	10,187,500	1,802,900	4,804,100	11,127,000	3,096,500	2,222,400	5,293,700	3,608,100	801,900	1,773,400
General Fund	24,240,700	5,271,000	4,978,000	0	200	5,946,200	1,607,600	442,500	1,851,500	3,108,100	801,900	233,700
Education Fund	11,989,700	1,702,300	2,104,200	764,500	1,058,000	2,105,000	937,500	582,100	1,116,400	500,000	0	1,119,700
Uniform School Fund	18,137,400	2,677,000	3,105,300	1,038,400	3,745,900	3,075,800	551,400	1,197,800	2,325,800	0	0	420,000
Dedicated Credits	6,617,400	1,444,800	1,650,000	150,000	261,000	1,549,100	329,000	160,000	1,073,500	0	0	0

<b>2008-09 Ongoing Base Corrections, Transfers, and Adjustments</b>												
Total Expenditures (HB 2)	110,500	76,400	72,100	99,800	161,000	0	141,500	38,900	110,300	0	0	(589,500)
Tax Fund Expenditures	110,500	76,400	72,100	99,800	161,000	0	141,500	38,900	110,300	0	0	(589,500)
Adjustments												
Base Budget Transfers - Growth	0	76,400	72,100	99,800	161,000		141,500	38,900	110,300			(700,000)
Base Budget Transfers - SBR	110,500											110,500
Financing												
General Fund	110,500											110,500
Education Fund	0	61,400	57,100	61,800	71,000	0	124,500	18,900	60,300			(455,000)
Uniform School Fund	0	15,000	15,000	38,000	90,000	0	17,000	20,000	50,000			(245,000)

## 2008-09 UTAH COLLEGE OF APPLIED TECHNOLOGY APPROPRIATIONS SUMMARY (including 2007-08 Supplementals)

March 5, 2008

<b>2008-09 Adjusted Beginning Base Budget (Matches the Subcommittee Reports)</b>												
Total Expenditures	61,095,700	11,171,500	11,909,600	2,052,700	5,226,100	12,676,100	3,567,000	2,421,300	6,477,500	3,608,100	801,900	1,183,900
Tax Fund Expenditures	54,478,300	9,726,700	10,259,600	1,902,700	4,965,100	11,127,000	3,238,000	2,261,300	5,404,000	3,608,100	801,900	1,183,900
General Fund	24,351,200	5,271,000	4,978,000	0	200	5,946,200	1,607,600	442,500	1,851,500	3,108,100	801,900	344,200
Education Fund	11,989,700	1,763,700	2,161,300	826,300	1,129,000	2,105,000	1,062,000	601,000	1,176,700	500,000	0	664,700
Uniform School Fund	18,137,400	2,692,000	3,120,300	1,076,400	3,835,900	3,075,800	568,400	1,217,800	2,375,800	0	0	175,000
Dedicated Credits	6,617,400	1,444,800	1,650,000	150,000	261,000	1,549,100	329,000	160,000	1,073,500	0	0	0

### 2008-09 Ongoing Increases

Total Expenditures	2,549,300	421,700	350,300	440,000	245,000	351,900	201,600	315,800	185,900	0	0	37,100
Tax Fund Expenditures	2,549,400	421,700	350,300	440,000	245,000	351,900	201,600	315,800	186,000	0	0	37,100
Adjustments												
ISF Adjustments - Fleet	(300)		100			(100)			(300)			
Salary	1,164,800	231,400	244,400	49,700	111,400	262,600	70,900	45,500	124,800			24,100
Health	534,800	137,700	105,800	13,200	67,400	89,400	32,700	14,200	61,400			13,000
Retention	0											
Leases	850,000	52,600		377,100	66,200		98,000	256,100				
Financing												
Education Fund	1,670,100	262,400	217,600	289,100	192,700	228,700	98,600	211,700	132,200			37,100
Uniform School Fund	879,300	159,300	132,700	150,900	52,300	123,200	103,000	104,100	53,800			
Dedicated Credits	(100)								(100)			

### 2008-09 One-time Increases

Total Expenditures	1,672,100	134,100	(112,200)	112,400	134,100	133,900	117,700	116,000	(78,900)	0	900,000	215,000
Tax Fund Expenditures	1,672,100	134,100	(112,200)	112,400	134,100	133,900	117,700	116,000	(78,900)	0	900,000	215,000
Adjustments												
O&M One-time Cuts	(442,900)		(246,300)						(196,600)			
Equipment Funds	900,000										900,000	
IT Aging Infrastructure	215,000											215,000
Jobs Now	1,000,000	134,100	134,100	112,400	134,100	133,900	117,700	116,000	117,700			
Financing												
General Fund	0											
Education Fund	932,000	87,200	(159,100)	73,100	87,200	87,000	76,500	75,400	(120,100)		585,000	139,800
Uniform School Fund	740,100	46,900	46,900	39,300	46,900	46,900	41,200	40,600	41,200		315,000	75,200

### 2008-09 Total Appropriated Budget (Includes Ongoing and One-time Appropriations – TIES TO APPROPRIATIONS ACTS)

Total Expenditures	65,317,100	11,727,300	12,147,700	2,605,100	5,605,200	13,161,900	3,886,300	2,853,100	6,584,500	3,608,100	1,701,900	1,436,000
Tax Fund Expenditures	58,699,800	10,282,500	10,497,700	2,455,100	5,344,200	11,612,800	3,557,300	2,693,100	5,511,100	3,608,100	1,701,900	1,436,000
General Fund	24,351,200	5,271,000	4,978,000	0	200	5,946,200	1,607,600	442,500	1,851,500	3,108,100	801,900	344,200
Education Fund	14,591,800	2,113,300	2,219,800	1,188,500	1,408,900	2,420,700	1,237,100	888,100	1,188,800	500,000	585,000	841,600
Uniform School Fund	19,756,800	2,898,200	3,299,900	1,266,600	3,935,100	3,245,900	712,600	1,362,500	2,470,800	0	315,000	250,200
Dedicated Credits	6,617,300	1,444,800	1,650,000	150,000	261,000	1,549,100	329,000	160,000	1,073,400	0	0	0

### 2008-09 Revised Authorized Operating Budget Ties to A1 Budgets

Total Expenditures	65,317,100	11,727,300	12,147,700	2,605,100	5,605,200	13,161,900	3,886,300	2,853,100	6,584,500	3,608,100	1,701,900	1,436,000
Tax Fund Expenditures	58,699,800	10,282,500	10,497,700	2,455,100	5,344,200	11,612,800	3,557,300	2,693,100	5,511,100	3,608,100	1,701,900	1,436,000
General Fund	24,351,200	5,271,000	4,978,000	0	200	5,946,200	1,607,600	442,500	1,851,500	3,108,100	801,900	344,200
Education Fund	14,591,800	2,113,300	2,219,800	1,188,500	1,408,900	2,420,700	1,237,100	888,100	1,188,800	500,000	585,000	841,600
Uniform School Fund	19,756,800	2,898,200	3,299,900	1,266,600	3,935,100	3,245,900	712,600	1,362,500	2,470,800	0	315,000	250,200
Dedicated Credits	6,617,300	1,444,800	1,650,000	150,000	261,000	1,549,100	329,000	160,000	1,073,400	0	0	0

March 12, 2008

**MEMORANDUM**

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: University of Utah – Master of Arts Degree in Languages and Literature with Emphasis in World Language and with Secondary Licensure, Effective Fall, 2008 – Action Item

Issue

The University of Utah requests approval to offer a Master of Arts Degree in Languages and Literature with an Emphasis in World Languages and with Secondary Licensure jointly offered in the College of Humanities and the College of Education, effective Fall, 2008.

Background

Events that followed 9-11 have made many Americans acutely aware of their foreign language deficit and its negative consequences on their interactions with other nations and cultures. In response, government and business leaders have called on educators at all levels to increase students' foreign language skills, particularly in the less commonly taught "critical" languages (Arabic, Chinese, Hindi/Urdu, Japanese, Korean, Persian/Farsi, and Russian).

The proposed Master of Arts Degree in Languages and Literature with an Emphasis in World Languages combines a graduate master's degree with secondary licensure to teach in the public schools. Students with the requisite background will be able to teach one or two foreign languages at the secondary level, or a foreign language and another high school subject such as History, Geography, or Math. The program seeks to license teachers for critical languages (Arabic, Chinese, Hindi/Urdu, Japanese, Korean, Persian/Farsi, and Russian). Students in the program, particularly those seeking certification in a critical language, will be strongly encouraged to participate in an intensive language study abroad program.

Graduates of the proposed M.A program will enhance the quality of existing foreign language instruction in Utah's public school. The proposed M.A. addresses the need for foreign language teachers on a national level, but focuses first and foremost on Utah. During its 2007 session, the Utah State Legislature approved on-going funding to create critical language programs for the next six years, beginning with 20 Chinese programs in 2007-2008; Arabic and Russian programs are scheduled to follow. As a short-term solution for the current teacher shortage, these new language programs are relying on a hybrid distance education model for the first three to five years of their existence. Initially, licensed master teachers will broadcast courses from a central site and will supervise classroom-based facilitators (who do not require a teaching

license). Subsequently, the proposed M.A will shift the distance education programs to programs that are entirely classroom-based.

The program requires no new funding since it draws on existing courses and instructional personnel. There are no other graduate foreign language programs that also grant secondary licensure in the USHE.

#### Policy Issues

Program Review Committee members expressed concern with the name of the degree which appeared to be a Master of Arts with an emphasis. Further discussion with the College of Humanities at the University of Utah revealed that the actual name of the degree includes both the level of education (master's degree) with the name of the department (Languages and Literature) along with the specialization, World Languages with an option of secondary licensure. The correct name is reflected in this proposal.

All other USHE institutions were supportive of the program.

#### Commissioner's Recommendations

The Commissioner recommends that the Regents review the request by the University of Utah to offer the Master of Arts Degree in Languages and Literature with Emphasis in World Languages and Secondary Licensure, raise questions, and, if satisfied, approve the request.

---

David L. Buhler, Interim Commissioner

DLB/PCS  
Attachment

Academic, Career and Technical Education and Student Success Committee

Action Item

Request to Offer a Master of Arts Degree in Languages and Literature with Emphasis in World Language  
and with Secondary Licensure

University of Utah

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

March 12, 2008

## **SECTION I: The Request**

The University of Utah requests approval from the Board of Regents to offer a Master of Arts in Languages and Literature with an Emphasis in World Languages with Secondary Licensure jointly offered in the College of Humanities and the College of Education.

## **SECTION II: Program Description**

Most Americans do not acquire proficiency in a language other than English; those who do are often immigrants or their immediate descendants. Typically, foreign language study is neither required to graduate from high school nor to enter a university, and has stayed at the margins of public education for a long time. Events that followed 9-11, however, have made many Americans acutely aware of their foreign language deficit and its negative consequences on their interactions with other nations and cultures. In response, government and business leaders have called on educators at all levels to increase students' foreign language skills, in particular in the less-commonly taught "critical" languages (Arabic, Chinese, Hindi/Urdu, Japanese, Korean, Persian/Farsi, and Russian).

In Utah, foreign languages play a more significant role than in most other states in the U.S. By the time many young Utah residents attend college, they have often lived in another culture and are able to speak one, and sometimes even two foreign languages. Additionally, two years of secondary-school level foreign language studies are part of the University of Utah's admissions requirements, and students must attain at least a fourth semester proficiency in a language to graduate with a Bachelors of Arts. The proposed Masters of Arts in Languages and Literature with an Emphasis in World Languages with Secondary Teaching Licensure capitalizes on Utah's unique strengths in foreign languages to improve and increase foreign language programs in the public schools. The program will utilize existing courses and faculty in the College of Humanities and the College of Education. It comprises seven core courses in second language pedagogy, education and linguistics, three foreign language area courses, a three-course licensure sequence, and supervised student teaching, which is required for state licensing. Students who successfully complete the program will be granted a Master of Arts in Languages and literature with an Emphasis in World Language with Secondary Licensure and one or two foreign language endorsements. Depending on the student's particular background, the program will take four semesters with an additional one or two summer terms to complete.

The M.A with an Emphasis in World Languages program is aimed towards students who have obtained a foreign language B.A. or M.A. and/or possess advanced language proficiency equivalent to at least three years of university foreign language study. Students with the requisite background will be able to obtain two world language endorsements, for example in French and Chinese or French and Arabic. Similarly, students with a bachelor's degree in a high school subject, for example History, Geography or Math, and the requisite foreign language background will be able to obtain secondary licensure with an endorsement in that subject and also in a foreign language. The versatility of the licensure program will not only attract students with various backgrounds, but also make them marketable for schools that cannot always hire an FTE teacher for one subject. The program's initial priority is to graduate teachers for the less-commonly taught "critical" languages, which currently include Arabic, Chinese, Hindi/Urdu, Japanese, Korean, Persian/Farsi, and Russian. The M.A with an Emphasis in World Languages is designed to adapt its student recruitment methods and language proficiency development to the changing needs of such language classifications.



## **Purpose of the Degree**

The main goal of the M.A with an Emphasis in World Languages degree is to graduate highly qualified teachers for existing foreign language programs in the Utah public schools, and to promote the creation of new foreign language programs, in particular for the less-commonly taught critical languages. The program will offer a comprehensive graduate curriculum that includes intermediate to advanced language and cultural studies, foreign language methodology, state and national standards-based instruction, proficiency-based assessment, licensure coursework, and a teaching practicum. Under No Child Left Behind (NCLB), graduates of the M.A with an Emphasis in World Languages will meet its highest standards of “highly-qualified,” which, in addition to advanced language proficiency and content knowledge, requires a foreign language teaching methods course, and courses on the civilization, culture, history and literature of the foreign language. All students in the program, but particularly those seeking an endorsement in a critical language, will be strongly encouraged to participate in immersion language study abroad to help them achieve advanced language proficiency. The Secondary Teacher Licensure Program in the University of Utah’s College of Education, which will recommend candidates to the State Office of Education for licensing, has approved the licensure portion of the curriculum.

As the first program in Utah that will both license teachers and confer a master’s degree, the M.A with an Emphasis in World Languages will significantly contribute to teacher education that is commensurate with current professional standards. These standards (see Appendix D) call for close collaboration between foreign language and education departments in order to equip teachers with a high level of language proficiency and substantive knowledge of language, linguistics, culture and literature, and to provide structured field experiences that familiarize candidates with the public school environment.

## **Institutional Readiness**

The University of Utah is ideally positioned to offer a program that supports foreign language education in the state and alleviate the shortage of teachers for the less-commonly taught languages, Arabic, Chinese, and Russian. All of these languages are offered from beginning to intermediate and/or advanced levels in the Department of Languages and Literature and the Middle East Center. Moreover, the International Center at the University of Utah offers a number of intensive language programs abroad to support students achieving a high level of proficiency in foreign languages.

## **Admission Requirements**

Students who wish to pursue the M.A with an Emphasis in World Languages with secondary licensure, and will obtain one foreign language endorsement, need a foreign language B.A. (or equivalent credit hours) to be admitted to the program. Students who will pursue two foreign language endorsements need a B.A. (or equivalent hours) for one language; for their second language, they need a minimum of 6 critical language or 10 non-critical language credit hours. (Credits have to be at the 3000-level or above). Applicants who are short of the number of foreign language credits required for admission, but otherwise qualified may be accepted if it is possible for them to obtain the foreign language credits prior to and/or during the M.A with an Emphasis in World Languages program.

## **Student Advisement**

The Director of Graduate Studies in the Department of Languages and Literature will advise students on their graduate coursework. A program assistant will advise students on licensure requirements and oversee

placement for student teaching. Students also will have access to the director of secondary education in the College of Education and to the director of graduate studies in the Department of Linguistics.

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

The number of graduate credits (30) meets the Graduate School requirements for M.A. degrees. In addition, students have to complete 9 course credits and 12 hours of student teaching to meet secondary licensure requirements. Students may also have to take additional foreign language courses to reach the level of proficiency required for licensure and to obtain the required number of foreign language credits.

### **External Review and Accreditation**

Since the M.A with an Emphasis in World Languages will recommend candidates for secondary licensure, the program must satisfy the Utah State Office of Education's world language licensure requirements (see Appendix E). The College of Education has approved the curriculum and will recommend students who successfully complete the program for licensure in the state of Utah.

### **Projected Enrollment**

<b>FIVE-YEAR PROJECTED ENROLLMENT</b>					
<b>CATEGORIES</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>
Anticipated Annual Admissions	10	12	15	18	20
Cumulative Program Enrollment <sup>1</sup>	10	22	27	35	38
Student Credit Hours <sup>2</sup>	120	264	324	396	456
Growth Credit Hours (SCH) <sup>3</sup>	120	144	180	216	240

### **Expansion of Existing Program**

Not applicable.

### **Faculty**

Initiation of the program requires no new courses and no new faculty, but a new position devoted to public school teacher education may be requested if justified by program growth. Current full-time tenure track faculty in the Departments of Languages and Literature, Linguistics, and in the College of Education teach the existing courses that make up the M.A with an Emphasis in World Languages curriculum.

### **Staff**

Existing staff will principally support the program, but productivity funding for new graduate SCH (see Section II, Projected Enrollment, and Section V, Budget), will support a 50 percent FTE graduate assistant (Ph.D.). Together with the Department of Teaching and Learning, the M.A with an Emphasis in World Languages program assistant will set up sites and identify cooperating teachers for pre-service experiences and student teaching and oversee placement.

## **Library and Information Resources**

Existing library and information resources in Humanities and Education will sufficiently serve the proposed program.

## **SECTION III: Need**

### **Program Need**

Over the past two years, educational institutions and government agencies have begun to work together to increase the number of Americans who speak foreign languages, and in particular the so-called critical languages. During a hearing of the U.S. Senate Committee on Homeland Security and Governmental Affairs on the government's effort to increase foreign language education, the current president of the American Council on the Teaching of Foreign Languages (ACTFL) testified that:

"One challenge to expanding foreign language education offerings is the lack of teachers with requisite language skills – not only in the less-commonly taught languages critical to our national defense, but also for the more traditional widely taught languages."

The statement identifies the shortage of qualified foreign language teachers as a serious obstacle to the expansion of programs in the public schools. To address the lack of teachers, postsecondary institutions must make a commitment to educating teachers with substantive foreign language content knowledge and current pedagogy skills while moving them toward advanced proficiency. Many comprehensive doctoral institutions such as the University of Utah, however, do not make foreign language teacher education a priority despite having the resources needed to produce first-rate language professionals. These essential resources include faculty with knowledge of foreign literature and linguistics, with expertise in second language acquisition research and foreign language pedagogy, and with native or language proficiency. Moreover, students have access to internationally focused education, including studying and working abroad, and both faculty and students benefit from professionals who assist them in using current and innovative technology competently.

### **Labor Market Demand**

Although the M.A with an Emphasis in World Languages program addresses the need for foreign language teachers on a national level, it focuses first and foremost on the demand in Utah. During its 2007 session, the Utah State Legislature approved on-going funding to create critical language programs for students in the public schools each year for the next six years, beginning with 20 Chinese programs in 2007-2008; Arabic and Russian programs are scheduled to follow. As a short-term solution for the current teacher shortage, these new language programs will rely on a hybrid distance education model for the first three to five years of their existence. Licensed master teachers will broadcast courses from a central site, and will supervise classroom-based facilitators (who do not require a teaching license).

The hybrid distance education program and the proposed M.A with an Emphasis in World Languages will mutually benefit from each other. These distance education programs will provide M.A with an Emphasis in World Languages candidates with student teaching sites and cooperating teachers. In turn, the M.A with an Emphasis in World Languages will play a vital role in shifting the distance education programs to programs that are entirely classroom-based, and in meeting the increasing need for highly proficient teachers. Importantly, teachers who graduate from the M.A with an Emphasis in World Languages program with two

foreign language endorsements will give schools the flexibility they need in order to build new language programs for less-commonly taught languages while also maintaining programs for more commonly taught languages such as French, German, and Spanish. Many schools are unable to commit a full-time position to a less-commonly taught language, or sometimes even more widely taught languages such as German and French. Teachers who hold two endorsements (two for foreign language, or one for foreign language and another for a different subject) will be highly marketable since school districts are often unable to support an FTE position for a single foreign language.

## **Student Demand**

In response to a random-sample survey conducted in the spring of 2007, 36 percent of the respondents expressed interest in a foreign language teaching degree at the graduate level, and 33 percent in learning to teach two languages, especially one that is less-commonly taught. Since starting the discussion of creating the M.A. with an Emphasis in World Languages program, the department has received numerous inquiries from students in the B.A. programs, including foreign languages, area studies, and ESL. Students in the Master of Arts in Language Pedagogy, which does not license teachers for the public schools, have consistently expressed their desire for an integrated graduate licensure program. Currently, the Department of Languages and Literature offers only a Spanish teaching major, and Linguistics offers an ESL teaching minor; none of the graduate degrees in the two departments grants licensure to teach in the public schools. The proposed program will grant a graduate degree with licensure and produce teachers for both more commonly and less-commonly taught languages.

## **Similar Programs**

On a national level, no program that offers dual licensing for two languages or for a high school subject and a foreign language currently exists. No foreign language graduate program in the U.S. currently licenses teachers for the critical languages. A few institutions offer M.A. degrees with dual certification, typically in a foreign language and English as a second language. Foreign language certification programs that were examined include:

- 1) University of Michigan's Master of Arts with Certification (MAC): Foreign Languages Program
- 2) New York University's Foreign Language Education M.A. with Dual Certification in Foreign Language Education & TESOL
- 3) University of Kentucky's Masters with Initial Certification (MIC) in foreign language education
- 4) Georgetown's Master of Arts in teaching English as a second language with licensure/certification
- 5) Stony Brook University's Master of Arts in Teaching (MAT), leading to teacher certification in French, German, Italian, and Spanish

Most relevant to this proposal is the extent to which other institutions in Utah license foreign language teachers. Currently, no USHE institution offers a foreign language master's degree with licensure. Utah State University offers a Master of Second Language Teaching, or MSLT, and, similarly, the University of Utah offers a Master of Arts in Language Pedagogy (MALP). Many USHE institutions offer teaching majors and minors for the commonly taught languages (French, German, Spanish), but only BYU offers Chinese and Japanese teaching majors and minors, and a Russian teaching minor.

**Table 1: Utah Collegiate Education Programs  
with Foreign Language Teaching Emphases**

	BYU	SUU	U of U	USU	UVU	WSU	WEST
Chinese	M						
French	M m	M m		M m		M m	m
German	M m	M m		M m		M m	
Japanese	M						
Latin	M m						
Russian	m						
Spanish	M m	M m	M m	M m		M m	m

M = Teaching Major      m = Teaching Minor

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

While no direct collaboration is planned, the program will recruit students who have graduated with a foreign language major or minor, or with a major in another subject and foreign language credits, at other USHE institutions. The program will offer students with a B.A. in foreign language or a high school subject and/or a strong foreign language background a viable career path with a graduate degree. Since no comparable advanced degree is offered at other Utah institutions of higher education, the proposed program will have little or no impact on them.

### **Benefits**

By contributing to public school education, the program will enhance the University of Utah's outreach efforts. The program's interdisciplinary and collaborative design will serve as a model for institutions around the U.S. and enhance the visibility of the Colleges of Humanities and Education, and the University as a whole.

### **Consistency with Institutional Mission**

The education of public school teachers is an important element in the University of Utah's mission to transmit knowledge through education and training programs. Graduates of the M.A with an Emphasis in World Languages program will enhance the quality of foreign language instruction in Utah and support the creation of new foreign language programs. The proposed program supports the mission of the university to link research and teaching: the faculty associated with the proposed M.A not only teach foreign languages, develop language program curricula, and train teachers, but also conduct research in second language acquisition, linguistics, and teacher education.

The proposed M.A aligns with current institutional priorities of the University of Utah, which include internationalization, interdisciplinarity, and outreach. It will promote advanced foreign language study, which is critical to internationalization, it involves two colleges and several departments, and it enhances the quality of foreign language education in the public schools.

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

### **Program Assessment**

Assessment is built into the program at various levels. The program's success will be measured by the licensure, placement and performance of its graduates in the public schools in Utah and elsewhere. The program will track where students secure teaching positions and to what extent they contribute to maintaining and enhancing foreign language programs in the public schools. Success of the program will also be determined by reaching its goal of growing to about 40 students over the first five years and meeting the needs of the Utah public schools.

### **Expected Standards of Performance**

Students will be required to maintain a 3.0 GPA and will have to demonstrate progress toward the required levels of foreign language proficiency.

## **SECTION V: Finance**

### **Budget: Five-Year Revenue and Expense Projections**

Neither new faculty positions nor reallocation of funds are required to initiate the M.A. program. The curriculum consists of courses already offered for existing graduate degrees, and current staff will handle student advising (Directors of Graduate Studies in Languages and Literature and Linguistics) and placement (Director of Program of Evaluation, Department of Teaching and Learning). The program director will explore funding opportunities to hire a Ph.D. student to assist with the M.A. with an Emphasis in World Languages students' pre-service experiences. If no funding is secured, the Departments of Languages and Literature and Linguistics will designate a teaching assistant position for the program assistant position.

Financial Analysis Form for All R401 Documents						
	Year 1	Year 2	Year 3	Year 4	Year 5	
<b>Students</b>						
Projected FTE Enrollment	10	22	27	33	38	
Cost Per FTE <sup>1</sup>	\$2,147	\$2,254	\$2,367	\$2,485	\$2,610	
Student/Faculty Ratio	10:55	22:55	27:55	33:55	38:55	
Projected Headcount	10	22	27	33	38	
<b>Projected Tuition</b>						
Gross Tuition	\$21,470	\$49,588	\$63,909	\$82,005	\$99,180	
Tuition to Program <sup>2</sup>	\$0	\$7,650	\$9,180	\$11,475	\$13,770	
<b>5 Year Budget Projection</b>						
	Year 1	Year 2	Year 3	Year 4	Year 5	
<b>Expense</b>						
Salaries & Wages <sup>3</sup>	\$12,095	\$23,835	\$24,581	\$25,333	\$54,376	
Benefits <sup>4</sup>	4,016	4,116	4,219	4,324	16,694	
Total Personnel	16,111	27,951	28,800	29,657	71,070	
Current Expense <sup>5</sup>	1,500	1,650	1,815	1,997	2,197	
Travel	0	0	0	0	0	
Capital	0	0	0	0	0	
Library Expense	0	0	0	0	0	
Total Expense	\$17,611	\$29,601	\$30,615	\$31,654	\$73,267	
<b>Revenue</b>						
Legislative Appropriation <sup>6</sup>	\$-	\$-	\$-	\$-	\$40,574	
Grants & Contracts	0	0	0	0	0	
Donations	0	0	0	0	0	
Reallocation	17,611	21,951	21,435	20,179	18,923	
Tuition to Program	0	7,650	9,180	11,475	13,770	
Fees	0	0	0	0	0	
Total Revenue	\$17,611	\$29,601	\$30,615	\$31,654	\$73,267	
<b>Difference</b>						
Revenue-Expense	\$-	\$-	\$-	\$-	\$-	
<b>Comments</b>						
<sup>1</sup> Assumes 5% tuition increase each academic year. <sup>2</sup> Based on SCH productivity funding at 75%; productivity funding is paid out the year following in which it is earned. <sup>3</sup> Includes .33% of current graduate staff support salary with 2.5% annual increases; 50% of course release for Dir. of Grad. Studies (DGS); one TA support position beginning in Year 2 and a .50 faculty position beginning in Year 5. <sup>4</sup> Based on benefit rate by salary FY 08-08 table ( <a href="http://fbs.admin.utah.edu/download/gca/BenefitsPercent.pdf">http://fbs.admin.utah.edu/download/gca/BenefitsPercent.pdf</a> )						

<sup>5</sup>Assumes 10% annual increase.

<sup>6</sup>Represents new base funding (salary and benefits) request for .5 faculty position/benefits beginning with Year 5.



## Appendix A: Program Curriculum

### NEW COURSES

None

### PROPOSED CURRICULUM FOR THE MASTER OF ARTS WITH AN EMPHASIS IN WORLD LANGUAGES

#### PREREQUISITES (6 credits)

Linguistics 1200:	Introduction to the Study of Language (no graduate credit)
EdsPsych 5230	Adolescent Psychology (also offered in FCS and Psych)
SpEd 5011	Inclusive Classrooms

#### M.A. CORE & LICENSURE COURSES (24 Credit Hours)

LING 5810/6811	K-12 Second Language Methodology
LING 6042	Minority Language Issues in Education
LING 6812	Content-based Instruction
LING 6816	Instructional Design & Materials Development
LING 6818	Second Language Testing (Assessment)
TL 5151/6151	Educational Applications of Technology

#### LICENSURE SEQUENCE (9 Credit Hours)

Sp ED5022	Principles of Instruction and Behavior Support
ECS XXX <sup>1</sup>	School, Family and Community
ECS XXX <sup>1</sup>	Urban Schools

<sup>1</sup> Course numbers to be determined

#### STUDENT TEACHING (12 Credit Hours)

LING 6813 /TL 6490: TL	Practicum
TL 6491	Seminar
T&L 6495	Supervised Teaching

#### A MINIMUM OF THREE M.A. LANGUAGE AREA COURSES (9 Credit Hours)

French, German, Spanish: M.A. & Ph.D. programs (Languages & Literature, Latin American Studies; International Studies) Russian: 5000-level courses (Languages & Literature) Middle East Studies: B.A., M.A. & Ph.D. programs (Middle East Center) Asian Studies: B.A., M.A. (College of Humanities) ESL: M.A. Applied; MA TEFL (Linguistics) *Students who hold a Foreign Language BA
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These courses include:

<b><u>Arabic:</u></b>		
ARAB 6010	Colloquial Arabic I	3
ARAB 6020	Colloquial Arabic II	3
ARAB 6040	Advanced Arabic Language Skills	3
ARAB 6050	Advanced Arabic Language Skills	3
ARAB 6160	Selected Authors and Genres in Arabic Literature	3
ARAB 6205	Language and Gender	3
ARAB 6270	Linguistic Structure of Arabic	3
ARAB 6271	Topics in Arabic Linguistics	3
ARAB 6272	Linguistic Variation in Arabic	3
ARAB 6500	Islamic Theology and Philosophy	3
ARAB 7252	Teaching Arabic	3
ARAB 7820	Arabic Grammatical Tradition	3

<b><u>Asian Studies:</u></b>		
JAPAN 6290	Structure of Japanese: Syntax	3
JAPAN 6291	Japanese Linguistics: Language and Society	3

<b><u>Chinese:</u></b>		
CHIN 6280	Structure of Chinese: Syntax	3
CHIN 6281	Structure of Chinese: Phonetics	3

<b><u>French:</u></b>		
FREN 6260	Linguistic Structure of French	3
FREN 6600	Studies in Medieval Literature	3

<b><u>German:</u></b>		
GERM 6270	Variation in German	
GERM 6620	Literature of the Middle Ages	3
GERM 6650	Classicism	3
GERM 6660	Romanticism	3
GERM 6700	Early Modernism and National Socialism	3
GERM 6720	Literature and Culture from 1945 to the Present	3

<b><u>Hebrew:</u></b>		
HEBR 6363	The Kabbalah	3
HEBR 6400	Topics in Literature and Culture	3
HEBR 6600	Biblical Hebrew: Prose	3
HEBR 6601	Biblical Hebrew: Poetry	3

<b><u>Middle-Eastern Studies:</u></b>		
MIDE 6050	Approaches and Methodologies in Middle East Studies	3
MIDE 6117	The Figure of Mohammed in Islamic Tradition	3
MIDE 6118	Select. Auth. & Genres in the Islamic Intel. & Reli. Trad.	3
MIDE 6130	Introduction to the Qur'an and Qur'anic Studies	3
MIDE 6150	Islamic Theology and Philosophy	3
MIDE 6152	Islamic Mysticism	3
MIDE 6158	Major Trends in Modern Islam	3

	<b><u>Persian:</u></b>		
PERS 6020	Advanced Persian Language Skills II	3	
PERS 6160	Selected Authors and Genres in Persian Literature		3

	<b><u>Russian:</u></b>		
RUSS 5280	Russian Phonetics and Phonology		3
RUSS 5281	Russian Morphology		3

	<b><u>Spanish:</u></b>		
SPAN 5242	Spanish Pronunciation and Phonetics	3	
SPAN 6241	Topics in Spanish Linguistics	3	
SPAN 6630	Golden Age		3
SPAN 6640	Romanticism and Realism		3
SPAN 6660	Quixote and Other Works		3
SPAN 6750	Spanish American Poetry		3
SPAN 6760	Spanish American Short Story	3	
SPAN 6770	Spanish American Theatre		3
SPAN 6781	Spanish American Novel II		3

## **Appendix B: Course Descriptions and Last Taught**

**ARAB 6010 Colloquial Arabic I** (3) Cross listed as MID E 6101. Prerequisite: Listening and conversation in an Arabic dialect (Egyptian or Levantine). Survival skills and everyday conversational topics based on authentic listening materials. Last Taught: Fall 2003

**ARAB 6020 Colloquial Arabic II** (3) Cross listed as MID E 6102. Additional work required of graduate students. Develops communicative skills in the Arabic dialect started in ARAB 6010 and improves cultural awareness of modern Arab society and way of life. Authentic reading and listening materials include plays, proverbs, poems. Last Taught: Spring 2004

**ARAB 6040 Advanced Arabic Language Skills** (3) Cross listed as MID E 6104. Listening and conversation in Modern Standard Arabic based on authentic radio and TV materials. Last Taught: Fall 2004

**ARAB 6050 Advanced Arabic Language Skills** (3) Cross listed as MID E 6105. Listening, reading, and conversation in Modern Standard Arabic based on a variety of authentic materials. Last Taught: Spring 2005

**ARAB 6160 Selected Authors and Genres in Arabic Literature** (3) Cross listed as MID E 6116. Selected authors, movements, and genres from modern and medieval times. Recent topics include: Humor and Satire in Arabic and Islamic Literature, Hispano-Arabic Literature, The Natural World in Islamic Thought, Typology of Arabic Poetry, Origin and Meaning of Courtly Love in the Islamic World and Medieval Europe, Modern Arabic Short Story, Modern Arabic Novel. Last Taught: Fall 2005

**ARAB 6205 Language and Gender** (3) Cross listed as LING 6205, MID E 6120. Cross-linguistic, cross-cultural approach focusing on systematic differences in speech patterns of females and males; language and power; sexism in language. Last Taught: Spring 2004

**ARAB 6270 Linguistic Structure of Arabic** (3) Cross listed as LING 6270, MID E 6125. Introduction to the linguistic analysis of the Arabic grammatical system: word formation, sound system, and syntactic structure. Last Taught: Spring 2007

**ARAB 6271 Topics in Arabic Linguistics** (3) Cross listed as LING 6271, MID E 6126. Topics include syntax, phonology, and morphology of Arabic. Last Taught: Fall 2007

**ARAB 6272 Linguistic Variation in Arabic** (3) Cross listed as MID E 6127. The effect of regional and socio-cultural variables on the use of Arabic. Topics may include diglossia (sociostylistic variation) and gender differences in language use. Last Taught: Spring 2007

**ARAB 6500 Islamic Theology and Philosophy** (3) Cross listed as MID E 6150. Examination of Muslim attempts to provide rational foundation for principal tenets of Islam and of disputes between Muslims and non-Muslims over religious issues. Last Taught: Fall 2007

**ARAB 7252 Teaching Arabic** (3) Cross listed as MID E 7127. This course will address both theoretical and practical issues related to the teaching of foreign languages at the college level with special reference to Arabic. In addition to discussing these issues, students will carry out a variety of assignments including development and evaluation of teaching and testing materials and observation of classes. Last Taught: Fall 2004

**ARAB 7820 Arabic Grammatical Tradition** (3) Cross listed as MID E 7182. The topic of the seminar will be the Arab linguist who explicitly dealt with phonetic/phonological and syntactic issues. Treatises and sections of treatises that dealt with the above topics will be discussed. The course will emphasize the study of the Medieval Arab grammarians. The discussion will focus on the primary sources themselves. Last Taught: Spring 2004

**CHIN 6280 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. Last Taught: Spring 2007

**CHIN 6281 Structure of Chinese: Phonetics** (3) Introduction to the articulatory features and patterns of Mandarin Chinese sound segments and tones. Last Taught: Fall 2007

**ECS 6632 Issues & Research in Multicultural Education** (3) An advanced course in the history, concepts, and theoretical base for multicultural education as a field. Focus is on issues and research in the teaching and learning of cultural and linguistic minority students. Taught Last: Spring 2007

**ED PS 6080 Adolescent Development and Learning** (3) Theories and research pertaining to human development and learning throughout adolescence. Emphasizes application of theory and research to education. Taught Last: Spring 2008

**FREN 6260 Linguistic Structure of French** (3) Cross listed as LING 6250. No prior knowledge of French is required. A course in the linguistic description of Standard French: phonology, morphology, syntax, and lexicon. A linguistic approach is contrasted with traditional grammar. Last Taught: Spring 2004

**FREN 6600 Studies in Medieval Literature** (3) Cross listed as C LIT 6620. Selected works of poetry, prose, or theatre from the Middle Ages are studied in the context of a major theme or concept. Last Taught: Fall 2007

**GERM 6620 Literature of the Middle Ages** (3) Historical, cultural, and literary background of epoch (1160 to 1280). Texts from major writers. Last Taught: Fall 2006

**GERM 6650 Classicism** (3) Historical, philosophical, and cultural background of epoch (1780 to 1832). Literature of Weimar classicism, featuring works by Goethe and Schiller. Cross-listed as C LIT. Last Taught: Fall 2004

**GERM 6660 Romanticism** (3) Historical, philosophical, and cultural background of epoch (1798 to 1835). Theoretical, lyric, and prose texts from early and late Romanticism. Last Taught: Fall 2006

**GERM 6700 Early Modernism and National Socialism** (3) Historical, philosophical, and cultural background of epoch. New literary currents around turn of century (1890 to 1945). Literature of fin-de-siecle, expressionism, neue sachlichkeit, national socialism, and writers of exile literature. Last Taught: Spring 2006

**GERM 6720 Literature and Culture from 1945 to the Present** (3) Historical and cultural background of epoch. Representative developments in literature of German-speaking countries. Last Taught: Spring 2007

**HEBR 6363 The Kabbalah** (3) Cross listed as MID E 6263. The course introduces the basic texts of the classical Kabbalah (from the 10th century through the mid 16th century in addition to the Sefer Yetzirah), the major school of Jewish mysticism. Texts are in English and are presented in their historical, intellectual (philosophical, mythological) and spiritual contexts. Last Taught: Fall 2006

**HEBR 6400 Topics in Literature and Culture** (3) Cross listed as MID E 6240. This course focuses on various cultural aspects of the Jewish/Israeli world with reference to theoretical issues such as feminism, sexuality, multiculturalism, post-colonialism, exile, and racism. Students will be engaged in critical thinking while improving language skills. Last Taught: Spring 2006

**HEBR 6600 Biblical Hebrew: Prose** (3) Cross listed as MID E 6260. Introduction to biblical Hebrew. Explicit grammatical survey exemplified in the prose genres of story and annals. Open to undergraduates with consent of instructor. Last Taught: Fall 2005

**HEBR 6601 Biblical Hebrew: Poetry** (3) Cross listed as MID E 6261. Readings in the several poetic genres displaying typical structures, followed by explorations of prophetic texts from different periods and schools including the wisdom school. Offered every third year. Open to undergraduates with consent of instructor. Last Taught: Spring 2006

**JAPAN 5290/6290 Structure of Japanese: Syntax** (3) Study of sounds, words, and sentences through analysis of data from Japanese language. Emphasis on grammar and syntax. Last Taught: Spring 2007

**JAPAN 5291 Japanese Linguistics: Language and Society** (3) Study of sounds, grammar, and language variations/use in modern Japanese society. Last Taught: Fall 2007

**LING 1200 Introduction to the Study of Language** (3) Focuses on sounds, words, and sentences through analysis of data from various languages. Additional topics may include: social and geographic variation, language change through time, first- and second-language acquisition, language and culture. Taught Last: Fall 2007

**LING 5810/6810 K-12 Second Language Methodology** (3) An examination of approaches and methods in second-language teaching, as well as the theories of language and language acquisition on which they are based. Discussion and practice of current assessment procedures. Also a focus on educators' implicit theories of L2 learning and teaching. Includes critiqued peer teaching. This course is restricted to students in the ESL Teaching Minor, CRELC or TESOL certificates, and Foreign Language majors and minors. Taught Last: Fall 2007

**LING 6042 Minority Language Issues in Education** (3) Theoretical principles governing social and linguistic variation, and the methodology used to study it. How speech is affected by age, sex, socioeconomic class, ethnicity, and regional background, and the political/educational implications, all with a focus on the United States. Graduate students are expected to do additional work and to perform at a graduate level. Taught Last: Fall 2007

**LING 6812 Content-based Instruction** (3) An introduction to principles governing content-based instructions well as a review of the educational and second language research base that supports teaching second and foreign languages through content. Also included are alternative assessment and assessment of content, principles of educational linguistics, and teaching strategies and protocols for ESL, FL and U.S. public school content area specialist with ELLs in their classes. Taught Last: Fall 2007

**LING 6813 Practicum** (3) Observation and teaching of L2 classes. Taught Last: Fall 2007

**LING 6816 Instructional Design & Materials Development** (3) Provides a survey and analysis of second language curriculum and syllabus design as well as materials development. Taught Last: Spring 2007

**LING 6818 Second Language Testing (Assessment)** (3) An overview of the conceptual bases of language testing and procedures for designing and developing useful language tests. Taught Last: Spring 2007

**MIDE 6050 Approaches and Methodologies in Middle East Studies** (3) Middle East Studies is an interdisciplinary field in which the approaches and methodologies of a large number of different scholarly disciplines are employed. In this seminar you will receive an introduction to philology, linguistic theory, historiography, theories of history, political theory, international relations, comparative politics, cultural studies, women's studies, and social anthropology. Last Taught: Spring 2007

**MIDE 6117 The Figure of Mohammed in Islamic Tradition** (3) Cross listed as ARAB 6170. The life of the Prophet Mohammed as represented in sira and hadith and in literature of Muslim jurisprudence, theology, philosophy, and mysticism. Last Taught: Spring 2006

**MIDE 6118 Selected Authors and Genres in the Islamic Intellectual and Religious Tradition** (3) Cross listed as ARAB 6180. Study of one writer or group of writers or works that have made important contributions to Islamic thought. Last Taught: Spring 2005

**MIDE 6130 Introduction to the Qur'an and Qur'anic Studies** (3) Cross listed as ARAB 6300. History, content, language, and structure of the Arabic Qur'an; the traditional art of recitation, the approaches and contributions of traditional Muslim scholarship as well as the work of Western scholars devoted to the Qur'an. Last Taught: Fall 2004

**MIDE 6150 Islamic Theology and Philosophy** (3) Cross listed as ARAB 6500. Examination of Muslim attempts to provide rational foundation for principal tenets of Islam and of disputes between Muslims and non-Muslims over religious issues. Last Taught: Fall 2007

**MIDE 6152 Islamic Mysticism** (3) Cross listed as ARAB 6520. From the isolated lover of God to loyalty to shaykhs and mystical orders. Historical developments in mystical teaching, devotion and practice; the role of Muslim Neo-Platonic philosophers and theosophists such as Ibn Sina (Avicenna), Ibn Rushd (Averroes), Ibn Arabi and Suhrawardi; criticisms of these systems by orthodox Muslim thinkers. Last Taught: Spring 2006

**MIDE 6158 Major Trends in Modern Islam** (3) Cross listed as ARAB 6580. Principal trends in modern Muslim thought and Muslim reactions to challenges of the modern age. Last Taught: Fall 2005

**PERS 6010 Advanced Persian Languages Skills I** (3) Cross listed as MID E 6301. Develops language skills using TV, film, radio, as well as functional and literary texts. Last Taught: Spring 2004

**PERS 6160 Selected Authors and Genres in Persian Literature** (3) Cross listed as MID E 6316. Authors, movements, and genres from selected periods. Authors, movements, and genres from modern and classical literature. Topics include the Iranian world view, the relationship between Iranian history and

Persian literature, Sufism in Persian poetry, the Persian romance, the development of modern Persian literature, the short story after the Islamic Revolution of 1979. Last Taught: Spring 2006

**RUSS 5280 Russian Phonetics and Phonology** (3) This course presents the phonetic and phonological systems of Contemporary Standard Russian with an emphasis on both theoretical understanding and practical application of the course content. Last Taught: Spring 2007

**RUSS 5281 Russian Morphology** (3) This course presents an overview of inflectional and derivational morphology in Contemporary Standard Russian. Last Taught: Fall 2006

**SPAN 5242 Spanish Pronunciation and Phonetics** (3) Introduction to Spanish Phonetics and Phonology for advanced speakers of Spanish. Analyzes the Spanish sound system pointing out the areas of contrast with that of American English and focuses on helping students improve their pronunciation in Spanish. Last Taught: Spring 2007

**SPAN 6241 Topics in Spanish Linguistics** (3) No prior knowledge of Spanish is required. Information on current topics available in Linguistics Office. Last Taught: Spring 2006

**SPAN 6630 Golden Age** (3) Readings, criticism, and theory related to 16th- and 17th-century Spanish literature. Repeatable for credit when topic varies. Last Taught: Fall 2004

**SPAN 6640 Romanticism and Realism** (3) XIX Century Spanish literature from Romanticism to the end of the century. Movements and genres. Last Taught: Spring 2007

**SPAN 6660 Quixote and Other Works** (3) Cervantes' master work and other prose or drama of the period. Last Taught: Fall 2005

**SPAN 6750 Spanish American Poetry** (3) An in-depth study on the poetic expressions of major authors of the 20th century. Focus may vary between poets of the first and second half of the century. Repeatable for credit when topic varies. Last Taught: Fall 2005

**SPAN 6760 Spanish American Short Story** (3) Major writers and movements of Spanish America. May be devoted to a single author, country, or genre. Last Taught: Spring 2003

**SPAN 6770 Spanish American Theatre** (3) Different playwrights or national trends treated in successive offerings. Last Taught: Spring 2007

**SPAN 6781 Spanish American Novel II** (3) Spanish American novel from 1950. Authors representing varied movements, styles, and countries. Last Taught: Fall 2007

**SPED 6011 Inclusive Classrooms** (3) Introduces special general education candidates to teaching strategies for meeting the needs of students with disabilities in general education settings. Taught Last: Fall 2007

**TL 6410 Curriculum & Assessment in a Diverse Society** (3) Investigation of curricular issues and assessment practices for all learners with particular emphasis on multicultural and multilingual classrooms. The course activities are designed to extend traditional conceptions of content and testing to include



culturally responsive practices for English language learners and ethnically diverse student populations.  
Taught Last: Fall 2007

**TL 6411 Instruction & Management in a Diverse Society (3)** Course examines dimensions of instruction and classroom management for all learners with specific emphasis on pedagogy and classroom culture. This course deepens understanding of traditional concepts of instruction and management to include sheltered content area instruction coupled with issues unique to urban, English Language Learners.  
Taught Last: Fall 2007

**TL 6490 Teaching Practices in the Public Schools (3)** Starting with the beginning of the teachers' public school calendar, issues related to the beginning of an effective school year will be examined. Teacher candidates are assisted in becoming reflective practitioners as they explore the role of teachers and teachers' work through direct observation and participation. Open only to students in the secondary teacher licensure program. Taught Last: Fall 2007

**TL 6941 Supervised Student Teaching (9)** Taught Last: Spring 2008

## **Appendix C: Faculty**

**Cathi Allen**, Instructor--Special Education, School of Education

**Soheila Amirsoleimani**, Associate Professor--Languages & Literature/Arabic & Persian, College of Humanities

**Gary Atwood**, Assistant Professor--Languages & Literature/Spanish, College of Humanities

**Shoji Azuma**, Professor--Languages & Literature/Japanese, College of Humanities

**Karin Baumgartner**, Assistant Professor--Languages & Literature/German, College of Humanities

**Mary D. Burbank**, Clinical Associate Professor--Teaching & Learning, School of Education

**Lyle Campbell**, Professor--Linguistics, College of Humanities

**Telee Richard Chi**, Professor--Languages & Literature/Chinese, College of Humanities

**Maryann Christison**, Professor--Linguistics, College of Humanities

**Claudia Conner**, Clinical Instructor--Teaching & Learning, School of Education

**Thérèse De Raedt**, Assistant Professor--Languages & Literature/French, College of Humanities

**Marianna Di Paolo**, Associate Professor--Linguistics, College of Humanities

**Maria Dobozy**, Professor--Languages & Literature/German, College of Humanities

**Isabel Dulfano**, Assistant Professor--Languages & Literature/Spanish, College of Humanities

**Randall Eggert**, Assistant Professor--Linguistics, College of Humanities

**Mushira Eid**, Professor--Linguistics, Languages & Literature/Arabic, College of Humanities

**Edward Elias**, Associate Professor--Languages & Literature/Spanish, College of Humanities

**Gene Fitzgerald**, Professor--Languages & Literature/Russian, College of Humanities

**Elena García-Martín**, Assistant Professor--Languages & Literature/Spanish, College of Humanities

**Gema Guevara**, Associate Professor--Languages & Literature/Spanish, College of Humanities

**Jane Hacking**, Associate Professor--Linguistics, Languages & Literature/Russian, College of Humanities

**Joel Hancock**, Professor--Languages & Literature/Spanish, College of Humanities

**Patricia Hanna**, Professor--Linguistics, College of Humanities

**Michael Hardman**, Professor--Special Education, School of Education

**Rachel Hayes-Harb**, Assistant Professor--Linguistics, College of Humanities

**Thomas Huckin**, Adjunct Professor--Linguistics, College of Humanities

**David Iannucci**, Associate Professor--Linguistics, College of Humanities

**Christine Jones**, Associate Professor--Languages & Literature/French, College of Humanities

**Stacey Katz**, Associate Professor--Linguistics, Languages & Literature/French, College of Humanities

**Gerhard Knapp**, Professor--Languages & Literature/German, College of Humanities

**Roderic Land**, Assistant Professor--Education, Culture, and Society, School of Education

**Eric Laursen**, Associate Professor--Languages & Literature/Russian, College of Humanities

**Scott Liddell**, Professor--Linguistics, College of Humanities

**Harris Lenowitz**, Professor--Languages & Literature/Hebrew, College of Humanities

**Joseph Metz**, Associate Professor--Languages & Literature/German, College of Humanities

**Mauricio Mixco**, Professor--Linguistics, College of Humanities

**Erin O'Connell**, Associate Professor--Languages & Literature/Greek & Latin, College of Humanities

**Adrian Palmer**, Associate Professor--Linguistics, College of Humanities

**Esther Rashkin**, Professor--Languages & Literature/French, College of Humanities

**Jerry Root**, Associate Professor--Languages & Literature/French, College of Humanities

**Edward Rubin**, Associate Professor--Linguistics, College of Humanities

**Fernando Rubio**, Associate Professor--Linguistic, Languages & Literature/Spanish, College of Humanities

**Steven Sternfeld**, Associate Professor--Languages & Literature/Italian, College of Humanities

**Randall Stewart**, Associate Professor--Languages & Literature/Greek & Latin, College of Humanities

**James Svendsen**, Associate Professor--Languages & Literature/Greek & Latin, College of Humanities

**Margaret Toscano**, Assistant Professor--Languages & Literature/Greek & Latin, College of Humanities

**Wolff von Schmidt**, Professor--Languages & Literature/German, College of Humanities

**Bruce Smith**, Adjunct Professor--Linguistics, College of Humanities

**Steven Sternfeld**, Associate Professor--Linguistics, College of Humanities

**Nathan Vooge**, Associate Instructor--Linguistics, College of Humanities

**Margaret Wan**, Assistant Professor--Languages & Literature/German, College of Humanities

**Johanna Watzinger-Tharp**, Associate Professor--Linguistics, Languages & Literature/German, College of Humanities

**Kathryn Weeks**, Associate Instructor--Linguistics, College of Humanities

**Bernard Weiss**, Professor--Languages & Literature/Arabic, College of Humanities

**Fusheng Wu**, Associate Professor--Languages & Literature/ Chinese, College of Humanities

## **Appendix D: ACTFL Program Standards for the Preparation of Foreign Language Teachers**

### **I. Requirements for Programs of Foreign Language Teacher Preparation**

The preparation of foreign language teachers is the joint responsibility of the faculty in foreign languages and education. In order for foreign language teacher candidates to attain the knowledge, skills, and dispositions described in the ACTFL Program Standards for the Preparation of Foreign Language Teachers, programs of foreign language teacher preparation must demonstrate that they include the components and characteristics described below.

1. The development of candidates' foreign language proficiency in all areas of communication, with special emphasis on developing oral proficiency, in all language courses. Upper-level courses should be taught in the foreign language.
2. An ongoing assessment of candidates' oral proficiency and provision of diagnostic feedback to candidates concerning their progress in meeting required levels of proficiency.
3. Language, linguistics, culture, and literature components.
4. A methods course that deals specifically with the teaching of foreign languages and that is taught by a qualified faculty member whose expertise is foreign language education and who is knowledgeable about current instructional approaches and issues.
5. Field experiences prior to student teaching that include experiences in foreign language classrooms.
6. Field experiences, including student teaching, that are supervised by a qualified foreign language educator who is knowledgeable about current instructional approaches and issues in the field of foreign language education.
7. Opportunities for candidates to experience technology-enhanced instruction and to use technology in their own teaching.
8. Opportunities for candidates to participate in a structured study abroad program and/or intensive immersion experience in a target language community.

## Appendix E: Utah State Office of Education Requirements for World Language Licensure

1. BA in a World/Foreign Language or Major equivalence with endorsement
2. 14 hours in a critical language (Chinese, Arabic, Farsi, etc) or 19 hours in non-critical (Spanish, French, German, etc);  
  
(300 or 3000 level or higher) Courses could be any mixture of **Grammar/Composition, Culture and Civilization** or **Literature**, but preferably 3 hours in each area with the remaining hours as electives;
3. OPI rating of Intermediate High for a critical language or Advanced Low for a non-critical language.

March 12, 2008

## MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah State University –Education Specialist Degree in Psychology, Effective Spring 2008 – Action Item

### Issue

Utah State University (USU) requests approval to offer an Educational Specialist Degree (Ed.S.) in Psychology with a specialization in School Psychology, effective Spring 2008. This request is to change the final degree granted in this existing School Psychology program from a Master of Science to an Ed.S. Students will receive the M.S. en route to the Education Specialist Degree.

### Background

Currently, students in USU's School Psychology program earn the Master of Science Degree. However, the School Psychology program requires over 60 credits while masters' programs typically require 30 credits. To recognize the additional 30+ credits and to be in sync with other graduate programs around the country, USU wants to offer its students both the master's degree and the Education Specialist Degree. USU's School Psychology program is nationally accredited and trains students in child development issues, assessment and treatment of emotional and behavioral disorders, and traditional psychoeducational assessment and consultation appropriate in school settings. Adding the Ed.S. Degree to the existing master's degree actually reflects the number of credits and extensive training required by national accreditation and state approval bodies. Due to the higher number of credits required, the Ed.S. Degree is being offered in universities across the country as the terminal degree for these programs. Of the 13 nationally-accredited, specialist-level school psychology programs in the western states, excluding California, nine grant the Ed.S. (12 of California's 25 programs grant the Ed.S.). If approved, USU's request will allow its School Psychology program to remain competitive in attracting high quality graduate students and will enable graduates to begin on a higher salary schedule in the school districts in which they are employed. Because the School Psychology program involves a more advanced level of training than a traditional master's degree, but less research training than a doctoral program, the Ed.S. Degree is the best fit for an allied, practice-oriented program. It is considered a terminal degree, although recipients can go on for the doctorate.

Faculty are already hired and teaching in the program. No additional faculty or staff will be necessary. All library resources are in place. Student interest is expected to increase with the addition of the Education

Specialist Degree in Psychology.

#### Policy Issues

The Program Review Committee expressed concern that the initial USU proposal for an Education Specialist Degree in Psychology did not include a master's degree for students on their way to obtaining the Education Specialist credential. While USU officials were able to identify some institutions around the country that do not require a master's degree while students pursue the Education Specialist Degree, they agreed to include the degree for students who want to earn both. The University of Utah is in the planning stages to develop the Education Specialist Degree and will also offer the master's degree for students in its future program.

Other USHE institutions were supportive of the program.

#### Commissioner's Recommendations

The Commissioner recommends that the Regents review the request by Utah State University to offer the Education Specialist Degree in Psychology, raise questions, and, if satisfied, approve the request.

---

David L. Buhler, Interim Commissioner

DLB/PCS  
Attachment



Academic, Career and Technical Education and Student Success Committee

Action Item

Request to Offer the Education Specialist Degree in Psychology  
Utah State University

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

March 12, 2008

## **SECTION I: The Request**

Utah State University requests approval to offer an Educational Specialist Degree (Ed.S.) in Psychology with a specialization in School Psychology, effective Spring 2008. This request is not for a new program but for a change in the final degree granted in the existing School Psychology program from an M.S. to an Ed.S. Students will receive the M.S. degree en route to the Education Specialist Degree.

## **SECTION II: Program Description**

### **Complete Program Description**

The program description will remain the same as it is in the Utah State University General Catalog with additional wording to reflect the Ed.S. as the final degree. The description will read as follows:

School Psychology, NASP-accredited USU's nationally accredited program in School Psychology emphasizes child development issues, assessment and treatment of emotional and behavioral disorders, and traditional psychoeducational assessment and consultation activities appropriate to school settings. The program is approved by the Utah State Office of Education for licensure of school psychologists. Students who enter the School Psychology program without a master's degree will earn an M.S. in Psychology following completion of a minimum of 33 semester credits. Following the completion of all program requirement, including an additional 30 credits (minimum), students will earn the Ed.S. in Psychology and a specialization in School Psychology. Upon completion of the Ed.S. Degree students will be endorsed for the educator license/certification in school psychology

### **Purpose of Degree**

The purpose of the School Psychology program is to train students to work as school psychologists, primarily in the K-12 public school system. This purpose will not change if the request to grant the Ed.S. in addition to the M.S. is approved.

The purpose of granting the Ed.S. Degree as the final credential to school psychology graduates is that their final degree better reflects the time and effort they put into their graduate studies. As outlined here, there are three main reasons USU is seeking to offer the Ed.S. in Psychology with a specialization in School Psychology:

- 1) The school psychology program currently requires 66 semester-credits of graduate coursework. As specified by national (the National Association of School Psychologists) and state (the Utah State Office of Education) accrediting bodies, school psychology training programs must require a minimum of 60-semester hours of graduate coursework. The current program at USU is clearly in-line with that requirement. However, the minimum number of credits required for a master's degree at USU is 30. Thus, the number of credit-hours required to complete the School Psychology program is significantly above the minimum standard. And, there is nothing to reflect this in the degree the students earn. Because the School Psychology program involves a higher level of a training than a traditional master's degree but less training and, in particular less of a research component, than a doctoral program, the Ed.S. Degree is the best fit for the type of program (applied, practice oriented) and the number of credit hours required.

- 2) Nationwide, it is becoming increasingly common for non-doctoral school psychology training programs to grant Ed.S. Degrees – either rather than or in addition to master's degrees. Approximately 40 percent of training programs grant the Ed.S. A number of other training programs grant other types of specialist degrees (e.g., SSP - specialist in school psychology; PsyS - psychology specialist). Until recently none of the three school psychology programs in Utah (U of U, USU, BYU) offered the Ed.S.; however BYU recently changed the degree granted from an M.S. to an Ed.S. In addition, universities in neighboring states offer the Ed.S. For example, the specialist level school psychology programs in Idaho, Montana, and Nevada all grant the Ed.S. Among western states (excluding California) 9 of the 13 nationally accredited specialist-level school psychology programs grant the Ed.S.
- 3) Changing the degree will allow graduates to be paid at the appropriate level in school districts in which they are employed. Because graduates of USU's School Psychology program have a master's degree as their terminal degree, they are often paid on the master's level scale rather than the master's +30 (which school districts frequently reserve for those who have earned 30 additional credits after being awarded a 30 credit master's degree) or Ed.S./specialist scale. Thus, many of the graduates from USU's program are receiving salaries similar to those with 30 semester hours of graduate training rather than those with the equivalent 60 hours or more of graduate coursework.

### **Institutional Readiness**

The proposed program is not new. USU is only requesting to add a degree (the Ed.S.) to an existing program. Therefore, no additional resources of any type will be needed.

### **Faculty**

No additional faculty will be required if the Ed.S. Degree is approved. Current faculty will experience no change in their teaching loads, clinical supervision duties, or research supervision.

### **Staff**

No additional staff resources will be required.

### **Library and Information Resources**

No additional library resources will be required.

### **Admission Requirements**

The admissions requirements will remain the same and are stated in the 2006-0227 USU catalog as follows:

Admissions requirements vary somewhat across Psychology graduate programs. However, applications submitted to the School of Graduate Studies must include the following: (1) transcript

showing completion of undergraduate course prerequisites plus any recommended coursework; (2) report of GRE test scores from ETS; (3) GPA of a least 3.2, covering the last 60 semester credits; (4) three letters of recommendation; and (5) a statement of professional goals and intent. The department requires a minimum GRE combined (Verbal and Quantitative) score of at least 1,100 for all programs.

### **Student Advisement**

Students will be advised as they are currently. Under this system, each student is assigned a temporary advisor when admitted to the program. This temporary advisor is a core school psychology faculty member. Students meet with this advisor as needed and obtain a permanent advisor once they have identified a research topic for their project and chosen a chair for this project.

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

The current M.S. program exceeds 36 credits but with the addition of the Ed.S. Degree the M.S. portion of the program will not exceed 36 credits and the Ed.S. portion will be an additional 30 credits (minimum). With this change, the program will be in line with accepted number of credits for each degree.

### **External Review and Accreditation**

The School Psychology program is currently accredited as a "specialist-level" program by the National Association of School Psychologists. This will not change if the students earn an Ed.S. in addition to the M.S. There are no costs for the ongoing accreditation of the program. Also, the program is approved by the Utah State Office of Education for the licensure of school psychologists. This too, would not change with the addition of the Ed.S. Degree.

### **Projected Enrollment**

Enrollments will not change with the change in degree. Currently 4-6 students are admitted each year. The program would continue to admit the same number of students. However, it is hoped that by granting the Ed.S. in addition to the M.S., there will be an increase in highly qualified applicants.

### **Expansion of Existing Program**

The University is not requesting to expand the program but to simply add a degree to an existing specialization program within the Psychology Department.

## **SECTION III: Need**

### **Program Need**

Although the addition of the Ed.S. Degree is not essential for the continuation of the School Psychology

program, as outlined in the Purpose of Degree section above, the University and psychology faculty believe that the Ed.S. Degree more accurately reflects the program requirements. The psychology faculty believe this change is important in being able to continue to recruit quality applicants (as schools are increasing granting this degree) and in allowing graduates of USU's program to be fairly recognized and compensated for their true level of education.

### **Labor Market Demand**

USU faculty believe that the vast majority of USU School Psychology program graduates are currently working as school psychologists. Some graduates have returned to school to earn a degree in psychology or a related field (e.g., special education). School psychologists are very much in demand in Utah and nationwide and this demand is expected to continue. According to the November 2007 Criticality Index, the USOE's list of shortage areas in education, school psychologists are listed slightly below the critical shortage score. Nationwide there is expected to be a shortage of school psychologists through at least the year 2010 with many estimating this shortage will persist due to the "graying" of the field and impending retirements.

### **Student Demand**

Qualified applicants are routinely denied admission to the program. The demand for the program, if anything, would increase with the change in degree. Over the past 10 years the number of applicants to the School Psychology program has ranged from 10-20 with a mean of 16 (standard deviation =3).

The proposed program was initiated due to student demand as interns and graduates of the program were increasingly expressing frustration that their terminal degree (the M.S.) did not accurately reflect their level of education and did not allow them to be paid on the pay-lane commensurate with the number of credit hours they had earned. A recently e-mail survey of the 21 current students (including those completing their year-long internships in the schools) asking which degree they would prefer to earn (M.S. or Ed.S.) as their terminal degree resulted in 16 responses, all of whom indicating they would prefer to earn an Ed.S. Although not asked to indicate reasons for their preferences, several students commented that the Ed.S. would better reflect their level of education and allow them to be paid on a higher scale in the public schools.

### **Similar Programs**

Both the University of Utah and Brigham Young University offer similar programs and have done so for many years. All three programs continue to thrive and the request to add the Ed.S. Degree is not expected to influence the other programs.

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

Because this is not a new program, both the University of Utah and BYU are well aware that a School Psychology program is offered at USU. None is collaborative.

### **Benefits**

The benefits of this program to USU will not change with the degree offered. USU benefits from this program by its association with teacher-training programs and the visibility the program earns USU by placing its students and graduates in school districts across Utah as well as in out-of-state settings.

### **Consistency with Institutional Mission**

This program is already part of Utah State University's graduate education programs. The program fits with the University's commitment to graduate education and its commitment to education-related programs and programs that serve the state of Utah. (The majority of graduates from this program have historically worked in Utah's K-12 schools.)

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

### **Program Assessment**

The following are the goals, objectives, and methods of assessment currently in place for the School Psychology program. These will not change if students earn the Ed.S. in addition to the M.S..

Graduates of the School Psychology program are expected to develop a variety of creative, critical, causal, interpretive, and reflective thinking skills during their time in the program. These skills are developed through observing, reading, writing, listening, speaking, problem solving, group and individual assessments, and practical experiences. The following are specific objectives for graduates of the School Psychology program.

- 1) Students will demonstrate the ability to make data-based decisions regarding individual students.
- 2) Students will demonstrate the ability to make data-based decisions regarding programmatic issues.
- 3) Students will demonstrate knowledge of, and the ability to practice, behavioral consultation with teachers and parents.
- 4) Students will demonstrate knowledge of effective instructional procedures.
- 5) Students will demonstrate the ability to develop interventions (in collaboration with other school personnel) for students with academic skill difficulties.
- 6) Students will demonstrate knowledge of social and developmental bases of behavior.
- 7) Students will demonstrate the ability to assess children displaying developmental delays.
- 8) Students will demonstrate the ability to develop appropriate intervention plans for children with developmental delays.
  
- 9) Students will demonstrate competence in the conduct of standardized assessments related to academics, intellectual ability, behavior/emotional problems of children and youth.
- 10) Students will demonstrate familiarity with behavioral assessment and curriculum based techniques.
- 11) Students will demonstrate knowledge and understanding of issues of cultural diversity.
- 12) Students will demonstrate the ability to work effectively with students from varying backgrounds.
- 13) Students will demonstrate cultural sensitivity in all professional activities.
- 14) Students will demonstrate knowledge of schools, their climate, their policies, and their

- procedures, to include knowledge of special education services and laws.
- 15) Students will demonstrate knowledge of child development and developmental psychopathology.
  - 16) Students will demonstrate knowledge of and the ability to intervene with students with emotional and behavioral problems.
  - 17) Students will demonstrate the ability to develop cognitive-behavioral interventions and prevention plans to meet children's mental health needs.
  - 18) Students will demonstrate knowledge of family systems and school systems and understand how to work in a collaborative manner with families, school, and communities.
  - 19) Students will demonstrate knowledge of research methods (both group and single-subject).
  - 20) Students will demonstrate knowledge of and the ability to apply basic statistical processes professionally to include the ability to translate such knowledge in practice for purposes such as program evaluations.
  - 21) Students will demonstrate knowledge of School Psychology as an area of practice, to include the history of school psychology, ethical issues in school psychology, and the roles and functions of school psychologists.
  - 21) Students will demonstrate the ability to use technology relevant to their work.

These objectives are evaluated through the following methods:

- 1) In class objective testing
- 2) Mastering testing (for assessments)
- 3) Written assignments
- 4) Demonstration of skills (through practicum and internship experiences)
- 5) Completion of research project
- 6) Completion of National School Psychology Exam
- 7) Completion of program portfolio

### **Expected Standards of Performance**

See above Objectives and Methods of Assessment. These were chose to be in line with NASP requirements. None of these will change if the Ed.S. Degree is granted as the terminal degree.

## **Section V - Finance**

### **Budget**

This program is not new and will not require any additional resources or any changes within the departmental or college budget.

### **Funding Sources**

This program is already funded and will continue to be funded as it is currently.

### **Reallocation**

No funds will be reallocated to this program

### **Impact on Existing Budgets**

This program is already part of the departmental budget.



## Appendix A: Program Curriculum

### New Courses to be added in the next 5 years

No new courses will be added. All courses needed for this program are currently taught. The addition of the Ed.S. Degree will not change the course requirements or staffing needs.

### All Program courses

The following is the list of current program requirements

Psy 6150	Empirically Supported Treatments for Children/Adolescents	3
Psy 6270	Child Psychopathology	3
Psy 6290	Diversity Issues in Treatment and Assessment	3
Psy 6310	Intellectual Assessment	3
Psy 6330	Psychometrics	
or		
Psy 6600	Research, Design, Analysis I	3
Psy 6340	Psychological and Educational Consultation	3
Psy 6350	Introduction to Theory and Practice in Counseling	3
Psy 6360	Practicum in Counseling/Psychotherapy	3
Psy 6380	Practicum in School Psychology	6
Psy 6410	Psychoeducational Assessment	3
Psy 6450	Introduction to School Psychology	1
Psy 6460	Professional Issues in Sch Counseling and Sch Psych	3
Psy 6530	Developmental Psychology	3
Psy 6570	Introduction to Educational and Psychological Research	3
Psy 6660	Cognition and Instruction	3
Psy 6880	Transcultural Assessment	1
Psy 6890	Assessment of Child/Adol. Psychopathology and Personality	3
Psy 6950	Internship in School Psychology	6
Psy 6970	Thesis Credits	2-6
	(students are required to complete a thesis or Plan B paper)	

Two of the following Intervention / Prevention Courses:

Psy 6220	Group Counseling	3
Psy 6810	Intimate Violence Across the Lifespan	3
Psy 6810	Violence Prevention/Intervention	3

One of the following Biological Basis of Behavior Courses:

Psy 7840	Psychopharmacology	1
Psy 7820	Neuropsychology: Principles and Assessment	2
Psy 6800	Addictive Behaviors	3
Psy 7100	Biological Bases and Behavior	3

## Appendix B: Program Schedule

Below is the suggested program schedule. This will not change if students earn the M.S. plus the Ed.S. However, instead of earning one degree at the end of their program, students will earn the M.S. after completion of at least 33 credit hours. Students will be granted the Ed.S. after completing all program requirements (including their internship) plus an additional 30 credits (minimum).

Fall 2006	Spring 2007	Summer 2007
<b>Year One</b>		
Psy 6270 (3) Psy 6310 (3) Psy 6350 (3) Psy 6450 (1) Psy 6530 or 6330 (3) <b>Total 13</b>	Psy 6150 (3) Psy 6360 (3) Psy 6410 (3) Psy 6460 (3) <b>Total 12</b>	Psy 6570 (3) Psy 6890 (3) <b>Total 6</b>

Fall 2007*	Spring 2008	Summer 2008
<b>Year Two</b>		
Psy 6220 (3) Psy 6340 (3) Psy 6380 (3) Psy 6600 or 6530 (3) <b>Total 12</b>	Psy 6290 (3) Psy 6380 (3) Psy 6660 (3) Psy 6810 (3) Psy 6880 (1) Psy 7820 (2) <b>Total 15</b>	Psy 6970 (2) <b>Total 2</b>

\*M.S. in Psychology will be granted at the end of this semester following successful completion of at least 33 semester hours.

Fall 2008	Spring 2009
<b>Year Three</b>	
Psy 6950 (3) <b>Total 3</b>	Psy 6950 (3) <b>Total 3</b>

## Appendix C Faculty

Below is a brief overview of each of the faculty members in the Department of Psychology who are involved in teaching core school psychology classes or contributing to the school psychology program through ongoing program advisement. All classes listed are currently part of the individual's load. The requested change in degree will not affect faculty loads.

### Core School Psychology Faculty

Name / Degree	Title	Areas of expertise	Core School Psychology Courses Taught
Carolyn Barcus, EdD	Clinical Assistant Professor	- Multicultural counseling - Abuse	Psy 6290 Diversity Issues Psy 6880 Transcultural Assess. Psy 6220 Group Counseling
Clint Field, PhD	Assistant Professor; Director Psychology Community Clinic	- Behavioral assessment and intervention - Pediatric psychology	Psy 6360 Practicum Psy 6410 Psychoed. Assess.
Donna Gilbertson, PhD	Assistant Professor	- Academic and behavioral interventions - Consultation	Psy 6340 Consultation Psy 6380 Practicum Psy 6460 Professional Issues
Gretchen Gimpel Peacock, PhD	Associate Professor; School Psychology Program Coordinator	- Behavioral Interventions - Families	Psy 6150 Treatments for Child. Psy 6450 Intro to School Psych Psy 6890 Assess. of Child/Adol Psy 6950 Internship

### Additional Clinical and Counseling Program Support Faculty

Name / Degree	Title	Areas of expertise	Core School Psychology Courses Taught
Susan Crowley, PhD	Professor; Director of Training Combined PhD Program	- Anxiety and depression - Supervision and training	
Scott Deberard, PhD	Associate Professor	- Health psychology	Psy 6350 Intro to Counseling Psy 6600 Research I
Melanie Domenech Rodriguez, PhD	Associate Professor	- Ethnicity & mental health - Parenting interventions	
Renee Galliher, PhD	Assistant Professor	- Adolescent relationships - Rural psychology	Psy 6270 Child Psychopathology
David Stein, PhD	Professor; Department Head	- Eating Disorders - Addictive behaviors	Psy 6810 Addictive Behaviors
JoAnn Tschanz, PhD	Associate Professor	- Neuro-psychology	Psy 6310 Intellectual Assess. Psy 7820 Neuropsych Assess. Psy 7100 Biological Bases

### Additional Faculty Teaching Core School Psychology Courses

Name / Degree	Title	Areas of expertise	Core School Psychology Courses Taught
Frank Ascione, PhD	Professor	- Child maltreatment	Psy 6810 Intimate violence
Tamara Ferguson, PhD	Professor	- Moral development	Psy 6810 Intervention in schools
Camille Odell, MS		- School Counseling - Developmental issues	Psy 6530 Developmental Psych
Kerstin Schroder, PhD	Assistant Professor	- Statistics - Research Design	Psy 6330 Psychometrics
Karl White, PhD	Professor	- Educational research - Hearing loss	Psy 6570 Intro to Research



March 12, 2008

**MEMORANDUM**

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah Valley State College – Master of Education Degree, Effective Fall, 2008 – Action Item

Issue

The Utah Valley State College School of Education requests approval to offer a Master of Education Degree effective Fall 2008, after the institution becomes Utah Valley University. This proposal was approved by the UVSC Board of Trustees on November 7, 2007.

Background

The proposed Master of Education Degree in the School of Education has been selected as the first of three masters' degrees at what will be Utah Valley University. The selection was made based on community and professional needs as well as the potential number of students seeking such a degree.

Students who complete a bachelor's degree are prepared to teach but still have many skills to acquire in order to more fully master teaching proficiency. The proposed program is organized to enhance instructional expertise and support teachers as they gain a deeper understanding of pedagogy for their particular area of educational proficiency.

The proposed Master of Education Degree (M.Ed.) is an applied master's program aimed at building the instructional skill and professional competency of teachers. The goal is to enable participants to become more proficient in selecting optimum research-based curriculum design strategies that best apply to specific teaching situations. There are two potential tracks for participants: (a) Models of Instruction or (b) English as a Second Language (ESL) within the curriculum and instruction degree. Participants enter as cohorts and progress through the degree program as a group. The culminating applied instructional project is unique to each student, but generally course work and many activities are done with fellow students.

This year the School of Education is hiring tenure track faculty with terminal degrees to replace lecturer place holders. By the time the proposed program begins in Fall 2008, the School of Education will have hired five tenure track faculty and three of the existing experienced faculty will have completed their

doctoral degrees. Additionally, another full-time field coordinator was hired and another two clinical faculty will be hired before the beginning of the 2008-9 academic year.

The proposed program is designed so that students have heavier class loads in the Summer and a lighter load in the Fall and Spring to provide time during the regular school year to work on and eventually complete their applied instructional project for graduation.

Legislative appropriations have made the hiring of new faculty possible. The proposed program is positioned to begin in the Fall 2008.

### Policy Issues

Questions regarding the number of faculty needed and the necessity for more content on curriculum and instruction were raised by USU and the U of U. UVSC hired eight additional doctorally-prepared faculty to chair and staff these committees and teach in the program. UVSC also was able to demonstrate that its course content provided necessary work in curriculum and instruction. Education faculty continue to work with the librarian to obtain needed resources beyond those for undergraduate studies. While the institution did not make a specific case for this master's degree program in education, it is safe to assume that advanced training for teachers will improve their competence and better serve their K-12 students. Interest in the proposed program is expected to grow.

### Commissioner's Recommendation

The Commissioner recommends that the Regents review the request by Utah Valley State College for a Master of Education, raise questions, and, if satisfied, approve the request. The approved program will begin after the Regents officially change UVSC's mission to a regional university.

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David L. Buhler, Interim Commissioner

DLB/PCS  
Attachment

Academic, Career and Technical Education and Student Success Committee

Action Item

Request to Offer a Master of Education Degree

Utah Valley State College

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

March 12, 2008



## **Section I: The Request**

The Utah Valley State College School of Education requests approval to offer a Master of Education Degree effective Fall 2008, after the institution becomes a university. This proposal was approved by the UVSC Board of Trustees on November 7, 2007.

## **Section II: Program Description**

### **Complete Program Description**

The Master of Education Degree (M.Ed.) at Utah Valley State College (UVSC), soon to be Utah Valley University, is an applied master's program aimed at building instructional skills and professional competency of teachers. The goal is to enable participants to become more proficient in selecting optimum research-based curriculum design strategies that best apply to specific teaching situations. There are two options for participants: (a) models of instruction or (b) English as a Second Language (ESL) within the curriculum and instruction program.

All students take the research, statistics, master's project, and project completion core courses. Instructional models, curriculum design and contemporary issues are covered as they relate to each option. Models of instruction are embedded in ESL and in the models of instruction option. Specifically, curriculum design and models of instruction are addressed in EDUC 6340 ESL Methods, EDUC 6370 Assessment, and EDUC 6380 Literacy and Linguistics in English as a Second Language; contemporary issues content is covered in the ESL option in EDUC 6390 Family and Community Involvement.

The M.Ed. program leads to a project where applied research-based work in teaching and learning is the culminating activity. Students produce and report on an applied instructional project using appropriate research methods.

While core coursework in research, theory, and instructional models or ESL issues is required of all participants, emphases allow students to select any of the teaching content areas accepted by the Utah State Office of Education for either an elementary education or secondary education instructional project. This breadth includes any of the following content areas: (a) fine arts, (b) foreign language, (c) health, P.E., safety, (d) mathematics, (e) language arts, (f) science, (g) social studies, or (h) technology. These content areas allow students to tailor their program to their academic interests and desired skill development.

Participants enter as cohorts and progress through the proposed program in a group. The culminating applied instructional project is unique to each student, but generally course work and many activities are done with fellow students. The learning outcomes are enhanced by having opportunities for students to work together and grow as a result of shared intellectual challenges. The program is designed so that students have a heavier load of classes in the Summer and a lighter load in the Fall and Spring to provide time during the regular school year to work on and eventually complete their applied instructional projects for graduation.

The program is designed around the following key elements:

1. Participants build instructional competence that will allow them to teach using research-based skills at the school, district, or state level.

2. Participants develop proficiencies in selecting appropriate instructional models and methods to address specific learning objectives through lesson design including student assessment at the school, district, or state level.
3. Participants build fluency in research-informed instructional practice, such as the application and analysis of theory and research methodology in daily professional work.
4. As a result of maturing through these processes, students identify themselves as scholar educators and reflective practitioners.

Participants gain the skills necessary to correctly identify appropriate instruction for learning applications. Additionally, students learn to fold the acquired understanding of instruction into lessons to provide suitable learning solutions. Skills and resources related to subject matter content, individual differences and learning needs, technology, and leadership are appropriately integrated into the lessons to increase the effectiveness of instruction. For participants to achieve the critical expectations of the program, they participate in advanced study regarding how various methods, models, and approaches to learning impact instruction and assessment and how these have discrete impacts on student success. Participants are prepared to apply these skills at the school, district, or state level.

Work toward and completion of graduate instructional projects are necessary parts of the program; students must demonstrate the ability to determine, select, and implement instructional applications for learning at the school, district, or state level.

### **Purpose of the Degree**

Students who complete a bachelor degree are prepared to teach but still have many skills to acquire in order to more fully master teaching proficiency. The proposed program is organized to enhance instructional expertise and support teachers as they gain a deeper understanding of pedagogy for their particular area of educational proficiency. In so doing, they are then able to provide a higher level of service, information, and instruction to their own students.

### **Institutional Readiness**

The existing structure in the School of Education - under the direction of the dean, with the associate dean as program coordinator for the graduate degree, and the existing administrative staff - is well prepared to initiate the program.

UVSC is in the process of developing the first three graduate programs, namely Education, Business, and Nursing. An institutional graduate programs committee has been formed to review the process and provide leadership regarding admissions, curriculum, and policy. An office of graduate studies will be organized in the future.

The building for the School of Education was remodeled and opened for occupancy in Fall 2005. Currently, the School has enough classroom space to accommodate the graduate program, since most of the courses will be taught during evenings and Summer when there is less demand for classroom space. With the anticipation of additional faculty and staff, some minor adjustments are necessary for appropriate office space.

The School of Education anticipates that current faculty will teach many of the graduate courses and serve as project committee chairs and committee members, but still teach and supervise in the undergraduate program. However, faculty who are teaching graduate courses and working with graduate students can no longer teach as many sections of undergraduate courses. The impact of fewer faculty available for undergraduate instruction is minimal at the present time if additional faculty are hired. Graduate course offerings will be scheduled on evenings and summers which allows the School to accommodate the working, graduate student population and give faculty more opportunity for graduate involvement.

## Faculty

Initial licensure programs will create a heavy teaching load for the School of Education faculty, so additional faculty will be hired to cover graduate and undergraduate courses, supervision, graduate committee and advisement responsibilities, service assignments, and scholarly work. One faculty is needed for the first year of the program and one more is needed for the second year. New faculty needed for the program for the first five years total two. New faculty will work in both the graduate and undergraduate programs.

Year 1	Year 2	Year 3	Year 4	Year 5
1 faculty	1 faculty	No new	No new	No new

In the School of Education there are twenty full-time professional instructional faculty. Of these, nineteen currently have terminal degrees (either Ed.D. or Ph.D.) in a variety of education fields. Five faculty members are currently in doctoral programs or hold the Educational Specialist or a master's degree. Six faculty are tenured in the School of Education, 14 are tenure-track, and four are non-tenure track, full time faculty.

### Full-time Faculty: Degrees tenure track faculty to part-time & non tenure track faculty

Doctorate	ABD/Doctoral candidate	Ed Specialist/Master
19 (79%)	1 (4%)	4 (17%)

### Full-time Faculty: Tenured, tenure-track, non-tenure track

Tenured	Tenure-track	Non-tenure-track
6 (30%)	14(45%)	4 (25%)

The School of Education was in a unique position last year when it hired six faculty and one full-time field coordinator. The increased number of faculty positions came about in preparation for the change to university status and the need to decrease adjunct faculty numbers across the College. Because of the timing for the job offerings, four of the positions were filled by non-tenure track faculty. This year the School of Education is hiring tenure track faculty with terminal degrees to replace lecturer place holders. By the time the program begins in Fall 2008, the School of Education will have hired five tenure track faculty and three of the existing experienced faculty will have completed their doctoral degrees. Additionally, another full-time field coordinator was hired and another two clinical faculty will be hired before the beginning of the 2008-9 academic year. By hiring the field coordinators and clinical faculty, tenure-track faculty will be able to devote more time to teaching and graduate work with fewer hours spent in field supervision.

Faculty will have the opportunity to participate on committees to review student projects. Faculty with terminal degrees will sit as chair for up to two student committees and as a member of up to four additional committees. There will be ample faculty to handle between twenty and thirty students. In addition, faculty representing the area of project development from other colleges or schools at UVSC will be invited to participate on committees. UVSC will follow the Weber State University model for workload credit to serve on graduate project committees and for committee service selection.

The faculty have initiated a series of professional development seminars where they study and discuss a topic, have guest scholars visit the school for discussions and problem solving opportunities, and incorporate possible changes in their course work. Most of the topics chosen for study address the Interstate New Teacher Assessment and Support Council (NTASC) standards and the Utah State Office of Education (K-12) teacher standards. The School of Education also sponsored a presentation on current issues in teaching presented by the State Superintendent of Public Instruction, Patti Harrington, at a recent leadership conference at the institution.

## **Staff**

Because of anticipated increases in clerical work, an additional full-time administrative assistant will be needed in the first year of the degree program.

## **Library and Information Resources**

Faculty have given extensive lists of professional books and journals to the librarian and are working with her to secure the necessary resources. The new technology labs in the School of Education should be sufficient. In addition, a Fall 2008. This facility, when completed, will provide academic support to both undergraduates and graduate students alike. The assistant dean is currently working with the library director of education acquisitions to improve the collection, and progress is being made that will support the graduate program. Funds to support the acquisition of graduate material are provided through the increased library budgets.

## **Admission Requirements**

Acceptance into the program will be based on seven elements:

1. Application for admission.
2. Bachelor degree from an accredited institution.
3. Applicants take the Graduate Record Examinations and achieve a score on each section (verbal and quantitative) at or above the 40<sup>th</sup> percentile.
4. Applicants must have an overall grade point average in their undergraduate work of 3.2 or higher or have a grade point average of 3.2 or higher for their last 60 semester hours of college or university credit.
5. Potential students are required to have an interview with School of Education graduate screening committee where the following are considered:
  - a. quality of communication skills,
  - b. demonstrated potential to succeed in a rigorous graduate program.

6. Three letters of recommendation are required to provide evidence that the applicant has the potential to be a quality performer in a graduate level, academic program.
7. Preference is given to individuals who have at least one year of successful teaching experience in grades K-12. A one-year internship will count as the year of successful teaching. Preference is also given to practicing teachers who have access to an established classroom.

### **Student Advisement**

Advising for a graduate program will be done by faculty serving as committee chairs and members. When students are accepted into the graduate program, the graduate program director will meet with the student prior to registration when students complete their program selection form. An advisor will assist students with registration. During the first semester, students will choose a committee chair and members and complete the committee selection form. The graduate program director will meet with students prior to graduation to clear all students for graduation.

Committee chairs (faculty) will mentor students through the program, meet with students each semester to monitor progress, support students through project proposal, implementation and completion, participate in the project defense and sign-off on the program completion form. Committee members will support students in like manner.

### **Justification for Graduation Standards and Number of Credits**

The graduation standards listed below would demonstrate a student's appropriate acquisition of the intended program outcomes and standards. Graduation requirements from the program include:

1. Complete all courses with a grade of B- or better.
2. Graduate project proposal accepted by School of Education Graduate Committee.
3. Graduate project completed, defended, and accepted by the School of Education Graduate Committee.
4. Complete program hours: 30 credits.
5. Complete Required courses ( EDUC 6100, 6110, 6200, 6910, 6920, 6930).
6. Choose either the Models of Instruction or the ESL option; complete all listed courses for either option.

The proposed Master of Education (M.Ed.) Degree requires 30 credit hours, which are within the recommended credit levels established by the Utah System of Higher Education.

### **External Review and Accreditation**

When constructing the proposed program and determining matriculation and graduation requirements, the School of Education examined programs at Utah State University, Weber State University, Southern Utah University, Brigham Young University, Boise State University, University of Nevada Reno, University of Nevada Las Vegas, University of Illinois - Chicago, University of North Carolina Charlotte, and the University of Northern Kentucky. Many of these institutions have curriculum and instruction programs that are similar to the one UVSC anticipates implementing.

The undergraduate teacher education program at UVSC completed a national accreditation audit review from the Teacher Education Accreditation Council (TEAC) in March of 2007. The auditors indicated that all of the targets could be verified and concluded that UVSC is committed to the teacher education program sufficiently to meet TEAC's expectations. On February 14, 2008, the TEAC Accreditation Review Panel

voted unanimously in favor of granting UVSC full accreditation for the undergraduate Teacher Education program. This means that UVSC is the first USHE institution to receive TEAC accreditation.

At the time of the accreditation review, the potential for implementing a master's degree program was discussed with the TEAC auditors. TEAC was very supportive of UVSC developing a graduate degree program. The proposed master's degree program will not need TEAC accreditation because it does not include teacher licensure. However, UVSC will need to submit a Substantive Change request to the regional accreditor, The Northwest Association of Colleges and Universities, once the program receives Regents' approval and the institution becomes a university. It is anticipated that sometime in the future, a licensure program may be recommended to be added to the proposed Master of Education Degree. The ESL component of the master's degree will need to be approved as an endorsement by the Utah State Office of Education (USOE).

### **Projected Enrollment**

It is anticipated that for the initial year a cohort of 20-30 students will be admitted to the program, with each subsequent year admitting new cohorts.

Year	Student FTE	# of Faculty	Mean FTE-to-Faculty	Accreditation Req'd Ratio
1	13	1	13	Ratio equal to similar programs in the institution.
2	24	2.2	10.91	
3	36	2.75	13.09	
4	30	2.5	12.00	
5	30	2.5	12.00	

## **Section III: Need**

### **Program Need**

The proposed Master of Education Degree in the School of Education has been selected as the first of three masters' degrees that will follow the institution's change in mission. The selection was made based on community and professional need as well as the potential number of students seeking such a degree. A master's degree in curriculum and instruction is desirable because it provides the initial foundation for graduate work that can take place in a variety of education content areas. It provides a platform for graduate instruction and research.

### **Labor Market Demand**

The graduate students who will be in this program are primarily enhancing their skills for positions that they currently hold. In addition, the proposed program will provide opportunities to work in areas of curriculum and instruction at the school, district, and state level. For example, a student graduating from this program could provide leadership to augment the skills of practicing teachers as a curriculum specialist at the school, district, or state.

A master's degree program tailored to meet the needs of local communities is not only highly desirable, but necessary. Educators are expected to demonstrate proficiency in creating and maintaining a positive classroom environment that promotes learning, planning curriculum and designing instruction, engaging and supporting students in learning, assessing and evaluating student progress, and demonstrating professionalism to support student success.

Meetings have been held with teachers, principals, and school system administrators in the UVSC service area to request information and suggestions regarding the type of master's degrees that would support the educational process. Colleagues from state institutions currently providing masters' degrees were contacted for suggestions and comments. The results of these queries suggested two main areas where masters' degree opportunities should be offered: curriculum and instruction, and school administration. Both were suggested as areas of need for the continued development of professional educators. Also, requests for courses in ESL have been in the forefront of discussions regarding needs of service area districts. Because of UVSC's current focus and faculty strengths, a curriculum and instruction degree with options in instructional models or ESL appears to be the most favorable academic direction at this time.

A K-16 Alliance Task Force study found that teachers' salaries should be increased to convey not only the value recognized by the public for the work they do, but to receive pay commensurate with those holding the same education credential. By obtaining a master's degree, teachers will be able to rise on the pay scale.

Population growth in Utah County calls for well-prepared teachers equipped to assume responsibility for the education of children. The purpose in preparing a Master of Education Degree program is to help professionals become better teachers and provide knowledge and leadership to improve the teaching profession. Thus, the ultimate goal is to raise the level of proficiency of K-12 educators in UVSC's service area and, thereby, improve the education performance of children.

## **Student Demand**

Though other institutions of higher education offer graduate-level courses with a curriculum or ESL emphasis, it is noted that:

- None is close enough geographically to adequately fill the needs of this county and the region that UVSC serves.
- Brigham Young University typically encourages a significant number of applications of students from other national and international regions.
- Teachers with graduate education keep the profession growing academically. Well-prepared instructional specialists will supply districts with professionals who can enhance the teaching skills of their faculty.
- Students who completed their undergraduate work at Utah Valley State College are interested to return for a master's degree. In a recent survey of current elementary and secondary education students, approximately 50 to 60 percent of the students indicated that they would be interested in completing a master's degree at the institution within the next five years. This percentage was consistent across all of the elementary education cohorts and secondary education courses surveyed. These findings suggest that of the 1,500 plus graduates from the UVSC School of Education in the last 10 years, there might be approximately 750 students who could potentially be interested in the Master of Education Degree. In addition, telephone calls are received every few days requesting information on how to participate in an education master's degree program at UVSC.

## Similar Programs

A review of USHE programs revealed that only two institutions address curriculum and instruction specifically. A degree in curriculum and instruction is important in order to provide a balance in the state's offerings, and there is no degree offered with a Models of Instruction option. Even though there are ESL programs available, there continues to be demand for teachers with training to work with the ever growing English Language Learner (ELL) population. Following is a state comparison table.

### State Degree Offerings

College/University	Degree(s) Offered	Emphasis Areas &/or Endorsements
Brigham Young University	M.A./M.Ed.	Literacy; Teacher Education, ESL
Southern Utah University	M.Ed.	Educational Leadership; K-6 Mathematics; Level II Mathematics; Reading; ESL; Special Education; Graduate Educator License;
University of Utah	M.A./ M.S./M.Ed. M.A.T.	Education, Culture and Society; K-12 Teacher Leadership; Teacher Leadership; K-12 Administrative Licensure; Student Affairs Administration; Educational Psychology; Learning and Cognition; Instructional Design and Educational Technology; Special Education; ESL; Literacy
Utah State University	M.A./ M.S./M.Ed.	Elementary Education; Secondary Education; Educational Technology; Special Education; Communication Disorders; Gifted and Talented; ESL, Literacy; Math
Weber State University	M.Ed.	Curriculum and Instruction; Gifted and Talented; Special Education; Mathematics; Reading; Bilingual Education
Westminster College	M.Ed/M.A.T.	Early Childhood Education; Elementary Education; Secondary Education; ESL; Distance Learning; Reading; Special Education

In addition, an Alpine School District official surveyed principals and teachers from his district to determine what degree would be the most helpful and the most needed. A master's degree in curriculum and instruction was the top choice.

### Collaboration with and Impact on Other USHE Institutions

In preparing the program proposal, UVSC's education faculty spoke with their peers from most of Utah's higher education institutions. Through these conversations faculty learned that a degree with a Models of Instruction option was needed and that the proposed program was offered only in two other Utah institutions. UVSC faculty believe that individuals who complete the proposed degree program are likely to have a deeper foundation and awareness of concepts in other graduate work and/or programs. Thus,



UVSC's education faculty contend that the proposed program would contribute to and strengthen the overall offerings of education masters' degrees in Utah.

### **Benefits**

A Master of Education Degree in curriculum and instruction with emphases in either Instructional Models or ESL will provide a rich learning experience from which teachers can internalize instruction that will provide the best learning environments for their students. The proposed program also may serve as a conceptual base for other programs that are offered in the state. It provides prospective graduate students with experience in the instructional process, which serves as a resource for practicing teachers, administrators, and new teachers.

### **Consistency with Institutional Mission**

Utah Valley State College will become Utah Valley University on July 1, 2008. The University will be a regional teaching university where research and scholarship will be focused on application more than on new research. There also will be the addition of graduate degrees, one each in education, nursing, and business. The mission of the Utah System of Higher Education (USHE) is to provide high quality academic, professional, and applied technology learning opportunities designed to advance the intellectual, cultural, social, and economic well-being of the state and its people. The proposed Master of Education Degree directly fits the mission for a USHE Tier II Regional University by providing instructional processes and intellectual growth for educators, both of which directly impact learning and student success in the classroom.

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

### **Program Assessment**

The program is evaluated using assessment techniques that have been successfully used in the School of Education to meet national accreditation standards. Overall program evaluation includes student key assignments, projects, ratings, and surveys. Individual students are evaluated in their courses by a variety of methods which include observation, assignment evaluation, project evaluation, peer evaluation, self-evaluation, quizzes, exams, and other methods which allow professors and students to understand depth of learning and plan for continued growth. The applied instructional project is the culminating assignment for the program. This project demonstrates the students' ability to understand the literature in the field and to make and test hypotheses by formulating and carrying out instruction, gathering and interpreting data, and evaluating the teaching/learning experience. Coursework and other research and curricular projects during the program lead to the completion of the research project.

### **Expected Standards of Performance**

Students are expected to meet the following program standards:

(1) Plan curriculum and design instruction to enhance student learning.

To meet this standard, participants demonstrate content knowledge, practice age-appropriate pedagogy, and design curriculum based on standards and knowledge of students' achievement, development and background.

(2) Engage and support all students in learning.

Participants are able to engage all students in the learning process by the use of research-validated instructional strategies. They accommodate individual student's needs and differentiate instruction to meet these needs. They practice professional reflection regarding their own instruction.

(3) Assess and evaluate student learning.

Participants use multiple sources of formal and informal assessments to verify student learning, inform instruction, and communicate findings to appropriate individuals.

(4) Demonstrate professionalism to support student learning.

Participants understand and act consistently with education laws and uphold the ethical policies of the University. They establish professional goals, reflect on teaching, and pursue opportunities to grow professionally.

These standards are selected because they meet the Utah State Office of Education standards for professional teachers and are a continuation of the goals and standards set by the School of Education for the initial licensure program.

## Section V: Finance

### Budget

Financial Analysis						
		Year 1	Year 2	Year 3	Year 4	Year 5
<b>Students</b>						
	Projected FTE Enrollment	13.00	24.00	36.00	30.00	30.00
	Cost Per FTE	\$11,146	\$10,172	\$7,346	\$8,986	\$9,334
	Student/Faculty Ratio	13.00	24.00	36.00	30.00	30.00
	Projected Headcount	30	60	90	60	60
<b>Projected Tuition</b>						
	Projected Gross Tuition	TBD	TBD	TBD	TBD	TBD
	Tuition Allocated to the Program	See Note	See Note	See Note	See Note	See Note
5 Year Budget Projection						
		Year 1	Year 2	Year 3	Year 4	Year 5
<b>Expense</b>						
	Salaries & Wages	\$87,000	\$153,196	\$169,151	\$171,272	\$178,123
	Benefits	\$50,900	\$82,940	\$87,300	\$90,299	\$93,911
	Total Personnel	\$137,900	\$236,136	\$256,451	\$261,571	\$272,034
	Current Expense	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000
	Travel	\$1,000	\$2,000	\$2,000	\$2,000	\$2,000
	Capital	\$0	\$0	\$0	\$0	\$0

	Library Expense	\$0	\$0	\$0	\$0	\$0
	<b>Total Expense</b>	<b>\$144,900</b>	<b>\$244,136</b>	<b>\$264,451</b>	<b>\$269,571</b>	<b>\$280,034</b>
	<b>Revenue</b>					
	Legislative Appropriation*	\$144,900	\$244,136	\$264,451	\$269,571	\$280,034
	Grants					
	Reallocated Funds					
	Tuition Allocated to the program					
	Other					
	<b>Total Revenue</b>	<b>\$144,900</b>	<b>\$244,136</b>	<b>\$264,451</b>	<b>\$269,571</b>	<b>\$280,034</b>
	<b>Difference</b>					
	Revenue-Expense	0	0	0	0	0
	<b>Comments</b>					

\*Note: UVSC does not allocate tuition revenues directly to programs. The projected gross tuition would only be available for allocation if UVSC enrollments in total increased. Then, increased tuition revenue would be allocated through UVSC's Planning, Budgeting and Accountability process.

The Master of Education Degree is one of the three programs included in the Rationale for University Status budget request. From the initial \$8 million allocation, Education has been allocated the first master's degree faculty member. Additional faculty and support staff funds will be allocated from either the remaining unallocated \$8 million or the additional \$2 million.

### Funding Sources

The legislature has provided an initial \$8,000,000 to make the transition from Utah Valley State College to Utah Valley University. It is anticipated that additional funds will be provided by the legislature during the 2008 Legislative session. A portion of this funding is directed to the acquisition of new personnel and the development of the three new degrees, including the proposed program.

### Impact on Existing Budget

The proposed Master of Education Degree should not affect current budgets because of the allocation from the Legislature of \$8,000,000 given to assist UVSC to become Utah Valley University.

## Appendix A: Program Curriculum

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

Course Number	Title	Credit Hours
EDUC 6100	Research Methodology	3
EDUC 6110	Applied Statistics for Education	3
EDUC 6200	Masters Project	3
EDUC 6910	Project I	1
EDUC 6920	Project II	1
EDUC 6930	Project III	1
EDUC 6300	Curriculum Design	3
EDUC 6310	Program Assessment	3
EDUC 6320	Instructional Models I	3
EDUC 6330	Instructional Models II	3
EDUC 6400	Transformational Leadership	3
EDUC 6410	Contemporary Issues	3
EDUC 6340	English as a Second Language Methods	3
EDUC 6350	Theories of Second Language Acquisition	3
EDUC 6360	Multicultural Education	3
EDUC 6370	Assessment in English as a Second Language Learners	3
EDUC 6380	Literacy and Linguistics in English as a Second Language	3
EDUC 6390	Family and Community Involvement	3

### All Program Courses

Course Number	Title	Credit Hours
<b>Core Courses</b>		
<b>EDUC 6100</b>	<b>Research Methodology</b> This course introduces the principle methodologies used in research in education. It presents basic information about the purposes of research, the scientific method, and basic qualitative and quantitative research. It identifies methods for locating, reading, interpreting and using research reports and in applying measurement issues and research methods to classroom problems. It investigates teacher research practices and ways they can be used to study teaching and teacher education.	3.3.0
<b>EDUC 6110</b>	<b>Applied Statistics for Education</b> This course introduces elementary statistics in educational settings and includes descriptive statistics, sampling, central tendency, and inferential methods. It also emphasizes reading, understanding and evaluating statistics in research reports.	3.3.0

EDUC 6200	<b>Masters Project</b> This course is designed to provide students with a working knowledge of action research methods that may be used in the public schools. This course sets the standards for the professional M.Ed. action research-based project. The course utilizes APA guidelines. It establishes techniques and strategies for successful project completion.	3.3.0
EDUC 6910	<b>Project I</b> The course provides support to the student in writing a formal classroom-based applied project proposal to present to the School of Education Graduate Board. The course requires students to obtain human subjects clearance.	1.0.3
EDUC 6920	<b>Project II</b> The course provides support to the student in the implementation of the classroom-based research project.	1.0.3
EDUC 6930	<b>Project III</b> This class provides support to the student in the completion of a classroom-based research project, culminates in the acceptance of the classroom-based research project by the School of Education Graduate Board.	1.0.3
	<b>Sub-Total</b>	12
<b>Option I Models of Instruction</b>		
EDUC 6300	<b>Curriculum Design</b> This course provides a foundation in curriculum theory and practice and introduces instructional design theories principles and models. It outlines the historical development, current processes and practices of curriculum development, instructional design, implementation, and assessment. This course investigates research and theory about educational contexts, motivation, curriculum, learning, and development as they relate to models of instruction. It examines applications and processes of curriculum decision making and the impact of national standards for content areas to curriculum design and development in classroom and district settings.	3.3.0
EDUC 6310	<b>Program Assessment</b> This course examines theoretical and practical concepts that are foundational in educational evaluation and assessment. It explains learning assessments and focuses on assessment instruments, assessment design, appropriate use of assessment techniques and the data derived from assessments to understand student progress and instructional design to promote student learning.	3.3.0
EDUC 6320	<b>Instructional Models I</b> This course focuses on instructional design and delivery. It introduces a range of instructional models, most emphasizing cognition and the processing of information. It focuses on planning and implementing instruction using several selected models.	3.3.0
EDUC 6330	<b>Instructional Models II</b> This course builds on content from Models I course. It provides a more in depth understanding of instructional design and delivery and focuses on	3.3.0

	planning and implementing instruction using several selected instructional models.	
<b>EDUC 6400</b>	<b>Transformational Leadership</b> This course introduces students to critical concepts about transformational leadership. It provides awareness of how leadership skills and task importance motivate people; focuses on the team or organization strategies that produce increased productivity and better work for colleagues and students. The course introduces knowledge about and the application of learning and cognition theories, motivation theories, leadership for diverse learners, and best practices in literacy and numeracy.	3.3.0
<b>EDUC 6410</b>	<b>Contemporary Issues</b> This course presents contemporary theories of learning and teaching from personal and public perspectives and how those theories converge with professional practice in classrooms and schools. It provides a study of the philosophical foundations of curriculum and instruction in American schools, the social and cultural conditions that influence education, and new concepts in education curriculum materials, and methods of instruction.	3.3.0
	<b>Sub Total</b>	18
<b>Option II ESL</b>		
<b>EDUC 6340</b>	<b>English as a Second Language Methods</b> This course prepares teachers to teach English as a Second Language in U.S. public schools. It includes both theoretical and applied aspects of second language learning and teaching. The course provides general and special educators and second language specialist techniques, activities, strategies and resources to plan instruction for English Language Learners (ELLs). It emphasizes oral language development, literacy and content-area instruction for teaching K-12 students.	3.3.0
<b>EDUC 6350</b>	<b>Theories of Second Language Acquisition</b> This course examines the variables that interact in the second language learning process, including linguistic, cognitive, social, cultural, and political factors. It examines learning a second language as both an individual and social experience. It examines the linguistic, cognitive, psychological, and emotional elements of learning a second language. The course identifies the interactions between the individual and the contexts in which s/he interacts and attempts to understand how they work together to foster or inhibit successful second language learning and acquisition.	3.3.0
<b>EDUC 6360</b>	<b>Multicultural Education</b> This course identifies the connections between language, culture, and identity. It examines multicultural education through a focus on the historical, sociological, and philosophical foundations of education. The course emphasizes the role of ethnicity in the development of the United States and its education system, and outlines multicultural/multilingual curricula with a special focus on culturally/linguistically-responsive instruction and assessment techniques.	3.3.0

<b>EDUC 6370</b>	<b>Assessment in English as a Second Language Learners</b> This course examines theory, methods, and practice in the testing of bilingual students at both the classroom level and the large-scale level in the context of school accountability. It focuses on assessment of language proficiency in English Language Learners (ELL) and the assessment of academic achievement of bilingual students in specific content areas. The course develops and reviews tasks (test items), response formats, scoring systems, and test administration procedures as critical to attaining validity and fairness, and examines current testing policies for linguistic minority students. Practicum required.	3.2.3
<b>EDUC 6380</b>	<b>Literacy and Linguistics in English as a Second Language</b> This course focuses on how teachers can best meet the literacy and language needs of students from a variety of cultural, socioeconomic and language groups. It explores frameworks for providing high-quality literacy instruction to all students. The course analyzes classrooms and schools that have been successful in accomplishing this. It examines ethnic identities and personal conceptions of diversity, and how these may impact instructional decisions. It analyzes students and their families represented in their classrooms, and discusses ways to build bridges between home and school cultures.	3.3.0
<b>EDUC 6390</b>	<b>Family and Community Involvement</b> This course provides strategies for facilitating community participation in the education of minorities. It examines the role of the teacher in the classroom and community with the intention of developing insight and understanding of how the teacher's role affects students. This course considers models and methods for facilitating positive relationships are considered. It studies the techniques of family-school collaboration as well as constructive methods of evaluation. Practicum required.	3.2.3
	<b>Sub Total</b>	18
	<b>Total Number of Degree Credits</b>	30

## Appendix B

### Program Schedule

#### Timeline

The program consists of a total of thirty semester hours. During the school year, participants take one to two evening classes each semester, with graduate project assignments completed over the course of the year. This allows them to continue with their teaching responsibilities during the day. During the summer months, more credits are scheduled.

Course Number		Title				Credit Hours
Fall						
EDUC 6100		Research Methodology & Design				3
EDUC 6110		Applied Statistics for Education				3
Spring						
EDUC 6200		Masters Project				3
EDUC 6910		Project I				1
Summer						
Option I				Option II		
EDUC 6300	Curriculum Design and Development	3	EDUC 6340	English as a Second Language Teaching Methods	3	
EDUC 6310	Program Assessment	3	EDUC 6350	Theories of Second Language Acquisition	3	
Fall						
EDUC 6320	Instructional Models I	3	EDUC 6360	Multicultural Education	3	
EDUC 6920	Project II	1	EDUC 6920	Project II	1	
Spring						
EDUC 6330	Instructional Models II	3	EDUC 6370	Assessment in English as a Second Language	3	
EDUC 6930	Project III	1	EDUC 6930	Project III	1	
Summer						
EDUC 6400	Transformational Leadership and Politics	3	EDUC 6380	Literacy and Linguistics in English as a Second Language	3	
EDUC 6410	Contemporary Instructional and Legal Issues	3	EDUC 6390	Family and Community Involvement	3	





## Appendix C

### Faculty:

The current faculty in the School of Education at Utah Valley University is well prepared to participate in the Master of Education Degree. The full-time faculty members listed below all hold doctoral degrees and many have had previous experience teaching graduate classes. We also anticipate hiring at least two new faculty specifically for the graduate Master of Education Degree program.

**Anderson, Genan T.** (2000); Associate professor, Utah Valley State College, School of Education since 2006; Early Childhood Program Coordinator and Director of the Teacher Education Preschool at UVSC since January 2001. B.S., Elementary Education and Child Development (double major), Science (minor), Utah State University; M.S., Child Development, Utah State University; Ph.D., Human Development and Early Childhood Education, Brigham Young University. Dr. Anderson taught four years as head teacher in the Brigham Young University Lab School. She holds a level three license for Elementary Education and Early Childhood Education in the State of Utah, current until 2010. She taught four years at Brevard Community College, Florida including Child Development, Supervision of Preschool Practicum Students, and Parent Educator for the Melbourne, Florida Lab School. Her college and university teaching has included: At the graduate level, supervision of independent study projects, and sitting on master degree committees. At the undergraduate level she has taught: Language Arts Methods, Differentiated Instruction Methods, Science Content, Creative Arts Methods, Early Childhood Curriculum, Child Guidance, Introduction to Early Childhood, Early Childhood Literacy and Literature, Early Childhood Assessment, and supervision of field work and student teachers.

**Byrd, Elaine H.** (1992); Professor, Utah Valley State College School of Education since 2003; B.S., Social Work, Brigham Young University; Developmental Education Specialist Certification, Appalachian State University, North Carolina; M.A., Reading Specialist, Hood College, Maryland; Ed.D. Reading, Brigham Young University. Dr. Byrd holds a Professional Counselor license from the State of Maryland. She taught first and second grade in the Marian School District. Her college and university teaching has included: Industrial Psychology, Effective College Reading, Student Success, Educational Psychology, Literacy Methods I, and supervision of field work and student teachers..

**Farnsworth, Briant J.** (1998); Dean of the School of Education since July 2002, B.S., Biological Sciences (major), Sociology (minor), University of Utah; M.S., Education, University of Utah; Ed.D., Elementary Curriculum and Instruction (major), Educational Administration (minor), Brigham Young University. Dr. Farnsworth has taught Biology and Earth Science at Skyline High School in Granite School District. He holds a level three license for Administrative/Supervisory, Secondary Education, Elementary Education, and Early Childhood Education in the State of Utah which are current until 2010. He also holds Secondary and Elementary Endorsements in Biological Science and Sociology. While in Granite School District as Assistant Superintendent, he had the responsibility for all secondary schools which included ten high schools, fifteen junior high schools, and one alternative high school. His college and university teaching has included: At the graduate level, sitting on both doctoral and master degree committees, supervision of Administrative interns, Educational Research Projects, Educational Statistics, Research Methods, Elementary Curriculum, Research in Education, and Teaching Social Studies in Elementary Schools. At the undergraduate level he has taught: Curriculum Design and Assessment, American Foundations of Education, Synthesis, Educational Leadership for Elementary Teachers, Introduction to Education, Multicultural Understanding, Senior Capstone, and supervision of field work and student teachers.

**Harward, Stan V.** (2006); Assistant Professor, Utah Valley State College School of Education since August 2007. B.S., Elementary Education (major), Sociology (minor), Brigham Young University; M.S., Curriculum and Instruction, Brigham Young University; Ed.D., Reading, Brigham Young University. Dr. Harward holds a level three license from the state of Utah in Administrative/Supervisory (K-12) and Elementary Education (1-8), current until 2014. Dr. Harward has taught at the elementary level, served as a school principal and as Director of Literacy, K-12 in the Alpine School District. His college and university teaching has included: At the graduate level, Content Literacy—Expository Reading and Writing, Reading Diagnosis, Assessment and Intervention, Practicum—Instructing Children with Reading Problems, Historical Foundations of Reading, Psychology and Physiology of Reading, Advanced Early Literacy, The Administration and Supervision of Reading Programs, Oral Language Acquisition. At the undergraduate level: Reading and Language Arts in the Primary Grades, Lesson Planning and Management, Teaching Reading and Language Arts in the Intermediate Grades, Early Literacy Education, College Studies, Advanced College Studies, Educational Psychology, Literacy Methods I, Literacy Methods II Language Arts Methods, and supervision of field work and student teachers.

**Hudgins, Talitha R.** (2005); Assistant professor, UVSC School of Education since 2006. B.A., History (major), Education (minor), University of North Florida; M.A., Computer Technology in the Classroom, University of North Florida; Ph.D., Teaching, Learning and Educational Technology, University of Utah. Dr. Hudgins taught several years as a classroom teacher in the inner-city schools in Jacksonville, Florida. She holds a Florida Teacher Certificate and a level two license for Secondary Education, in the State of Utah which is current until 2011. She taught five years at the University of Utah, was a supervisor of student teachers in the Salt Lake and Granite School Districts and a professional development trainer in Duval County School District, Florida. Her college and university teaching has included: At the graduate level, Educational Applications of Technology, and Instructional Technology in the Social Studies Curriculum. At the undergraduate level, she has taught: Instructional Media, Computer Technology in Education, Educational Applications of Technology in the Classroom, Multimedia, Introduction to Education, Action Research, and supervision of field work and student teachers.

**Kunakemakorn, Numsiri C.** (2003); Assistant Professor, UVSC School of Education since July 2005. B.A., English (major), University of California, Santa Barbara; M.A., International and Multicultural Education, University of San Francisco; M.A., English, Sonoma State University; Ph.D., Comparative Literature, Purdue University. Dr. Kunakemakorn holds a teaching license for Secondary Education in the State of Utah which is current until 2009. She holds endorsements in English and ESL. She has served as the secondary education advisor and field director. Her college and university teaching has included: Reading and Writing in the Content Area, Multiculturalism/ESL, Boundaries, Hispanic Literature: Poetry & Drama, Gender & Multiculturalism, Introduction to Hispanic Literature, Spanish, Women's Studies, and Composition.

**Patch, Michael R.** (2007); Assistant Professor UVSC School of Education since August, 2007. B.A., Journalism (major), English (minor), Brigham Young University (1992); M.Ed., Teaching and Learning (emphasis, Reading), Brigham Young University (1996); Ph.D. Curriculum and Instruction, (emphasis, Multicultural Education), University of Nevada, Reno (ABD, defense Jan. 2008). Mr. Patch has taught a wide range of courses on both the undergraduate and graduate level. At the University of Nevada, Reno, he taught undergraduate children's literature, and on the graduate level he served as a section instructor for courses, both in a traditional classroom setting and via distance education, on literacy, qualitative and

quantitative research methods and diversity education. He also coordinated the formation of a tutoring program at a local elementary school. In addition, he served as a facilitator for the nation's largest distance education cohort of inservice teachers pursuing master degrees. While serving as a visiting instructor at Brigham Young University, Mr. Patch served as a guest lecturer for a graduate level Democracy and Education course, and taught multiple sections of undergraduate level courses in Multicultural Education for Elementary Teachers, Multicultural Education for Secondary Teachers, and Adolescent Development. At Utah Valley State College, he taught: Foundations of Education, Foundations of Education, and Development of the Adolescent Student. Mr. Patch has also served as a high school: teacher, department head, and administrator. In the country of Tonga, he taught a wide range of English and public speaking courses, including courses preparing students to sit the Pacific Secondary Schools Certificate exam. Additionally, he has presented at national and international conferences, including those of the International Reading Association, the Comparative and International Education Society, and the American Association for Teaching and Curriculum.

**Peterson, Nancy L.** (1997); Associate Professor, UVSC School of Education since 2004. B.S., Elementary Education (major), Music (minor), Brigham Young University; M.Ed., Early Childhood Education, Old Dominion University; Ed.D., Curriculum & Instruction (major), Gifted Education and Counseling Education (minors), University of Virginia. Dr. Peterson has taught elementary school (grades K, 4, 6, and Music & Art K-6) in Jordan and Alpine Districts in Utah, Mesa District in Arizona, and Ft. Sam Houston School District in Texas. She holds a level three license for Elementary Education and Early Childhood Education, as well as an endorsement in gifted & talented education in the State of Utah, which are current until 2010. While completing her M.Ed. at Old Dominion University she was a teaching assistant to methods course instructors and department chairs. While pursuing her Ed.D. at the University of Virginia, she was a research assistant to project directors in the National Research Center for Gifted and Talented, as well as supervisor for student-teaching seminar and capstone projects. Additionally, she was a student teaching university supervisor in K-6 classrooms at both universities. Her college and university teaching has included: At the graduate level, adjunct professor for language arts and creative arts methods courses in Early Childhood and Elementary Education Programs at Old Dominion University, Virginia. At the undergraduate level: reading, science, and language arts methods courses at West Virginia Wesleyan College, and children's literature, language arts methods, creative arts methods, differentiated curriculum & instruction, and supervision of field work and student teachers at Utah Valley State College. She recently chaired the School of Education Elementary Intern Partnership Committee, which developed UVSC's first teaching internship cohort. In 2005-2007, Dr. Peterson was the Faculty Coordinator for Academic Service-Learning at Utah Valley State College.

**Pierce, Linda E.** (2000); Assistant Dean (from July, 2007) and Associate Professor in the UVSC School of Education since 2006; accreditation coordinator for the School of Education since 2003. B.S., Teacher Education (major), Music (minor), Brigham Young University; M.Ed., Education (emphasis Creativity), University of Utah; Ed.D. Reading, Brigham Young University. Her area of specialty in her doctoral program included the use of computers to track eye movements in emergent readers. Dr. Pierce has taught Kindergarten, 1<sup>st</sup>, 2<sup>nd</sup>, and 5<sup>th</sup> grades, and math and reading for low-achieving children. She also owned and directed a preschool. She holds level three Utah State professional teaching licenses in Elementary Education and Early Childhood Education which are current until 2012. Her college and university teaching has included undergraduate courses in: Literacy Methods I & II, Social Studies Methods, Educational Psychology, Reading and Writing in the Content Area, Literacy for Young Children, and Language Arts for Young Children, Children's Music and Movement, Advanced College Reading, College Textbook Reading, Teaching Reading/Language Arts in the Primary Grades, Introduction to

Teaching and Learning, Practicum in Reading/Language Arts and Math (team taught), Elementary Education Planning, Management, and Assessment (team taught), and field work and student teaching supervision. She has been a guest lecturer for a graduate level Emergent Literacy course. She has presented her research at local and national conferences.

**Simmerman, Susan** (2004): Assistant Professor UVSC School of Education since 2004; Department Chair of the Elementary Education Department since July 2005. B.A., Psychology, Nazareth College of Rochester; M.S., Education (Major), Special Education (Emphasis), Nazareth College of Rochester; M.A., Clinical Psychology, United States International University; Ph.D., Educational Psychology, University of California, Riverside. Her areas of specialty in her doctoral training include: Assessment, Individual Differences and Special Education, Statistics and Research Design. Dr. Simmerman has taught in special education in New York, California, and Utah, working with students with learning disabilities, mental retardation, emotional disabilities and behavioral disabilities. She holds permanent teaching certifications (Elementary Education and Special Education) in New York, clear California teaching certificates (Multiple Subjects and Special Education), and a level three Utah Professional Educator License in Special Education (current until 2009). Her college and university teaching has included undergraduate courses in: Curriculum Design and Assessment, Exceptional Students, Student Teaching Supervision, Classroom Management, Math Methods, Educational Psychology, Senior Capstone, and supervision of field work and student teachers. She has also guest lectured for undergraduate and graduate level courses in Assessment, Statistics, and Special Education at University of California Riverside, California State University San Bernardino, and Loma Linda University. She was a research assistant during her doctoral program for the UC Riverside Families Project, as well as working with the California Beginning Teacher Support and Assessment program. Dr. Simmerman has presented on and published her research on learning disabilities, mental retardation, emotional and behavioral disabilities, and selection and training of teacher education candidates.

**Tuft, Elaine A.** (2006); Assistant Professor, UVSC School Education since 2006. B.S., Elementary Education and Early Childhood Education (major), Math/Science (minor), Utah State University; M.A., Elementary Education (emphases: Mathematics Education and Education of the Gifted and Talented), Utah State University; Ph.D., Curriculum, Teaching, and Educational Policy, Mathematics Education (major emphasis), Research Methodology and Cognitive Psychology (minor emphases), Michigan State University. Dr. Tuft taught fifth grade in Salt Lake School District and Granite School District. She holds a level three license in Elementary Education and Early Childhood Education, Math Level 2 Endorsement, and Gifted and Talented Endorsement from the State of Utah. She spent two years as a visiting assistant professor at Brigham Young University and several years as an adjunct professor at Utah State University. She has taught the following undergraduate courses at the university and college level: Elementary Mathematics Methods, Middle School Mathematics Methods, Elementary Science Methods, and Principles of Learning. At the graduate level, she has taught Improvement of Mathematics Instruction, Middle School Mathematics Methods, and Reflection and Inquiry in Teaching Practice. She has also served as a supervisor for elementary and secondary student teachers and interns.

**Waite, Bryan R.** (2007); Assistant Professor UVSC School of Education since August 2007. B.A. Teaching Spanish as a Foreign Language (major), Business (minor), University of Texas at Austin (2000); M.S., Spanish Education, University of Colorado at Boulder (2002); Ph.D., Bilingual and Multicultural Education Elementary, University of Colorado at Boulder (2006). He has also been educated in educational statistics and qualitative research methods during his doctoral study. Dr. Waite has taught a wide range of Education classes both at the undergraduate and graduate levels. At the University of Colorado at Boulder, Dr. Waite

taught Introduction to Education as well as a graduate level Theories of Second Language Acquisition course. He also co-taught of both online and traditional classroom settings of Introduction to Multicultural and Bilingual Foundations (master's level). He has also taught ESL Methods (Teaching English as a Second Language) at Front Range Community College and Utah Valley State College. In addition, he has taught Theories of Second Language Acquisition in an online format to master level students at Mesa State College in Grand Junction, CO. Dr. Waite has also taught Spanish as a foreign language at Shining Mountain High School in Boulder, CO, as well as multiple levels of Spanish at the University of Colorado at Boulder, Front Range Community College, and Yakima Valley Community College, Washington.

March 12, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah Valley State College – Associate of Applied Science Degree in Technology – Action Item

Issue

Utah Valley State College requests approval to offer an Associate of Applied Science (AAS) Degree in Technology beginning Fall Semester 2008. The Institutional Board of Trustees approved the program on November 7, 2007. The proposed degree was presented to the CTE Regional Review Committee on October 3, 2007. The Regent's Program Review Committee approved the proposal on February 19, 2008.

Background

Officials at Utah Valley State College, after consultation with trade and technical organizations, is proposing this degree in order to provide an opportunity to workers who hold certificates and credentials in specialized career and technical areas to continue their education. The proposed degree will focus primarily on individuals who have been working in a technical or trades profession giving them an opportunity to receive an academic degree, which broadens their future employment potential in advanced technical or managerial positions. Conversations with technical and professional organizations have indicated this as a need for individuals who have worked for a number of years in a technical job and who now may not be able to continue the rigors of their current job or who wish to advance their career by obtaining higher technical or managerial skills. In addition, employees with experience will find this degree offering attractive in better preparing them to open their own business having some skill refresher possibilities, some core technology courses in current practices, and some supervision skills knowledge and practice.

### Policy Issues

Other Utah System of Higher Education Institutions reviewed the proposal and no concerns were raised.

### Commissioner's Recommendation

The Commissioner recommends that the Regents approve the Request to Offer an Associate of Applied Science in Technology at Utah Valley State College, effective Fall Semester 2008.

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David L. Buhler, Interim Commissioner

DLB/GW  
Attachment



Academic, Career and Technical Education and Student Success Committee

Action Item

Request to Offer an  
Associate of Applied Science in Technology

Utah Valley State College

Prepared for  
David L. Buhler  
By  
Gary Wixom

March 12, 2008

## **SECTION I: The Request**

Utah Valley State College requests approval to offer an Associate of Applied Science (AAS) Degree in Technology effective Fall Semester 2008. This program was approved by the institutional Board of Trustees on November 7, 2007. The degree proposal was presented to the Regional Review Committee in the CTECC Executive Meeting on October 3, 2007.

## **SECTION II: Program Description**

The Associate of Applied Science Degree in Technology has been designed for individuals working in a technical area who have considerable work experience and/or have obtained specialized certifications, licenses, apprenticeships, etc. Many of these students will be looking for a degree to allow them better upward mobility in their jobs or careers, or be looking for education that may make it possible for them to launch their own businesses successfully. Students will be required to take a class to develop a portfolio that presents licenses and work-related certifications as well as provides a rationale for receiving technical, experiential credit. A committee comprised of professors and technical experts in the student's discipline will be assigned to review each portfolio to determine the number of experiential credits awarded. Core courses will provide fundamental knowledge of contemporary technologies and elective courses will allow the student to enhance the technical skills in one or more technical areas. A supervisory course is also required so students can learn to manage workers in technologically intensive organizations.

### **Purpose of Degree**

This degree is being offered primarily as an avenue for individuals who have been working in a technical or trades profession to receive an academic degree, which broadens their future employment potential in advanced technical or managerial positions. Conversations with technical and professional organizations have indicated this as a need for individuals who have worked for a number of years in a technical job and who now may not be able to continue the rigors of their current job or who wish to advance their career by obtaining higher technical or managerial skills. Employees with experience will find this degree offering attractive in better preparing them to open their own business having some skill refresher possibilities, some core technology courses in current practices, and some supervision skills knowledge and practice.

The expected outcomes of the degree are that students will broaden their technical skills in desired areas, be prepared for supervisory positions, be better prepared for opening their own business, and/or be ready for continuing their education in the Technology Management BS Degree.

### **Institutional Readiness**

This degree will be administered by the Technology Management Department, which has a chair and administrative assistant in place. Therefore, the new degree will not require any additional administrative structure. Additional budget funding will be required to support additional adjunct instructors (three classes per term for the first three years), to support marketing the program to regional business and industry to recruit students, for copying, portfolio analysis by industry personnel, and other program specific expenses.

## **Faculty**

The Technology Management Department currently has three full-time, tenure-track faculty members with PhDs and six adjuncts teaching about 50 percent of the sections. A search is now underway for one additional tenure-track faculty member. The majority of the courses in the degree already exist with multiple sections offered each term. For the most part, additional students generated by this degree will only marginally affect existing courses, which, for the most part, have additional capacity available.

## **Staff**

The existing Technology Management administrator, administrative assistant and advisor can absorb the additional load.

## **Library and Information Resources**

For the most part, courses in this AAS degree will require minimal additional library support, which is available. The new Digital Learning Center building at UVSC is scheduled to be completed next fall to handle the needs of a growing student population at UVSC.

## **Admission Requirements**

Admission requirements for the new degree will be the same as those required to enter UVSC.

## **Student Advisement**

The Technology Management BS Degree currently has a full-time advisor. It is expected that this same advisor will be able to handle advising duties for this new degree as well for the first five years of the program.

## **Justification for Number of Credits**

This is an AAS degree requiring 63 credits, which is within the credit range prescribed by Regents policy.

## **External Review and Accreditation**

No external consultants were used to develop this degree. No specialized accreditation will be sought for this degree.

## Projected Enrollment

This proposed degree is expected to appeal to a group of working adults who have some certificates, diplomas or licenses and are looking for a good degree fit. Many of the courses already exist and the sections will absorb new enrollments adequately. Only four new courses will be added. New enrollments caused by the program are as follows:

<u>Term</u>	<u>Projected FTE</u>	<u>Student/Faculty Ratio</u>
Fall 2008	2.5	11.90
Fall 2009	4	12.12
Fall 2010	4	12.12
Fall 2011	4	12.12
Fall 2012	4	12.12

## Expansion of Existing Program

This is a new degree and not an extension or expansion of an existing degree.

## SECTION III: Need

### Program Need

The degree has been requested by the Dean of Technology and Computing after consultation with numerous trade and technical organizations in the state of Utah. Many workers currently hold certificates and other credentials in specialized areas. However, there is a need for advanced education. For example, some older technicians can no longer meet the physical demands of the work yet would be valuable managers with the proper education and degrees. In addition, new technologies are more complex than ever before and companies need to fill knowledge-intensive as well as skill-intensive positions.

### Labor Market Demand

Although the U.S. Department of Labor expects the job growth in industry and production to experience slow growth through 2014, job opportunities are projected to be good due to the lack of qualified workers and retirements, especially for those individuals with two-year degrees. Utah, however, is unique in that these industries are experiencing rapid growth in this state. According to Utah's Department of Workforce Services, all industrial sectors, including trade, transportation, and utilities, are adding jobs at a healthy rate. There was an 8.7% increase in hiring between July 2006 and July 2007 in the Goods Producing sector, which includes manufacturing, natural resources, mining, and construction. Utah County has

experienced the best economic growth in the state, and manufacturing is one of the most prominent growth sectors.

### **Student Demand**

The AAS in Technology Degree is intended, in part, to provide a solution to an on-going problem with AAS degrees in traditional 'trades' (e.g. welding, air conditioning, apprenticeship, etc.) areas. These programs have extremely high job-out rates because students are able to obtain jobs with a limited skill set, certifications or licenses. When there is low unemployment, enrollment in many of these areas dries up because employers are willing to hire less prepared students and train them on the job. Enrollments in several trades programs at UVSC dropped to a level where it became necessary to discontinue new cohorts in the programs. When advisory boards were contacted, they indicated that the AAS degree, though a nice bonus in an employee, was not required for employment in this job market. This degree would permit students to obtain the skill sets necessary for the trades in any educational setting and then return to college when they felt a degree would fill a need in their chosen trade.

Meetings were held with major trade organizations and technical companies and they indicated that there is interest among their workers for such a program. We expect enrollments in the degree will be low initially and build over time as knowledge of the program expands.

### **Similar Programs**

There are currently no Institutions in the Utah System of Higher Education that offer an AAS degree in Technology as described in this proposal.

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

There are currently no Utah Institutions that offer an AAS degree in Technology, therefore there should be no impact on other institutions.

### **Benefits**

UVSC and USHE are benefited when the students they educate improve their lives and become dedicated alumni. This degree is aimed at a non-traditional group of students that would most likely not participate in existing degree programs. The degree thus expands the scope and reach of the institution in fulfilling its mission.

### **Consistency with Institutional Mission**

UVSC has its roots in technology and the trades. The institution's mission continues to include these roots and one of its primary goals is to provide successful programs in these areas. Because of the high demand

for their skills, many trades' students leave the institution before obtaining their degree. This degree provides the opportunity for such students to return, continue their education, and improve their lives.

## **SECTION IV**

### **Program and Student Assessment**

The primary goal of the program is to provide an avenue for individuals in technology/trades-based industry to pursue a college education that opens additional career opportunities for career advancement.

UVSC intends to track each student in the program to assess his or her academic and career advancement. The following will be measured:

#### **Academic Advancement:**

- Dropped before completing the AAS Degree, Reasons why
- Completed the AAS Degree
- Continued on to work on BS Degree in Technology Management
- Dropped before completing BS Degree, Reasons why
- Completed the BS degree

#### **Career Advancement:**

- No change
- Advanced technology position
- Supervisory position
- Management position

Numbers of students served will be an important program measure as well as the percentages in the categories above. As noted earlier, UVSC expects these numbers to grow slowly.

Numbers of businesses served will also be a program effectiveness measure. UVSC will be especially interested in the numbers served among those several businesses who indicated a real need for a program such as this one which is the UVSC response to those requests. The advisory boards of the technical programs will be informed of the progress of this degree program and input from them will continue to be sought for.

Faculty will meet regularly to assess the program strengths and weaknesses as well as to refine and standardize portfolio assessment practices.

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

Student progress and program achievements will be assessed to evaluate the student success and the program success. The following competencies will be expected outcomes for students:

1. Demonstrate verbal and written communication skills
2. Develop a personal portfolio of technological experience

3. Understand the role that technology has played in advancing our standard of living  
Be familiar with current technologies and their impact on society
4. Understand the process of technology development
5. Understand the role of the various professions in technology development
6. Demonstrate problem solving skills
7. Be able to supervise technology-based workers

These high-level competencies were developed by UVSC Technology Management faculty after discussions with trade and technology advisory committees.

Verbal and written skills will be evaluated as part of the portfolio development and presentation process. Technology related and problem-solving skills will be assessed as part of an exit exam during the students' final term in the degree. Finally, supervisory skills will be assessed as part of the final exam in the Supervision in Technology course.

## SECTION V

### Budget

#### New Program Budget AAS Technology

	Year 1	Year 2	Year 3	Year 4	Year 5
Students					
Projected FTE Enrollment	2.50	4.00	4.00	4.00	4.00
Cost Per FTE	\$1,735	\$1,693	\$1,755	\$1,821	\$1,888
Student/Faculty Ratio	11.90	12.12	12.12	12.12	12.12
Projected Headcount	15	30	30	30	30

#### Projected Tuition

Projected Gross Tuition	\$7,500	\$12,000	\$12,000	\$12,000	\$12,000
Tuition Allocated to the Program	See Note	See Note	See Note	See Note	See Note

#### Five Year Budget Projection

Salaries & Wages	\$3,469	\$5,670	\$5,896	\$6,132	\$6,378
Benefits	\$368	\$601	\$625	\$650	\$676
Total Personnel Costs	\$3,837	\$6,271	\$6,521	\$6,782	\$7,054
Current	\$500	\$500	\$500	\$500	\$500
Travel	\$0	\$0	\$0	\$0	\$0
Capital	\$0	\$0	\$0	\$0	\$0

Library	\$0	\$0	\$0	\$0	\$0
TOTAL	\$4,337	\$6,771	\$7,021	\$7,282	\$7,554

#### Revenue

Legislative Appropriation					
Grants					
Reallocated Funds					
Tuition Allocated to the Program					
Other*	\$4,337	\$6,771	\$7,021	\$7,282	\$7,554
Total Revenue	\$4,337	\$6,771	\$7,021	\$7,282	\$7,554

#### Comments

\*During 2004-05 and 2005-06, UVSC experienced enrollment declines resulting in tuition revenue shortfalls. In response to this decline, UVSC reduced its base operating budget by \$5 million. Enrollments during 2006-07 and 2007-08 have increased and UVSC has tuition revenue which is unallocated. UVSC is prepared to commit the funds required for this new degree from these unallocated tuition revenues.

#### Funding Sources

Enrollments during 2006-07 and 2007-08 have increased and UVSC has tuition revenue which is unallocated. UVSC is prepared to commit the funds required for this new degree from these unallocated tuition revenues.

#### Reallocation

The amount of funds needed to support this degree is minimal. The adjunct wages and current expense will come from the sources described and could be supplied from existing School of Technology and Computing funds if needed.

#### Impact on Existing Budgets

As shown above, there will be four new classes that will be taught by existing faculty or adjunct faculty. Impact on the existing budgets will be minimal.



## Appendix A: Program Curriculum

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

Course Number	Title	Credit Hours
TECH 1000	Experiential Credit Portfolio Development and Assessment	2
TECH 1010	Understanding Technology	3
TECH 110R	Technical Experiential Credit	1-8
TECH 2010	Supervision in Technology	3

TECH 1000 - For those entering the AAS Degree in Technology. Helps students develop their professional portfolio including experience, certifications, licenses, etc. Involves creating required documentation and presentation by the student and assessment of the portfolio by a committee of appropriate faculty and technology professionals to determine experiential credit granting equivalences in courses

TECH 110R. Inculcates the value of continuous learning and the process of learning how to learn.

TECH 1010 - Covers the principal technologies that are important and prevalent today. Explores how technology applies to, affects, and interacts with various workplaces. Develops an appreciation for how technology changes and what possible new and exciting technologies are on the horizon.

TECH 2010 - Presents various techniques of supervision in a technology-based organization. Teaches how to build teams to address technological issues, inspire good performance, communicate with employees using technological tools, lead change caused by technological transformation, and resolve ethical issues related to the use of technology. Applies skills to real-life situations. Teaches how to understand the organizational structure, be prepared to manage and assess technology-based performance, be aware of opportunities and challenges when managing employees in a technological environment, and how to get the best performance out of employees, including strategies for technical training and evaluation.

All additional course descriptions may be found in the UVSC online catalog.

### All Program Courses

Course Number	Title	Credit Hours
General Education	-	-
ENGL 1060 or ENGL 1010	Career Writing for Technology Introduction to Writing	3
EGDT 1600 or MATH 1030	Technical Math--Algebra	3

or MATH 1040 or MATH 1050	Quantitative Reasoning  Introduction to Statistics  College Algebra	
-	Biology / Physical Science	3
-	Health / PE / Safety / Environment	1
-	Humanities / Fine Arts	3
TECH 2000	Technology and Human Life	3
-	Sub-Total	16
Core Courses	-	-
TECH 1000	Experiential Credit Portfolio Development and Assessment	2
INFO 1100	Exploring the Digital Domain	3
TECH110R	Technical Experiential Credit	6
TECH 1010	Understanding Technology	3
TECH 2010	Supervision in Technology	3
-	Technical Area Credits with Advisor Approval	6
-	Sub-Total	23
Elective Courses	-	-
TECH 110R	Technical Experiential Credit (Maximum of 10 in addition to the core.)	
-	Additional Technical Area credits as approved by Advisor	
-	Additional Courses Selected from List (See advisor)	
-	Foreign Language Credits - Students may select up to 10 credits of a foreign language	
-	Sub-Total	24
-	Total Number of Credits	63

## Appendix B

### Program Schedule:

Course Number	Course Name	Credit Hours	Prerequisite	Prerequisite	
<b>FIRST SEMESTER SUGGESTED COURSES (15 Credit Hours)</b>					
TECH 1000	Portfolio Development and Assessment	2			
ENGL 1060, 1010	English	3			
	Humanities/Fine Arts	3			
EGDT 1600 or MATH 1030, 1040, 1050	Technical Math (Algebra) or other Math	3	EGDT 1600: Mat 0800 with C- grade or better or equivalent or appropriate test scores	Math 1050: See catalog for specific requirements	
	Health / PE / Safety / Environment	1			
INFO 1100	Exploring the Digital Domain	3			
<b>SECOND SEMESTER SUGGESTED COURSES (15 Credit Hours)</b>					
TECH 1010	Understanding Technology	3			
TECH 110R	Technical Experience Credit	6			
	Biology / Physical Science	3			
	Degree Elective	3			
<b>THIRD SEMESTER SUGGESTED COURSES (15 Credit Hours)</b>					
TECH 2000	Technology and Human Life	3			
	Technical Area Credits	6			
	Degree Electives	6			
<b>FOURTH SEMESTER SUGGESTED COURSES (18 Credit Hours)</b>					
TECH 2010	Supervision in Technology	3	TECH 1010		
	Degree Electives	15			
<b>63 TOTAL CREDIT HOURS</b>					

## Appendix C

### Faculty:

Cheryl Hanewicz            Ed.D., Educational Leadership, Eastern Michigan University, 2007 – Asst. Prof.  
Dr. Hanewicz has held management and supervisory positions in industry and academia. Her Master's and Doctorate degrees have both been in the area of technology education and she has taught numerous courses in the discipline.

Floyd Olson              D.I.T., Industrial Technology, University of Northern Iowa, 1995 – Assoc. Prof.  
Dr. Olson has a Doctorate in Industrial Technology and has taught courses in this area for several years. He has made presentations at technology education conferences and served in administrative roles in industry and academia.

John MacLean            Currently completing Ph.D. program in Business, Cappella University – Lecturer  
John has thirty plus years of technology-based industry experience. His Master Degree is in Interdisciplinary Technology and he is continuing his doctorate studies in that area. John has also taught management and supervisory courses in technology.

New Faculty              Currently seeking an individual with a Doctoral degree in Technology Management or closely related field with experience in a technology-based industry.

Richard Hartley           MBA, University of Phoenix, 1988 – Adjunct  
Richard has considerable industry experience in manufacturing and other technology-based businesses. He teaches courses in managing technology projects.

March 12, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

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

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

***Weber State University – Consent for Game Development Certificate***

**Request:** This request is for a certificate in Game Development which would add 16 credit hours to the program of study for students seeking a Computer Science (CS) bachelor's degree with an emphasis in software engineering.

**Program Description:** The proposed Game Development Certificate will consist of four courses. During this past summer the department chair worked with Avalanche Software, a Disney gaming subsidiary, to define the necessary skills and best practices that a CS student would need for employment in the game industry. The following four courses that make up this certificate are based upon those discussions.

- MATH 2270 – Elementary Linear Algebra (3 credit hours) OR MATH 2250 – Linear Algebra and Differential Equations (4 credit hours)
- CS 4610 – Introduction to Game Industry (4 credit hours)
- CS 4640 – Game Development 1 (4 credit hours)
- CS 4650 – Game Development 2 (4 credit hours)

It is proposed that students seeking a bachelor's degree in software engineering along with the gaming certificate would intersperse the game development courses throughout the last two years of their program. Those students who follow this schedule would only require one additional semester to fulfill the requirements for the Game Development Certificate.

**Need:** The game industry is poised to surpass the movie industry in revenue generation. Utah is showing signs of becoming a "hot-spot" for game development. Utah has a myriad of gaming companies—most predicted to grow significantly. John Blackburn, manager and previous owner of Avalanche Software before the Disney purchase, has said that he expects to double the number of workers in their office in the near

future. Industry demand is high for employees that have the necessary skills and practices to be productive in the area of game development. This certificate, in conjunction with the bachelor's degree in software engineering, would meet the need for people with training in this rapidly growing industry.

A similar certificate does not currently exist in the state nor is one offered in the intermountain region.

**Institutional Impact:** This certificate is a good addition to the U of U's current Computer Science bachelor's degree program with an emphasis in software engineering. It will have no effect on the current administrative structure as it will be administered through that program under the auspices of the Computer Science Department. No new staff will be required and the current faculty and/or appropriate adjunct faculty are capable of teaching the required courses. Game developers have also offered to have their employees visit the campus and work with the seniors on their capstone gaming projects so as to provide an industry perspective and opinion. No new facilities will be required for this certificate but some additional equipment will need to be purchased. This equipment will be paid for out of existing budgets.

**Finances:** The costs associated with this program will be those associated with teaching the three new computer science courses that are part of this certificate. It is expected that at least one of these courses will be taught by a regular faculty member as part of their load. The remaining courses would be taught either by adjuncts or by regular faculty teaching an overload course. There is adequate instructional wage budget in the department to cover these costs. This certificate would not have any budgetary impact on other programs or units within the institution.

#### Commissioner's Recommendation

The Commissioner recommends approval of the items on the Programs Committee's Consent Calendar.

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David L. Buhler  
Interim Commissioner

DLB/LTS:aw

March 12, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Information Calendar: Academic, Career and Technical Education and Student Success (Programs) Committee

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

*A. University of Utah*

i. Name Change: Comparative Literary and Cultural Studies

**Request:** This is a request to change the name applied to all courses offered and degrees given within the "Comparative Literature" section, housed within the Department of Languages and Literature. "Comparative Literature" would change to "Comparative Literary and Cultural Studies." The prefix applied to courses in the Schedule of Courses would change from "C Lit" to "CLCS." This name change would affect the major, minor, MA, and PhD granted under the current title "Comparative Literature."

**Need:** The new title, "Comparative Literary and Cultural Studies," will better reflect the nature of the courses and degrees, which in recent years have shifted from a focus on the study of literature to the study of culture in all its contexts; now included are courses in religious studies, linguistics, film studies, cultural history, as well as traditional literature courses. Moreover, the courses have shifted from exclusive study of printed literature to include music, film, visual arts, speech, religious texts, and cultural artifacts. Therefore, "Comparative Literary and Cultural Studies" will better reflect the true mission and course content.

**Institutional Impact:** There will be no negative impact on administrative structures, faculty, physical facilities or equipment. However, there will be a resulting *positive* impact on the U's national reputation. In the last decade, the term "Comparative Literature" has been rejected by many theorists, and the most innovative programs and departments have changed their names in response to a shift in approach to this field of study. The name change will more correctly reflect recent curricular innovations and will position the section among the most innovative programs in Comparative Literary and Cultural Studies across the country. It will also better advertise the U's approach to the topic, sending the message to students that our classes offer the best place to study global culture on campus.

**Finances:** This name change will have no financial impact on the Department of Languages and Literature, within which Comparative Literature is housed. There are no costs associated with this change. Advertising and informational materials will simply be changed before the beginning of the school year.

**ii. Transfer American West Center from Social and Behavioral Science to Humanities**

**Request:** The American West Center (the Center) is a research unit at the University of Utah, currently housed in the college of Social and Behavioral Science. For more than 40 years the Center has supported scholarly productivity and promoted a greater understanding of the history, development and environment of the American West. At the recommendation of a recent program review conducted by eleven U of U faculty and administration, the U requests to transfer the Center from the College of Social and Behavioral Science to the College of Humanities as a means to more clearly align the Center with an academic area which best reflects its mission and to enhance the future vitality of the Center.

The transfer will involve the following:

1. The Center will be relocated into the College of Humanities.
2. 2006-07 will be a transitional year. Professor Dan McCool and Matthew Basso, Assistant Professor of History and Gender Studies, will serve as co-directors. Basso will be the sole director starting 2007-08.
3. The colleges of Humanities and Social and Behavioral Science will continue to collaborate closely in supporting the Center mission and programs.
4. The financial resources of the Center will be move to the College of Humanities, and new resources have been committed to support programs and for raising external funds.
5. An interdisciplinary steering board will be created to advise and guide the Center.
6. Two-year targets have been set, for example, in the areas of public and private external fundraising, activities and programs that raise the Center's profile and connections in the community and on campus, and elevation of its scholarly mission.
7. The Center will maintain its identity and will not merge with, for example, the Center for American Indian Languages or the Documentary Studies Program; it will collaborate with related programs.

**Need:** The significant contributions of the Center have been clearly established. For 40 years, the Center has been considered a multi-disciplined operation, providing research opportunities to undergraduate and graduate students majoring in history, political science, English, anthropology, languages, geography, and art. This change combines the strengths of the Center with the current objectives of President Young to enhance cross-disciplinary paradigms in delivering institutional programming and scholarly productivity.

**Institutional Impact:** During the initial transition year, the Center will be co-directed by Professor McCool (currently sole director) and Professor Basso. This will insure a smooth transition. The Center will enhance public outreach by organizing a national conference on the American West to be held in 2008, and identify significant private and public funding sources to support graduate education programs. Within three years, it is expected that enrollments in courses offered by the Center will substantially increase and that the Center will enhance its service and presence locally and regionally.

**Finances:** One year of administrative stipend to co-director, Matthew Basso, is being paid by the College of Humanities. No additional funding is required. Existing funding for the Center currently held by the college of Social and Behavioral Sciences will transfer to the College of Humanities.



### iii. Change Division of Physical Therapy to Department Status

**Request:** The University of Utah requests approval to change the status of Division of Physical Therapy to the Department of Physical Therapy. Notably, this change will bring the academic unit of Physical Therapy at the U of U in line with the order of delineation of most similar physical therapy programs nationally.

**Need:** There is strong rationale for the Division of Physical Therapy to be changed to departmental status. The Division has achieved a level of function easily commensurate with status as a Department in the College of Health. It demonstrates financial viability. It has stable leadership and governance. It exhibits the ability to recruit and retain excellent faculty and mentor them through levels of promotion. The Division is recognized internally and externally for excellence in professional education. The Division has a successful research profile. The Division houses a successful clinical practice. The Division demonstrates effective interdisciplinary collaboration with other campus entities. The faculty are engaged with PhD students from other departments. The Division is seeking to establish an interdisciplinary PhD program as demand from prospective PhD students of training in rehabilitation science has increased.

Departmental status will provide a greater sense of permanence, equity, and security for the Division in the College of Health. As a department, the unit will have improved status and recognition within the University allowing more effective participation in collaborative activities with other departments. The change in status will also place the Division on a level more like its academic peers at sister institutions (see Table 1).

*General Information.* The physical therapy program at the U of U has a long-standing tradition of excellence dating back to the admission of its first class in 1969. This makes the U of U physical therapy program one of the oldest in the region. The University began its physical therapy program with a bachelor's degree, moved to the Master of Physical Therapy (MPT) in the mid-1990's, and then to the Doctor of Physical Therapy (DPT) in 2005, all in response to evolving professional and health market trends. Each move has been in support of the U of U's global mission: educate the individual and discover, refine, and disseminate knowledge. Physical therapy education at the U of U has always been focused on a student obtaining the most up-to-date knowledge and clinical skill set, and being prepared to immediately apply their education in myriad health care settings. The Division of Physical Therapy at the U of U currently ranks 33 out of 211 physical therapy programs, placing it in the top 15 percent of its peers in the United States.

*Table 1.* Status of comparable physical therapy programs.

University	Status
U. of Utah	Div. (current)
U. of Colorado	Program in Physical Therapy
U. of California at San Francisco	Dept. of Physical Therapy & Rehab. Sci.
U. of Southern California	Div. of Biokinesiology & Phys. Therapy
U. of Florida	Dept. of Physical Therapy
Indiana U.	Dept. of Physical Therapy
U. of Kansas	Dept. of Physical Therapy & Rehab. Sci.
U. of Massachusetts	Dept. of Physical Therapy
U. of Maryland	Dept. of Physical Therapy & Rehab. Sci.
U. of Michigan	Physical Therapy Dept.
U. of North Carolina	Div. of Physical Therapy
U. of Pittsburgh	Dept. of Physical Therapy
U. of Tennessee Health Sciences	Dept. of Physical Therapy
U. of Tx Health Sci. Ctr. at San Antonio	Dept. of Physical Therapy
U. of Washington	Div. of Physical Therapy

*External Review and Accreditation.* The Division of Physical Therapy is currently accredited by CAPTE. An onsite accreditation visit and review of the current program is scheduled for 2008. Continued accreditation is expected considering the past success of the Division.

*Enrollment.* There are 40 to 42 students admitted to the Division of Physical Therapy DPT program each year. The expected student body of around 120 students will consist of approximately 40 students at the 1<sup>st</sup>-year level, 40 students at the 2<sup>nd</sup>-year level, and 40 students at the 3<sup>rd</sup>-level.

*Faculty.* The Division's faculty are expert scientists, teachers and clinicians with national reputations. The Division faculty consists of 13 core faculty members and many adjunct faculty members. The faculty are committed to student learning and each other's growth. The faculty are engaged in interdisciplinary collaborations in research, teaching and clinical practice. The proposed change of status to Department does not include requests for further support for additional faculty. The Division is currently preparing a search for a 1.0 FTE and a 0.5 FTE faculty position included in its existing budget.

**Institutional Impact:** There is no apparent impact on the institution at any level including administrative, physical structure/facilities, equipment or personnel with the change in designation from Division to Department. The College of Health has demonstrated unanimous support for this proposal of change to department status for the Division of Physical Therapy. All current Department/Division Chairs and the College of Health Faculty Council have expressed their support for the change. At the college-wide 2007 College of Health Faculty meeting a unanimous vote was also recorded in favor of the change in status.

**Finances:** The Division has the necessary budget in place to support this change from Division to Department. No additional budget is being requested as a direct result of this change. No supplementary equipment is necessary. Current resources and facilities are sufficient to support a superior DPT program in the Department of Physical Therapy. A review of the 2006-07, 2007-08, and likely 2008-09 budgets is provided in Table 2. There will be no internal University or College reallocation associated with this program. Given that the essential structure of the program will remain the same, there will be no specific impact on the existing Division budget as a result of a change to Department status.

*Table 2.* The budget for 2006-07, and proposed budgets demonstrate the fiscal solvency of the Division of Physical Therapy. \* The proposed 2008-09 budget includes a conservative 2 percent increase.

INCOME	FY 2006-07	FY 2007-08	FY 2008-09*
Wages/Benefits	650,533	987,160	1,006,903
Productivity/Growth	223,403	267,345	272,692
Differential Tuition (120 students)	578,640	622,200	634,644
<b>TOTAL INCOME</b>	<b>1,452,576</b>	<b>1,876,705</b>	<b>1,914,239</b>
EXPENSES	FY 2006-07*	FY 2007-08*	FY 2008-09*
Salaries/Wages	901,670	1,35,450	1,158,159
Benefits	270,624	381,380	389,008
Library	1,804	1,804	1,840
Equipment	18,221	22,000	22,440
Travel	20,000	22,000	22,440
<b>TOTAL EXPENSE</b>	<b>1,212,319</b>	<b>1,562,634</b>	<b>1,593,887</b>

Because the change is simply from Division to Department and there are no additional programmatic changes, the funding sources will remain the same as they currently are. These funding sources include state appropriations, differential tuition, enrollment growth, special course fees, and grants and contracts.

#### iv. Change in Administrative Structure in College of Architecture + Planning

**Request:** The College of Architecture + Planning presently operates as a one department college. With the growth of its programs and as a result of a thorough internal review, the College's faculty and Dean have determined that the establishment of formal administrative divisions within the College is appropriate. It is requested that the College be restructured with a School of Architecture and a Department of City and Metropolitan Planning. The research centers would remain under the direct supervision of the Dean. It is further requested that the name of the graduate degree conferred by the planning program be renamed the Master of City and Metropolitan Planning.

**Need:** In 1949 a Department of Architecture was organized within the College of Fine Arts. The Department became a separate academic unit, the Graduate School of Architecture, in 1974 and operated as a college within the university system. In 2003, the Urban Planning Program was moved to the Graduate School of Architecture which then was renamed the College of Architecture + Planning. The Planning Program then had a single full-time faculty and about 25 undergraduate students. It now consists of 7 full-time faculty positions (funding for 2 will be available for '09-'10), 14 active auxiliary faculty, 85 undergraduates (plus 31 pre-majors), and with the Master of Urban Planning degree (started in 2005), 50 active graduate students. Twenty-six students have already completed the M.U.P. degree. Planning presently offers a bachelor of arts/science in Urban Planning, a Master of Urban Planning, and an undergraduate minor and graduate certificate in Urban Planning. The M.U.P., established when planning moved to the College, has been very successful and is on schedule to receive professional accreditation from the Planning Accreditation Board in the near future. The administrative autonomy of a planning department is an accreditation requirement. Additionally, the trajectory of faculty development within the planning area and the needs of the discipline, strongly indicate that a Ph.D. program in planning will be appropriate in the foreseeable future.

The architecture program maintains a steady enrollment based on resources limits. Drawing from a pool of 318 pre-majors, who take course work in architecture, and an articulated program at Salt Lake Community College, the architecture programs maintain 90 undergraduates in the restricted major as well as 85 graduate student. Architecture offers two accredited professional degree programs culminating in the Master of Architecture. It also offers a bachelor of science in Architectural Studies, a master of science in Architectural Studies, the joint M.Arch/M.B.A. degree and a Historic Preservation certificate.

Both architecture and urban planning share in the College mission of "constructing and maintaining the highest quality in our built and natural environments" through "a broad range of interests and expertise in creative design, building, planning, computer technology, issues of social and ecological responsibility, and the scholarly study of the history and theory of the built landscape." The two disciplines have each prospered by their close association with the other. Cross listed courses draw students from both disciplines into the same classroom and studio, architecture faculty offer courses in the planning area and vice versa, cooperative service programs, guest lecture series, etc., enrich the content of both programs. A culture of shared interests and shared action is well established and highly valued within the College.

At the same time, the administrative demands placed on the College have changed significantly and require addressing. Both of the programs now face the same administrative demands that any department

in the University faces from faculty needs to curriculum and student management. The present single department college structure has been used to incubate and develop a second professional discipline alongside architecture but has now reached the workable limits of that structure. The situation is heightened by growth not only within the two academic areas but in research initiatives and centers. Nationally, the standard, virtually exclusive, administrative structure for colleges containing more than one professional program dealing with the built environment, is to establish each professional program (architecture, planning, landscape architecture, interior design, etc.) as an administrative unit.

An initial effort to confront these demands has been the appointment of a Director for the Planning Program and an Associate Dean for Architecture. Both these positions are internally functioning like chairs. These people are fulfilling many of the responsibilities outlined for a chair by PPM 8-5 with the ultimate intention of fulfilling all the listed responsibilities as they are clarified in partnership with the Dean. Of those duties they are presently accountable for certain funds in their areas, serving as the official representative of their area as delegated by the Dean, directing hiring procedures, submitting reports for their area, recommending faculty salary adjustments, working with the Dean in budget development, making teaching and work assignments, and exercising general leadership for the respective faculties. The proposed formal restructuring of the College will allow for the full implementation of this traditional administrative pattern.

This proposal asks that the two units formed within the College be named the School of Architecture led by a Director and the Department of City and Metropolitan Planning led by a Chair. The request for architecture to be established as the School of Architecture responds to the fact that more than 60 percent of the architecture programs in the United States use the designator "School." The Association of Collegiate Schools of Architecture is the professional body composed of all accredited architecture programs in the United States and Canada. It also recognizes the long tradition of the architecture program on this campus being titled as a School. The proposal also asks for the designation of a Department of City and Metropolitan Planning in place of the presently used term, Urban Planning. Urban was commonly added as a descriptor in place of city some years ago, although major programs (Berkeley, Chapel Hill, Cornell, Penn, Georgia Tech) resisted this move in order to stay grounded to the historic issues of cities. The term metropolitan is proposed here as a much more current term (than regional) to indicate the necessary recognition of the complex interweaving of places which distinguish the twentieth-first century.

**Institutional Impact:** The proposed structural change should have no impact on enrollments either within the College or other programs outside the College. The request for departments is in large part driven by the enrollment growth which has already taken place and seeks to better manage and accommodate that growth. The new structure is expected to provide better direct services to students as well as significantly better support for faculty, which may well facilitate some ability to further develop enrollments. As professional programs, however, enrollments will still be limited to the capacity of faculty and facilities.

A key element of this request, of course, is the impact it will have on the administrative structure of the College. Presently, in addition to the responsibilities of a college dean, Dean Scheer serves as the chair of Architecture and the chair of Urban Planning. The College structure is completely horizontal with all academic programs, special programs, research centers, and staff areas reporting directly to the Dean. With two fully developed professional programs, each group of faculty feels the need of a certain autonomy in which to develop its own curriculum and pursue its own disciplinary interests. The expanded mission and commitments of the College also demand the full engagement of the Dean in college level responsibilities such as development and external relations rather than the internal administration of chairing departments. The proposed structure creates a chair for Urban Planning and a director for Architecture. Traditional

departmental responsibilities as well as appropriate staff areas and programs will fall under these positions. Each of these areas will be supported by an administrative assistant. Continuing to report directly to the Dean will be the Associate Dean who, now relieved of many of the daily administrative duties by the new departments, will be able to support college obligations and initiatives, the Financial Officer, the Director of Development, the directors of the three research centers and the manager of the college network and facilities. This more vertical structure which functionally groups the activities of the College into traditional working teams will provide the framework for a much more efficient and constructive organization.

The number of eligible members of the faculty for RPT purposes at the department/school level is sufficient for all necessary actions with the possible exception of appointment to full professor in planning. That exception will be nullified this calendar year if expected additions to the faculty occur. If those hires do not take place, the Dean would appoint appropriate professors from the School of Architecture to serve on the committee. In accord with PPM 9-4 section 2.C, the College will continue to refer its RPT decisions to the Senior Vice President for his referral to UPTAC for review.

The physical facilities of the College have already been heavily tested by the incorporation of new and growing programs. These space needs, while great, will not be impacted by the new administrative structure. Indeed, the streamlining and functional organization of the administrative structure will be helpful in addressing the demands presently affecting the physical facilities.

The proposed change will not, in itself, affect curriculum, other components of University organization or degrees offered with the exception of the graduate degree in planning. The graduate degree in planning will be the professionally accredited degree, and it is requested that its name be changed to agree with the name of the program, City and Metropolitan Planning. The undergraduate degree in planning will continue to use the name Urban Planning in recognition of the long history of that degree at this university, and to emphasize the difference between it and the professionally accredited degree. The University Bulletin, which already list architecture and planning as separate areas under their own names and with separate course listings, would require only minor adjustment.

**Finances:** No new funding is sought with this request for administrative restructuring. While costs are associated with the proposed change, the additional costs for administrative roles and staff support positions are in place. A new line in Planning containing administrative responsibilities was filled at the end of last year. This position will serve as the Chair of the Department of City and Metropolitan Planning. Additional funding for the administrative responsibilities for the Director of Architecture has been allotted from within College resources. The funding for the architecture administrative assistant is a reassignment of a staff position within the College. The planning administrative assistant will be a new position funded through growth funds in the planning program and college resources. Effort has been made to affect cost saving by sharing support services across the College where possible.

#### ***B. Utah State University – Name Change: Expert and Applied Psychological Science***

**Request:** This is a request to change the name of a specialization within the existing doctoral training program in the Department of Psychology at Utah State University. The specialization is currently called "Research and Evaluation Methodology." The new name will be "Experimental and Applied Psychological Science." No courses or credits will be affected by this change. This request was approved by the Utah State University Board of Trustees on January 11, 2008.

**Need:** In recent years, the Department of Psychology has added faculty members whose research areas and expertise fall outside areas traditionally represented. Research and evaluation methodology continues to be a strength of the department and a sub-discipline of experimental psychology that appeals to many students and potential students. However, it is no longer the only sub-discipline in which students can obtain training. With the requested name change, the scope of the program will be more apparent to potential applicants, which should facilitate the recruitment of new students. For current students, the new name will more accurately describe the scope of the program in which they have received their training. This will benefit those students when they graduate and apply for postdoctoral or faculty positions.

**Institutional Impact:** The name change will not affect enrollment in any other program or department. Existing administrative structure, including a program director and a steering committee, will remain in place with no change. No new faculty, space or equipment will be required.

**Finances:** Since no changes in curriculum or staffing are being made, the name change will have no financial impact.

### *C. Utah Valley State College – Name Change: Woodbury School of Business*

**Request:** Pursuant to the unanimous approval of the Utah Valley State College's Board of Trustees at their October 10, 2007 meeting, Utah Valley State College (UVSC) sends this notification of the change of the name of the UVSC School of Business to the Woodbury School of Business.

**Need:** On October 19, 2007, the Woodbury family announced a gift of \$20 million to UVSC and the School of Business. The Woodbury family has been actively involved on the UVSC campus for many years and has provided student scholarships, faculty research funding, space for classes, and a major community art gallery. Members of the Woodbury family have served as members of the School of Business National Advisory Council and have delivered numerous enlightening educational lectures on campus. Many more contributions of time and resources have been graciously given to the School and to UVSC. In grateful appreciation of the Woodbury involvement with UVSC, including this generous gift, the School recommends that the name of the School of Business be changed to the Woodbury School of Business.

**Institutional Impact:** This gift will strengthen the programs of the Woodbury School of Business by providing funding to enhance student and faculty scholarship, to help recruit students, to help recruit excellent faculty, and to help develop new programs as agreed to by the President of UVSC, the Dean of the Woodbury School of Business, and the Woodbury family. With this additional funding the Woodbury School of Business will strive to become a nationally recognized and respected school known for excellent teaching and appropriate research. Through several generations the Woodbury name represents the highest level of integrity, hard work, discipline, and character. Having their name formally associated with the UVSC School of Business will provide innumerable opportunities for continued growth and recognition.

**Finances:** The Woodbury family gift will supplement existing and future state allocations and tuition. The funding will be directed toward building and enhancing business programs that will prepare UVSC business students for successful careers and to be leaders in business.

Commissioner's Recommendation

This report is for information only; no action is required.

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David L. Buhler  
Interim Commissioner

DLB/LTS:aw

March 12, 2008

**MEMORANDUM**

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Undergraduate Research: Posters on the Hill and the Utah Conference on Undergraduate Research – Report

Posters on the Hill

On January 24, 2008 the eighth annual Posters on the Hill exhibit brought together enthusiastic undergraduates from Utah State University and the University of Utah with Utah legislators. Every year's poster sessions bring new and exciting research. Undergraduates in every academic discipline work with faculty to conduct original experiments, develop theories, analyze written works, test hypotheses, and produce original art works. Legislators and visitors to the Capitol were treated to posters with topics such as: Japanese Costumes; Assessment of Language and Literacy; Characterizing Histone Modifications to the Bovine Oct4 Gene; Tools for Publishing Environmental Observations in the Internet; Vegetable Preferences and Intake among Freshman; Metastatic Melanoma; Optimization of Geometric Features of a Particle Sorter Primary Channel; and the Influence of Remorse and Self-Justification on Perceptions of Cheating.

One research study was the effects of corn syrup on mice. Corn syrup, which is plentiful in many foods, was shown to be lethal to pregnant mice that, once fed corn syrup, delivered their young and immediately expired. Not to suffer the fate of the deceased subjects, this writer changed from fat-free half and half, which is loaded with corn syrup, to plain, fat-laden half and half, which could cause one to expire from clogged arteries. Clearly, there is much to learn from the research presented by these bright, enthusiastic, enterprising undergraduates.

Utah Conference on Undergraduate Research

The second annual Utah Conference on Undergraduate Research (UCUR) was held on February 29, 2008 at Utah Valley State College. The first conference, held last year at the University of Utah, was spearheaded by Dr. Joyce Kinkead, Associate Vice President for Research, Utah State University and Dr. Steven Roens, Senior Associate Dean of Undergraduate Studies and Director of Undergraduate Research Opportunities, University of Utah. Both events recognize the considerable amount of research by undergraduates working closely with faculty. And both undergraduate research presentations were conceived by Dr. Joyce Kinkead and jointly organized with Dr. Steven Roens and a committee of representatives from all higher education institutions in Utah.



UCUR presented undergraduate research and creative works by students from all 10 USHE institutions, Brigham Young University and Westminster College. This year's conference included topics such as: Effects of Pharmacotherapy on Children with Autism and their Families; Scribal Differences and Similarities in Greek New Testament and Apocryphal Manuscripts; The Influence of Compensation, Benefits, and Rewards in a Non-Profit Environment; Dancing to Know China; Mad Artists: Literature and Art in the Age of Confinement; Abominations; An American Contradiction; Cardiovascular Responses to Fasting in Lean and Obese Mice; and Compassion Downrange: Assessing the Use of Torture by the Military. The presentations were followed by vigorous discussion among conference participants.

Students who engaged in undergraduate research strengthen their intellectual competencies and are more likely to continue their education in graduate school. Some students believe that their undergraduate research experience will make them more attractive to employers in the same or related fields. No matter what the belief, national studies confirm that when undergraduates are fully engaged in scholarly activities, they are more likely to complete their educational goals.

#### Commissioner's Recommendation

This is an Information item; no action is required by the Regents. This report is to recognize Drs. Joyce Kinhead and Steven Roens and the faculty and students who participate in undergraduate research.

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David L. Buhler, Interim Commissioner

DLB/PCS

March 12, 2008

MEMORANDUM

TO: State Board of Regents  
FROM: David L. Buhler  
SUBJECT: USHE - Proposed Fee Increases for 2008-2009

Issue

USHE officials seek Regent approval for general student fee changes for 2008-09.

Background

Fees are charged to students in conjunction with the payment of tuition and go to support various campus programs such as student activities, student center operations, student computer operations, intercollegiate athletics, and student health programs. USHE officials consult with student leaders to determine the level of general student fees to be assessed during the upcoming year.

At the time of printing, fee increase proposals had not been finalized. Information will be hand carried to the meeting.

Commissioner's Recommendation

The Commissioner's staff will review and prepare a summary report regarding 2000-09 proposed fee increases and hand carry the report to the March 21 meeting for Regent review and approval.

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David L. Buhler  
Interim Commissioner of Higher Education

DLB/MHS/KLH

March 12, 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

Policy R345, *Information Technology Resource Security*, provides a framework for institutional policies. It requires each institution to designate an information security 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*.

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David L. Buhler, Interim Commissioner

DLB/HRE  
Attachment

## ***R345, Information Technology Resource Security (DRAFT)***

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### **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 Office(s) (ISO)** - The Information Security Office(s) is (are) responsible for the development and maintenance of security strategy for the institution's IT Resource systems, risk assessments, compliance with ISO policies and guidelines, and for the resolution of campus IT security incidents. The institution may have ISO functions performed by one or more individuals or offices. If multiple individuals or offices are involved, their respective roles and assignments should be clearly delineated.

**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**

Each institution shall clearly define the roles and responsibilities of persons charged with the security of institutional information resources. The institution may organize the ISO office (s) as one person or multiple groups to fit its needs. Also the institution may choose to use designations other than "IT Resource Steward, IT Resource Custodian, and IT Resource Administrators" to describe the persons charged with the following roles and responsibilities.

**5.1. Institutional Information Security Office(s) (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.

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(Proposed for January 18, 2008.)

March 12, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: University of Utah – Approving Resolutions for the Issuance and Sale (Refunding/Refinancing) of Specified Revenue Bonds

After evaluating recent changes in bond markets, the University of Utah's financial advisors and bond counsel have advised the University to seek approval to refund (refinance) certain revenue bonds. In each case, the University believes that projected net savings far exceed the cost of re-issuance.

The University requests approval of the attached resolutions associated with the following three bonds:

1. Approval for the issuance and sale by the State Board of Regents of the State of Utah of its University of Utah Research Facilities Revenue Refunding Bonds, Series 2008, in an amount not-to-exceed \$10 million to refund (refinance) the University of Utah Research Facilities Revenue Bonds, Series 2007A (NPS Building Acquisition).
2. Approval for the issuance and sale by the State Board of Regents of the State of Utah of its University of Utah Auxiliary and Campus Facilities System ("ACFS") Revenue Refunding Bonds, as required to refund (refinance) certain outstanding ACFS Bonds of the University (Series 1998A, 1999A, & 2001 Bonds).
3. Approval for the issuance and sale by the State Board of Regents of the State of Utah of its: 1) University of Utah Auxiliary and Campus Facilities System Revenue Refunding Bonds, in an amount not-to-exceed \$12 million, plus amounts necessary to cover costs of issuance and a debt service reserve, to refund (refinance) the University of Utah Auxiliary and Campus Facilities System Variable-Rate Revenue Bonds, Series 1997 (Rice Eccles Stadium Project); and 2) University of Utah Hospital Revenue Refunding Bonds, in an amount not-to-exceed \$20,240,000, plus amounts necessary to cover costs of issuance and debt service, to refund (refinance) the University of Utah Variable-Rate Hospital Revenue Bonds, Series 2006B.

Commissioner's Recommendation

The interim Commissioner recommends that the Board approve the resolutions associated with the bonds specified above.

DLB/MHS  
Attachments

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David L. Buhler  
Interim Commissioner of Higher Education

March 12, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: University of Utah – Authorization to Establish Differential Tuition for Graduate Programs in Public Health

Issue

The University of Utah seeks approval for a tuition differential for students in a public health graduate program.

Background

Regent Policy R510 provides for differential graduate tuition levels based on student and market demand, potential earning capacity of program graduates, societal importance of the program, and program costs. To date, 23 graduate programs at the four USHE universities have differential tuition. For a complete list of programs, see the 2008 USHE Data Book, Tab E: Tuition and Fees, Table 6 (page 5).

The University of Utah's Public Health Program proposes to establish a graduate differential tuition of \$150 per credit hour. Approximately 135 students per year would be impacted by the tuition differential. The proposed increase is necessary to maintain the quality of the graduate level programs. Funds generated by the tuition differential would be focused entirely on the instructional mission. They would be used primarily to appropriately fund existing courses, revise and upgrade courses, significantly increase the set of course offerings, and provided additional resources for supervising student projects.

Attachment 1 includes the University of Utah proposal with tuition rate comparison information for comparable purposes.

Commissioner's Recommendation

The Commissioner recommends approval of the proposed differential tuition for public health graduate programs.

DLB/MHS  
Attachments

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David L. Buhler  
Interim Commissioner of Higher Education

To: David Buhler, Interim Commissioner of Higher Education

From: Paul Brinkman, Associate VP, University of Utah

Date: February 15, 2008

Re: Differential Tuition, Public Health Program

The University of Utah seeks approval from the Utah State Board of Regents to institute a differential tuition for students in its graduate program in Public Health. A description of, and justification for, the proposed increase is attached. On behalf of President Young and the University's Board of Trustees, I respectfully request that you bring this proposal forward for consideration by the Regents as part of the tuition approval process for 2008-2009. Thank you.

## **University of Utah**

### **Request for Differential Tuition for the Public Health Program**

The University of Utah continues to examine tuition levels for its various graduate programs. In prior years, differential tuition rates have been imposed in fourteen subject matter areas including many in the health sciences. For academic year 2008-09, the University proposes to increase tuition differentially in one additional area, the Public Health Program in the School of Medicine's Department of Family and Preventive Medicine.

#### **Proposal**

A tuition increase of \$150 per credit hour is proposed for all students admitted for the 2008-09 academic year and thereafter. This charge would apply to all Master-level and Doctoral-level students as well as students enrolled in the Public Health Program Executive courses. Students currently enrolled in Public Health programs would be exempt. Differential tuition would total \$1,350 per semester for a full-time student. When fully implemented after several years, the differential tuition would impact about 135 students and generate approximately \$300,000 per year in revenue for the Program depending on the ratio of full-time to part-time students.

#### **Rationale and Purpose**

Internal and external reviews of the Program have consistently noted that additional financial resources are needed for the Program's long-term viability. The current student-faculty ratio is 20 to 1. Given the demands on faculty time for mentoring, advising, serving on student master's and doctoral committees, and other duties necessitated by the lack of general funds—in addition to teaching courses and conducting research—this ratio is too high for long-term success. Limitations on funding for courses have hampered the number of courses offered and the ability of instructors to allocate sufficient time to existing courses. In addition to the current challenges, a possible change in Medicaid funding rules could result in a significant loss of on-going support for the Program. Funds generated by the tuition differential would be focused entirely on the instructional mission. They would be used primarily to appropriately fund existing courses, revise and upgrade courses, significantly increase the set of course offerings, and provide additional resources for supervising student projects. These benefits would be secured in large part through the hiring of additional faculty along with a concomitant reduction in reliance on volunteer faculty.

#### **Tuition Levels Elsewhere, Competitive Position**

The tuition currently paid by students in the Program is relatively low when compared to rates charged by comparable programs at other institutions in the region and especially at peer institutions elsewhere in the country (see attached table). With the proposed differential tuition in place, the Program's tuition will be in the upper half for programs in the region but still well below levels for programs at peer institutions. In comparison to other health sciences programs at the University, the proposed tuition would be comparable to tuition levels in Nursing and Genetic Counseling but well below tuition in six other areas such as Physical Therapy and Nutrition. Overall, the Program's tuition will remain competitive.

Student demand for training in public health has been and will remain strong. Jobs are plentiful. Indeed, the need for public health professionals will grow as our society faces the challenges of an

aging population and continually changing threats from infectious diseases, bioterrorism, and antibiotic resistance. Salaries for public health professionals are attractive, typically above the median level for all salaries. Implementing the proposed differential tuition will increase their cost of attendance, but students in the Program will still be making an excellent investment from a financial perspective.

### **Student Perspective on the Proposed Differential Tuition**

The proposed differential tuition has been endorsed by the Public Health Program's Student Advisory Committee.

## **Public Health Programs 2007-08 Tuition for Full-Time Students**

Institution	Tuition Per Semester*	
	Resident	Non-Resident
University of Utah w/Differential	\$3,391	\$7,754
University of Utah current	\$2,041	\$6,404
BYU	\$2,580	NA
Westminster	\$7,452	NA
Idaho State University	\$2,580	\$6,922
University of Idaho	\$2,475	\$7,515
UNLV	\$1,550	\$6,955
Colorado Health Sciences Campus	\$4,044	\$7,257
University of New Mexico**	\$1,884	\$5,760
University of Iowa**	\$4,734	\$6,876
University of Illinois-Chicago**	\$4,889	\$8,888
University of Pittsburgh**	\$8,724	\$15,795
University of Washington**	\$4,709	\$10,733

\*Nine credits; includes mandatory fees.

\*\*Institutions identified as U of U peers by the State Board of Regents.

March 12, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Southern Utah University - Approving Resolution, Auxiliary System and Student Building Fee Revenue Bonds

Background

An aging infrastructure of existing student housing facilities is at the root of this resolution by Southern Utah University. The initial request received both Regent and Legislative approvals. The University has progressed through the bonding process to the resolution phase and now seeks Regents' approval of the attached bonds resolution document. In summary, the bonds parameters are listed below and are found in Exhibit A of the attached resolution document:

Principal amount not to exceed	\$15,000,000
Coupon interest rates not to exceed	6.00%
Discount from par not to exceed	2.00%
Optional redemption on or prior to the eleventh anniversary of the date of issuance at a redemption price of not to exceed	100%

Commissioner's Recommendation

The Commissioner recommends Regents' approval on the Southern Utah University's Bonds Resolution - Auxiliary System and Student Building Fee Revenue Bonds, Series 2008.

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David L. Buhler  
Interim Commissioner of Higher Education

DLB/MHS/NGM  
Attachments



APPROVING RESOLUTION  
SOUTHERN UTAH UNIVERSITY  
AUXILIARY SYSTEM AND STUDENT BUILDING FEE  
REVENUE BONDS

St. George, Utah

March 21, 2008

The State Board of Regents of the State of Utah met in regular session (including by electronic means) at Dixie State College in St. George, Utah on March 21, 2008, commencing at 9:00 a.m. The following members were present:

Jed H. Pitcher	Chair
Bonnie Jean Beesley	Vice Chair
Jerry C. Atkin	Member
Janet A. Cannon*	Member
Rosanita Cespedes	Member
Amy Engh**	Member
Katharine B. Garff	Member
Patti Harrington	Member
Greg W. Haws*	Member
Meghan Holbrook	Member
James S. Jardine	Member
David J. Jordan	Member
Nolan E. Karras	Member
Anthony W. Morgan	Member
Josh M. Reid	Member
Sara V. Sinclair	Member
Marlon O. Snow	Member
John H. Zenger	Member

Absent:

Also Present:

David L. Buhler	Interim Commissioner of Higher Education
Joyce Cottrell, C.P.S.	Secretary

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\* Non-voting Member from State Board of Education  
\*\* Student Member

After the meeting had been duly convened and called to order by the Chair, the roll had been called with the above result, the Chair announced that one of the purposes of the meeting was the consideration of various matters with respect to the issuance and sale of the State Board of Regents of the State of Utah, Southern Utah University Auxiliary System and Student Building Fee Revenue Bonds, Series 2008.

The following resolution was introduced in written form and after full discussion, pursuant to motion made by Regent \_\_\_\_\_ and seconded by Regent \_\_\_\_\_, was adopted by the following vote:

YEA:

NAY:

The resolution is as follows:

## RESOLUTION

A RESOLUTION OF THE STATE BOARD OF REGENTS OF THE STATE OF UTAH AUTHORIZING THE ISSUANCE AND SALE OF ITS SOUTHERN UTAH UNIVERSITY AUXILIARY SYSTEM AND STUDENT BUILDING FEE REVENUE BONDS, SERIES 2008 IN THE AGGREGATE PRINCIPAL AMOUNT OF NOT TO EXCEED \$15,000,000; AUTHORIZING THE EXECUTION OF A FIFTH SUPPLEMENTAL INDENTURE OF TRUST, A BOND PURCHASE AGREEMENT, AN OFFICIAL STATEMENT AND OTHER DOCUMENTS REQUIRED IN CONNECTION THEREWITH; AUTHORIZING THE TAKING OF ALL OTHER ACTIONS NECESSARY TO THE CONSUMMATION OF THE TRANSACTIONS CONTEMPLATED BY THIS RESOLUTION; AND RELATED MATTERS.

WHEREAS, the State Board of Regents of the State of Utah (the "Board") is established and exists under and pursuant to Section 53B-1-103, Utah Code Annotated 1953, as amended; and

WHEREAS, pursuant to the provisions of Title 53B, Chapter 1, Utah Code Annotated 1953, as amended, the Board is authorized to act as the governing authority of Southern Utah University (the "University") for the purpose of exercising the powers contained in Title 53B, Chapter 21, Utah Code Annotated 1953, as amended and the specific authorization of Section 63B-16-202(2), Utah Code Annotated 1953, as amended (collectively, the "Authorizing Act"); and

WHEREAS, pursuant to a General Indenture of Trust dated March 15, 1993 as heretofore amended and supplemented (the "General Indenture") between the Board and Wells Fargo Bank, N.A. (formerly First Security Bank of Utah, N.A.), as trustee (the "Trustee"), the Board, acting for and on behalf of the University, has issued several series of Bonds; and

WHEREAS, the General Indenture authorizes the issuance of Additional Bonds to be issued on a parity with all other outstanding bonds under the General Indenture; and

WHEREAS, in accordance with the provisions of the Authorizing Act, the Board is authorized to issue revenue bonds for and on behalf of the University for the purpose of constructing on-campus student dormitories (the "Project"); and

WHEREAS, the Board intends to issue revenue bonds for and on behalf of the University for the purpose of financing the Project, paying costs of issuance and funding reserves, all pursuant to the General Indenture, as further supplemented and amended by a Fifth Supplemental Indenture of Trust (the "Fifth Supplemental Indenture" and together with the General Indenture, the "Indenture") between the Board and the Trustee, which bonds will be designated as the "State Board of Regents of the State of Utah, Southern Utah University Auxiliary System and Student Building Fee Revenue Bonds, Series 2008" (the "Series 2008 Bonds") in an aggregate principal amount of not to exceed \$15,000,000; and

WHEREAS, the Series 2008 Bonds shall be payable solely from the revenues and other moneys pledged therefor and shall not constitute nor give rise to a general obligation or liability of the Board, the University or the State of Utah or constitute a charge against their general credit; and

WHEREAS, there has been presented to the Board at this meeting (i) a form of a Bond Purchase Agreement (the "Bond Purchase Agreement") among the Board, the University and Wells Fargo Brokerage Services, LLC, as underwriter for the Series 2008 Bonds (the "Underwriter"), (ii) a form of a Preliminary Official Statement relating to the Series 2008 Bonds (the "Preliminary Official Statement"), and (iii) a form of the Fifth Supplemental Indenture; and

WHEREAS, pursuant to Section 53B-21-102(3)(m) of the Authorizing Act, the Board desires to grant to the Chair and/or Vice Chair of the Board and/or the Chair of the Finance, Facilities and Accountability Committee of the Board the authority to approve the final interest rates, principal amounts, terms, maturities, redemption provisions and purchase price at which the Series 2008 Bonds shall be sold and any changes with respect thereto from those terms which were before the Board at the time of adoption of this Resolution; provided such terms do not exceed the parameters set forth in this Resolution.

NOW, THEREFORE, BE IT RESOLVED BY THE STATE BOARD OF REGENTS OF THE STATE OF UTAH, AS FOLLOWS:

Section 1. All terms defined in the foregoing recitals hereto shall have the same meanings when used herein.

Section 2. All action heretofore taken (not inconsistent with the provisions of this resolution) by the Board and the University and the officers of the Board and the University directed toward the issuance of the Series 2008 Bonds are hereby ratified, approved and confirmed.

Section 3. The Board hereby authorizes, approves and directs the use and distribution of the Preliminary Official Statement substantially in the form of the Preliminary Official Statement presented to the Board at this meeting in connection with the offering and sale of the Bonds. The Chair or Vice Chair of the Board and President or Vice President and Chief of Staff of the University are hereby authorized to execute and deliver on behalf of the Board a final Official Statement (the "Official Statement") in substantially the same form and with substantially the same content as the form of the Preliminary Official Statement presented to this meeting with any such alterations, changes or additions as may be necessary to finalize the Official Statement. The preparation, use and distribution of the Official Statement are hereby authorized.

Section 4. The Fifth Supplemental Indenture in substantially the form presented to this meeting is in all respects authorized, approved and confirmed. The Chair or Vice Chair and Secretary of the Board and the President or Vice President and Chief of Staff of the University are hereby authorized to execute and deliver the Fifth Supplemental Indenture in substantially the same form and with substantially the same content as the form of such document presented to

this meeting for and on behalf of the Board and the University with such alterations, changes or additions as may be authorized by Section 8 hereof.

Section 5. For the purpose of providing funds to be used for (i) the financing of all or part of the Project, (ii) the funding of a deposit to a debt service reserve fund and (iii) paying costs of issuance, the Board hereby authorizes the issuance of the Series 2008 Bonds in the aggregate principal amount of not to exceed the sum of \$15,000,000. The Series 2008 Bonds shall mature on such date or dates, be subject to redemption and bear interest at the rates, as shall be approved by the Chair or Vice Chair of the Board or the Chair of the Finance, Facilities and Accountability Committee, all within the parameters set forth on Exhibit A attached hereto and incorporated herein by reference. The issuance of the Series 2008 Bonds shall be subject to the final advice of Bond Counsel and to the approval of the Attorney General of the State of Utah.

Section 6. The form, terms and provisions of the Series 2008 Bonds and the provisions for the signatures, authentication, payment, registration, transfer, exchange, redemption and number shall be as set forth in the General Indenture, as amended and supplemented by the Fifth Supplemental Indenture. The Chair or Vice Chair and the Secretary of the Board and the President or Vice President and Chief of Staff of the University are hereby authorized to execute and seal by manual or facsimile signature the Series 2008 Bonds and to deliver the Series 2008 Bonds to the Trustee for authentication. All terms and provisions of the General Indenture, the Fifth Supplemental Indenture and the Series 2008 Bonds are hereby incorporated in this resolution. The appropriate officials of the Board and the University are hereby authorized to execute and deliver to the Trustee the written order of the Board for authentication and delivery of the Series 2008 Bonds in accordance with the provisions of the Indenture.

Section 7. The Series 2008 Bonds shall be sold to the Underwriter with an Underwriter's discount of not to exceed 0.60% of the face amount of the Series 2008 Bonds (plus out of pocket expenses). The Bond Purchase Agreement in substantially the form presented to this meeting is hereby authorized, approved and confirmed. The Chair or Vice Chair of the Board or the Chair of the Finance, Facilities and Accountability Committee and the President or Vice President and Chief of Staff of the University are hereby authorized to execute and deliver the Bond Purchase Agreement in substantially the same form and with substantially the same content as the form of the Bond Purchase Agreement presented at this meeting for and on behalf of the Board with final terms as may be established for the Series 2008 Bonds within the parameters set forth herein and with such alterations, changes or additions as may be necessary or as may be authorized by Section 8 hereof. Pursuant to Section 53B-21-102(3)(m) of the Authorizing Act, the Chair or Vice-Chair of the Board and/or the Chair of the Finance, Facilities and Accountability Committee and the President or Vice President and Chief of Staff of the University are hereby authorized to specify and agree as to the final principal amounts, terms, discounts, maturities, interest rates, redemption features and purchase price with respect to the Series 2008 Bonds for and on behalf of the Board and the University and any changes thereto from those terms which were before the Board at the time of adoption of this Resolution, provided such terms are within the parameters set by this Resolution, such approval to be conclusively established by the execution of the Bond Purchase Agreement and the Fifth Supplemental Indenture.

Section 8. The appropriate officials of the Board and the University, including without limitation the Chair or Vice Chair of the Board and/or the Chair of the Finance, Facilities and Accountability Committee and the President or Vice President and Chief of Staff of the University are authorized to make any alterations, changes or additions to the General Indenture, the Fifth Supplemental Indenture, the Series 2008 Bonds, the Bond Purchase Agreement, the Preliminary Official Statement, the Official Statement or any other document herein authorized and approved which may be necessary to correct errors or omissions therein, to complete the same, to remove ambiguities therefrom, to conform the same to other provisions of said instruments, to the provisions of this resolution or any resolution adopted by the Board or the provisions of the laws of the State of Utah or the United States.

Section 9. The appropriate officials of the Board and the University, including without limitation the Chair, Vice Chair, the Chair of the Finance, Facilities and Accountability Committee, Commissioner of Higher Education and Secretary of the Board and the President and Vice President and Chief of Staff of the University, are hereby authorized and directed to execute and deliver for and on behalf of the Board and the University any or all additional certificates, documents and other papers and to perform all other acts they may deem necessary or appropriate in order to implement and carry out the matters authorized in this Resolution and the documents authorized and approved herein.

Section 10. The appropriate officers of the Board and the University, including without limitation the Chair, Vice Chair, the Chair of the Finance, Facilities and Accountability Committee, Commissioner of Higher Education and Secretary of the Board and the President and Vice President and Chief of Staff of the University are hereby authorized to take all action necessary or reasonably required by the Indenture, the Official Statement or the Bond Purchase Agreement to carry out, give effect to and consummate the transactions as contemplated thereby and are authorized to take all action necessary in conformity with the Authorizing Act.

Section 11. Upon their issuance, the Series 2008 Bonds will constitute special limited obligations of the Board payable solely from and to the extent of the sources set forth in the Indenture. No provision of this Resolution, the Series 2008 Bonds, the Bond Purchase Agreement, the Official Statement, the Indenture or any other instrument, shall be construed as creating a general obligation of the Board or the University, or of creating a general obligation of the State of Utah or any political subdivision thereof, nor as incurring or creating a charge upon the general credit of the Board, the University, the State of Utah or any political subdivision thereof.

Section 12. After any of the Series 2008 Bonds are delivered by the Trustee to the Underwriter and upon receipt of payment therefor, this Resolution shall be and remain irrevocable until the principal of, premium, if any, and interest on the Series 2008 Bonds are deemed to have been fully discharged in accordance with the terms and provisions of the Indenture.

Section 13. If any provisions of this Resolution should be held invalid, the invalidity of such provisions shall not affect the validity of any of the other provisions of this Resolution.

Section 14. All resolutions of the Board or parts thereof inconsistent herewith, are hereby repealed to the extent only of such inconsistency. This repealer shall not be construed as reviving any bylaw, order, resolution or ordinance or part thereof.

Section 15. This Resolution shall become effective immediately upon its adoption.

PASSED AND APPROVED BY THE STATE BOARD OF REGENTS OF THE STATE  
OF UTAH THIS 21<sup>st</sup> DAY OF MARCH, 2008.

STATE BOARD OF REGENTS OF THE STATE  
OF UTAH

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Chair

( S E A L )

ATTEST:

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Secretary



After the conduct of other business not pertinent to the above, the meeting was, on motion duly made and Seconded, adjourned.

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Chair

( S E A L )

ATTEST:

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Secretary

STATE OF UTAH )  
 : ss.  
COUNTY OF SALT LAKE )

I, Joyce Cottrell, do hereby certify that I am the duly qualified and acting Secretary of the State Board of Regents of the State of Utah.

I further certify that the above and foregoing constitutes a true and correct copy of an excerpt of the minutes of a meeting of said Board held on March 21, 2008 and of a resolution adopted at said meeting, as said minutes and resolution are officially of record in my possession.

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of said Board this 21st day of March, 2008.

Secretary

( S E A L )



IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of the State Board of Regents of the State of Utah, this 21st day of March, 2008.

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Secretary

SCHEDULE 1

Notice of Public Meeting

(See Transcript Document No. \_\_\_\_\_)

SCHEDULE 2

Notice of Annual Meeting Schedule

(See Transcript Document No. \_\_\_\_\_)

SCHEDULE 3

ELECTRONIC MEETING POLICY

## EXHIBIT A

### Parameters

Principal amount not to exceed (with up to \$12,500,000 for Project financing)	\$15,000,000
Coupon Interest rates not to exceed	6.00%
Discount from par not to exceed	2.00%
Optional Redemption on or prior to the eleventh anniversary of the date of issuance at a redemption price of not to exceed	100%
Final Maturity not to exceed	30 years from date of issuance



March 12, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Dixie State College – Campus Master Plan

Dixie State College seeks approval of its master plan during the March 2008 meeting of the Board. There have been no significant changes to the College's Master Plan since the Regents last approved it in April 2007. Maps and plans for Dixie State College will be hand carried to the Board meeting. Dixie State College officials will be present with more detailed information and will respond to questions from the Board.

Commissioner's Recommendation

The Commissioner recommends the Board review the Dixie State College Master Plan and approve it subsequent to the formal presentation.

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David L Buhler  
Interim Commissioner of Higher Education

DLB/MHS/MV

March 12, 2008

MEMORANDUM

TO: State Board of Regents  
FROM: Richard E. Kendell  
SUBJECT: Action: Consent Calendar, Finance, Facilities, and Accountability Committee

The Commissioner recommends that the Regents approve the following items on the Finance, Facilities, and Accountability Committee Consent Calendar:

- A. **USHE – Money Management Reports (Attachment 1).** State law and associated Board of Regent policy (R541) require that the Board of Regents submit an annual report to the Governor and the Legislature summarizing investments made by USHE. This analysis is compiled from investment reports submitted by the institutions. On a monthly and annual basis each institution prepares investment reports that are reviewed and approved by the treasurer of the institution attesting to the compliance of said institution to UPMIFA (Uniform Prudent Management of Institutional Funds Act) and the State Money Management Act and submitted for approval to each of the institution's Board of Trustees (responsibility for approving of these reports was delegated by the Board of Regents). The annual report is also audited by the internal auditor(s) of each institution to verify compliance. Complete institutional reports (monthly and annual) are on file in the Commissioner's Office. The following graphs are a summary of what was approved by each Board of Trustees and demonstrate the relative size of institutional investments and the asset allocations in place at each school. In two or three cases, institutions were slightly out of compliance with policy. Staff has been in contact with these institutions and have reviewed institutional plans to come into compliance. This report is presented for Board of Regent information prior to being submitted to the Governor and Legislature.
- B. **USHE – UofU and USU – Capital Facilities Delegation Reports (Attachment 2).** 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.
- C. **Utah State University – Property Sale (Attachment 3).** Utah State University requests permission to sell property in Vernal, Utah, which the University has used since 1990. Proceeds from the sale will be put toward the cost of constructing a new educational building on another site in Vernal. The sale will not proceed until approval is granted by the city and an appraisal has been obtained.
- D. **Dixie State College – Reciprocal Tuition Waiver Agreement with College of Southern Nevada (Attachment 4).** The proposed reciprocity agreement between Dixie State College and College of Southern Nevada is patterned after a agreement which has been in place for many years between Utah State University and Idaho State University.

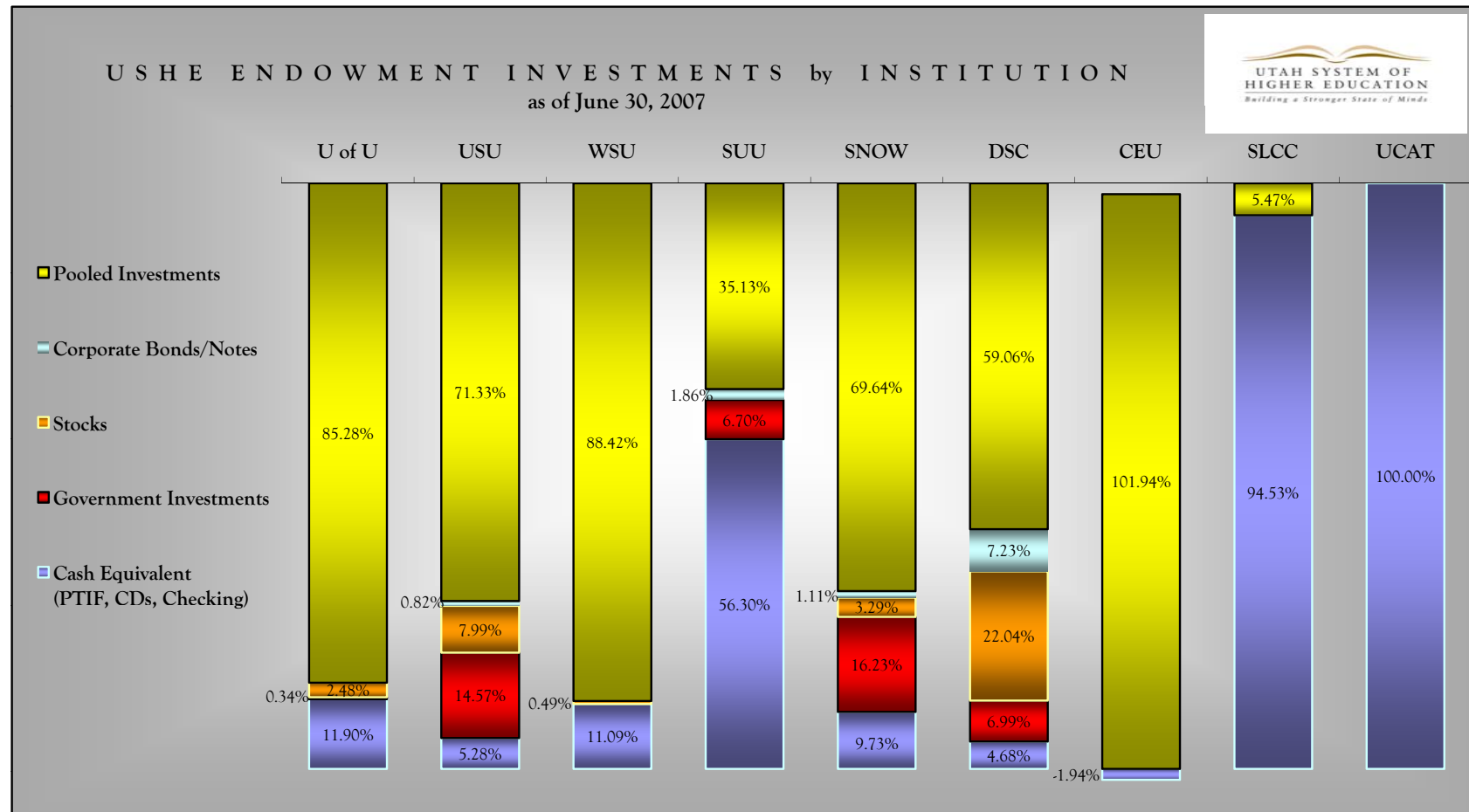
- E. **Utah Valley State College – Utah County Academy of Science Lease (Attachment 5).** Utah Valley State College requests approval to lease space in two College-owned buildings to the Utah County Academy of Science (UCAS), a Gates-sponsored public charter school. The attached lease identifies monthly rent to be paid by UCAS for use of an existing classroom building (the Annex) as well as a contiguous Multipurpose Building which will be constructed. Regents will recall that the Annex Building consists of several portable units, formerly used by the Alpine School District, located on the northwest corner of the Orem campus. This partnership with a public charter school is similar to those currently in place at Salt Lake Community College and the Davis Applied Technology College.
- F. **Utah Valley State College – Purchase of Property Contiguous to Campus “the Orchard” (Attachment 6).** Utah Valley State College is requesting approval to purchase 5.19 acres of real property contiguous to UVSC. This property, known as “the Orchard”, has been included as part of our master plan and represents the last piece of undeveloped property next to the campus. The property was appraised at \$2.75 million, so the purchase represents a seven percent above appraised value. Funding for this property is \$2.03 million from the Utah Legislature and \$1.32 million for institutional reserves.
- G. **Utah Valley State College – Proposed Library Remodel (Attachment 7).** Utah Valley State College requests approval to remodel the old library on the main campus. The remodel of this space will add approximately seventy-five new offices to be utilized for additional advisors, faculty, and career counseling. The cost will be approximately \$5 million with \$1.5 million being allocated from capital improvement for remodel of the HVAC. The additional \$3.5 million will be to convert this space into a student success building.

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David L. Buhler  
Interim Commissioner of Higher Education

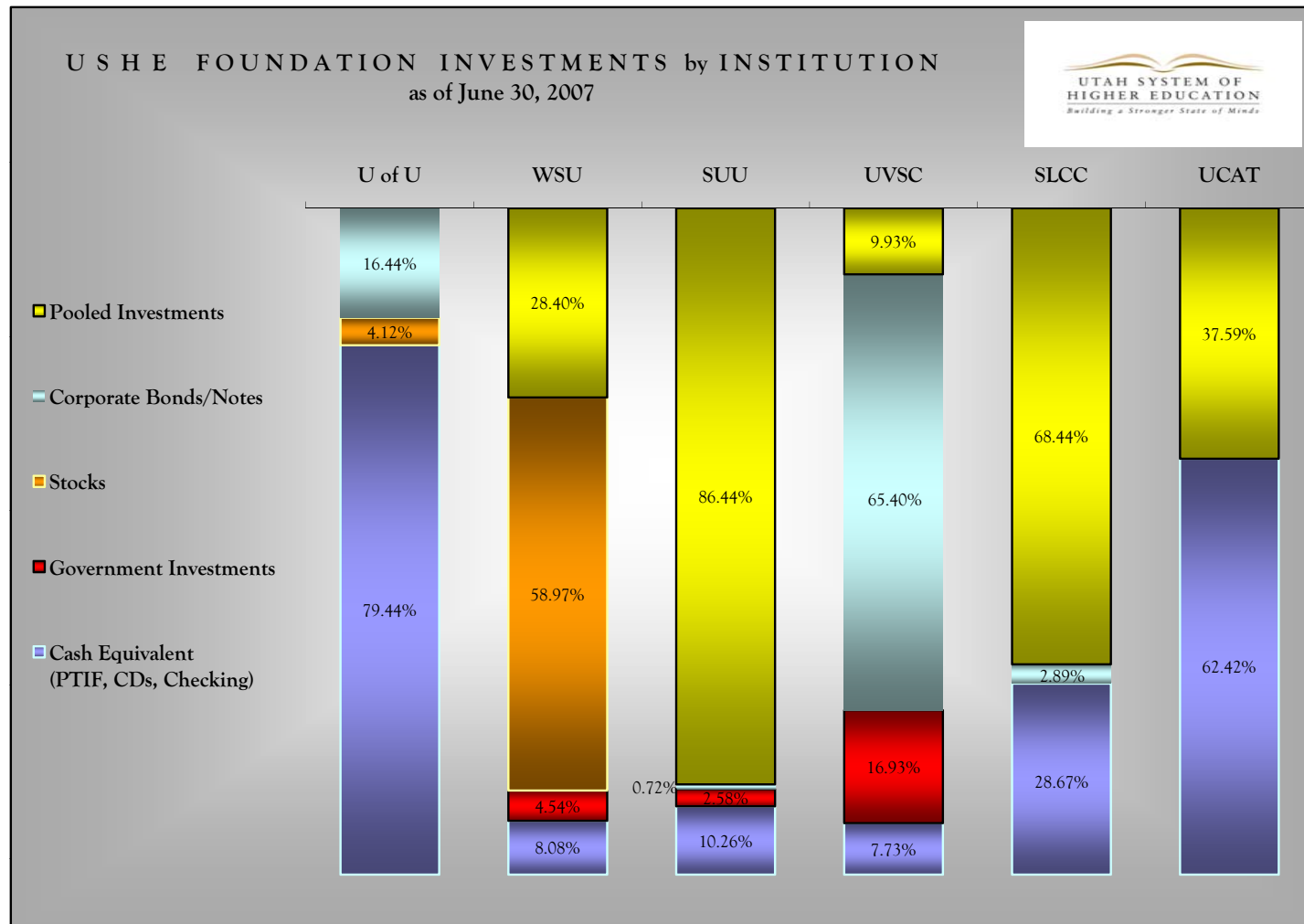
REK/MHS/TC/MV  
Attachments

E N D O W M E N T I N V E S T M E N T S									
CATEGORY OF INVESTMENT	U of U	USU	WSU	SUU	SNOW	DSC	CEU	SLCC	UCAT
Pooled Investments	85.28%	71.33%	88.42%	35.13%	69.64%	59.06%	101.94%	5.47%	0.00%
Corporate Bonds/Notes	0.00%	0.82%	0.00%	1.86%	1.11%	7.23%	0.00%	0.00%	0.00%
Stocks	2.48%	7.99%	0.49%	0.00%	3.29%	22.04%	0.00%	0.00%	0.00%
Government Investments	0.34%	14.57%	0.00%	6.70%	16.23%	6.99%	0.00%	0.00%	0.00%
Cash Equivalent (PTIF, CDs, Checking)	11.90%	5.28%	11.09%	56.30%	9.73%	4.68%	-1.94%	94.53%	100.00%



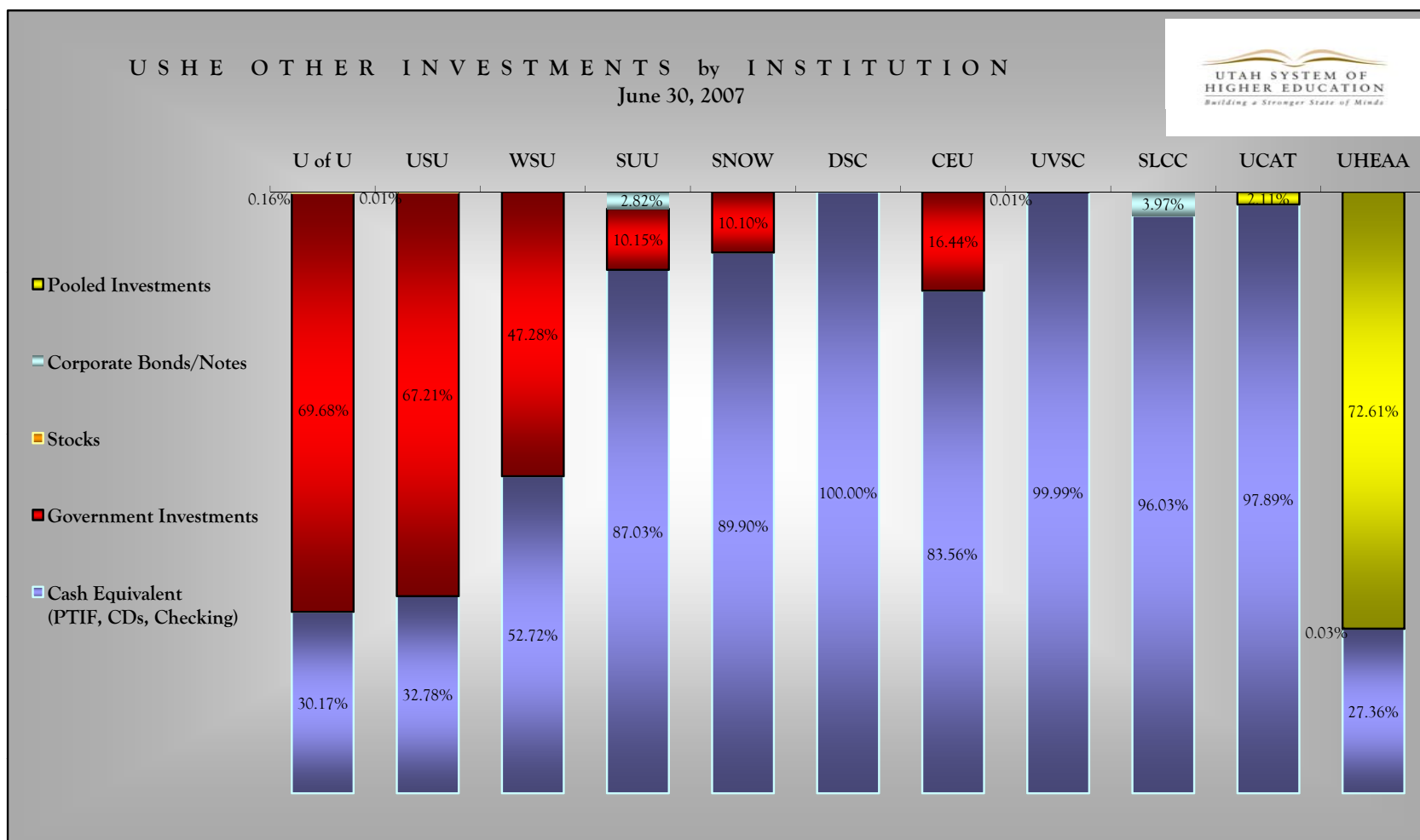
\* Note: UVSC and UHEAA do not have endowments or manage endowments within the foundation

F O U N D A T I O N   I N V E S T M E N T S						
CATEGORY OF INVESTMENT	U of U	WSU	SUU	UVSC	SLCC	UCAT
Pooled Investments	0.00%	28.40%	86.44%	9.93%	68.44%	37.59%
Corporate Bonds/Notes	16.44%	0.00%	0.72%	65.40%	2.89%	0.00%
Stocks	4.12%	58.97%	0.00%	0.00%	0.00%	0.00%
Government Investments	0.00%	4.54%	2.58%	16.93%	0.00%	0.00%
Cash Equivalent (PTIF, CDs, Checking)	79.44%	8.08%	10.26%	7.73%	28.67%	62.42%

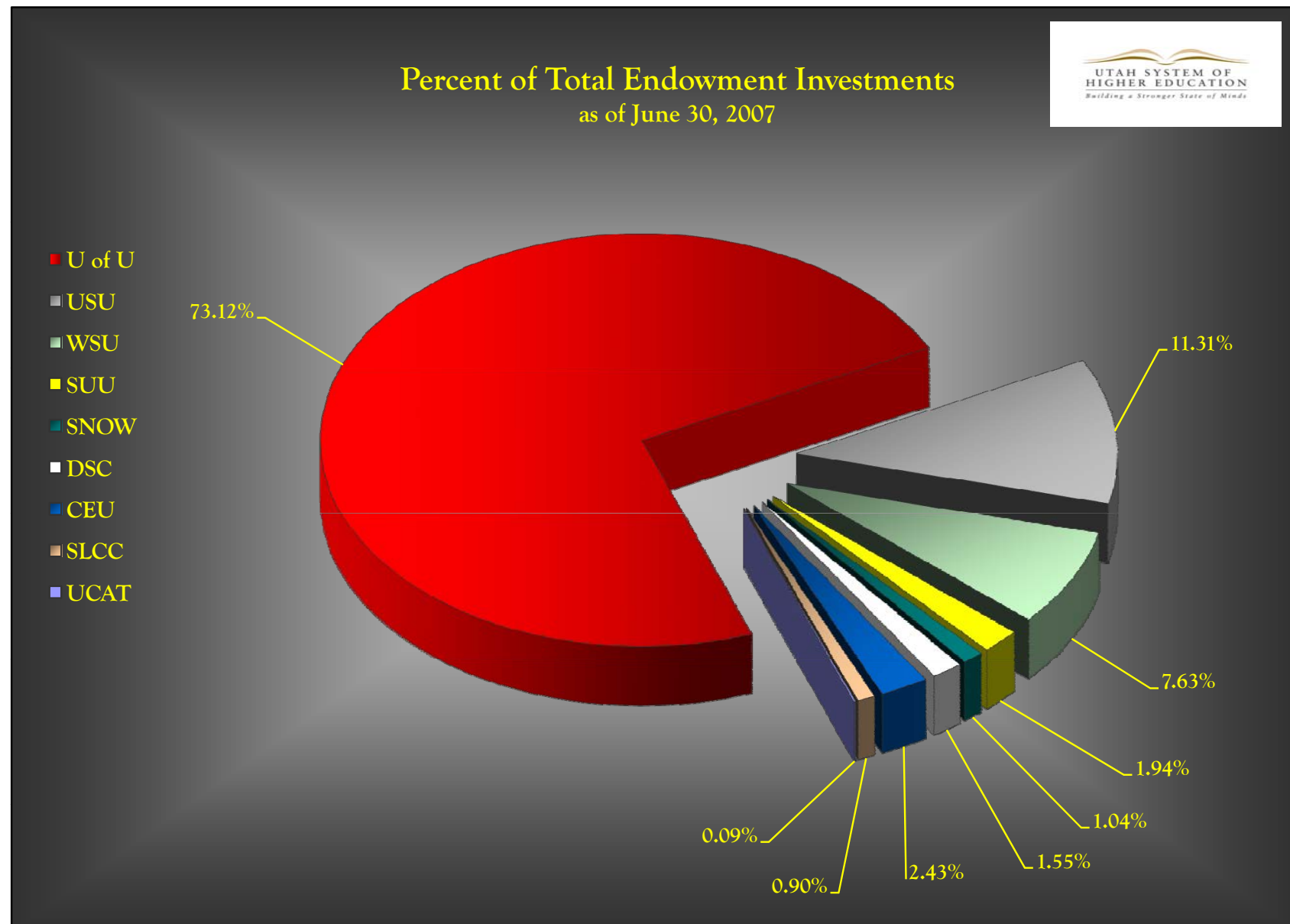


\*Note: USU blends foundation investments into its endowment; SNOW, CEU & UHEAA do not have investments within their foundations or do not have foundations; DSC's foundation reports separately

O T H E R I N V E S T M E N T S											
CATEGORY OF INVESTMENT	U of U	USU	WSU	SUU	SNOW	DSC	CEU	UVSC	SLCC	UCAT	UHEAA
Pooled Investments	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.01%	0.00%	2.11%	72.61%
Corporate Bonds/Notes	0.00%	0.00%	0.00%	2.82%	0.00%	0.00%	0.00%	0.00%	3.97%	0.00%	0.00%
Stocks	0.16%	0.01%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Government Investments	69.68%	67.21%	47.28%	10.15%	10.10%	0.00%	16.44%	0.00%	0.00%	0.00%	0.03%
Cash Equivalent (PTIF, CDs, Checking)	30.17%	32.78%	52.72%	87.03%	89.90%	100.00%	83.56%	99.99%	96.03%	97.89%	27.36%

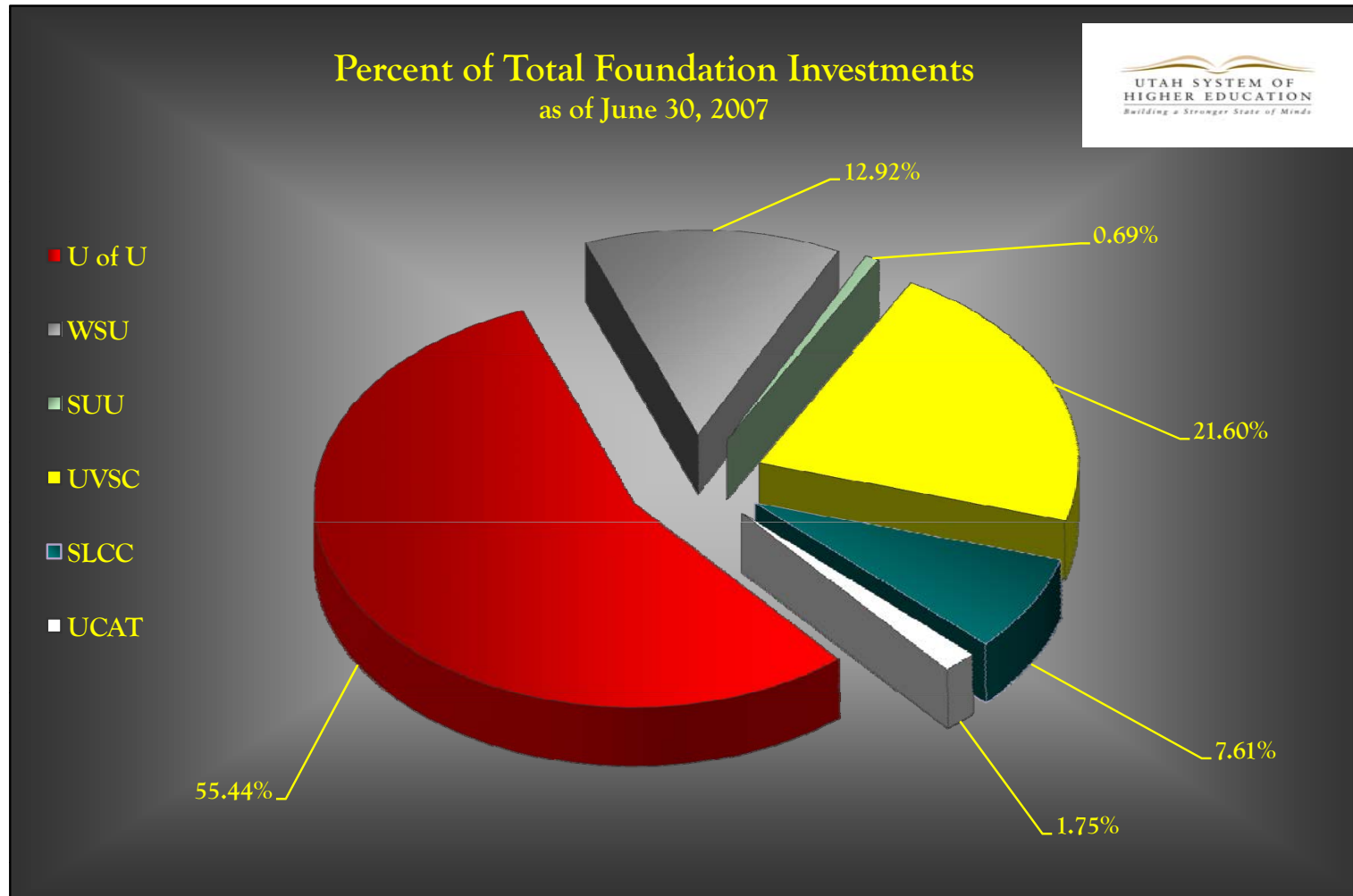


E N D O W M E N T   I N V E S T M E N T S									
TOTAL \$ INVESTED	U of U	USU	WSU	SUU	SNOW	DSC	CEU	SLCC	UCAT
\$ 691,769,931	\$ 505,803,582	\$ 78,213,930	\$ 52,798,677	\$ 13,415,502	\$ 7,223,044	\$ 10,695,986	\$ 16,790,301	\$ 6,201,178	\$ 627,731
	73.12%	11.31%	7.63%	1.94%	1.04%	1.55%	2.43%	0.90%	0.09%



\* Note: UVSC and UHEAA do not have endowments or manage endowments within the foundation

F O U N D A T I O N   I N V E S T M E N T S						
TOTAL \$ INVESTED	U of U	WSU	SUU	UVSC	SLCC	UCAT
\$ 82,740,762	\$ 45,869,338	\$ 10,687,914	\$ 567,574	\$ 17,874,883	\$ 6,294,247	\$ 1,446,806
	55.44%	12.92%	0.69%	21.60%	7.61%	1.75%

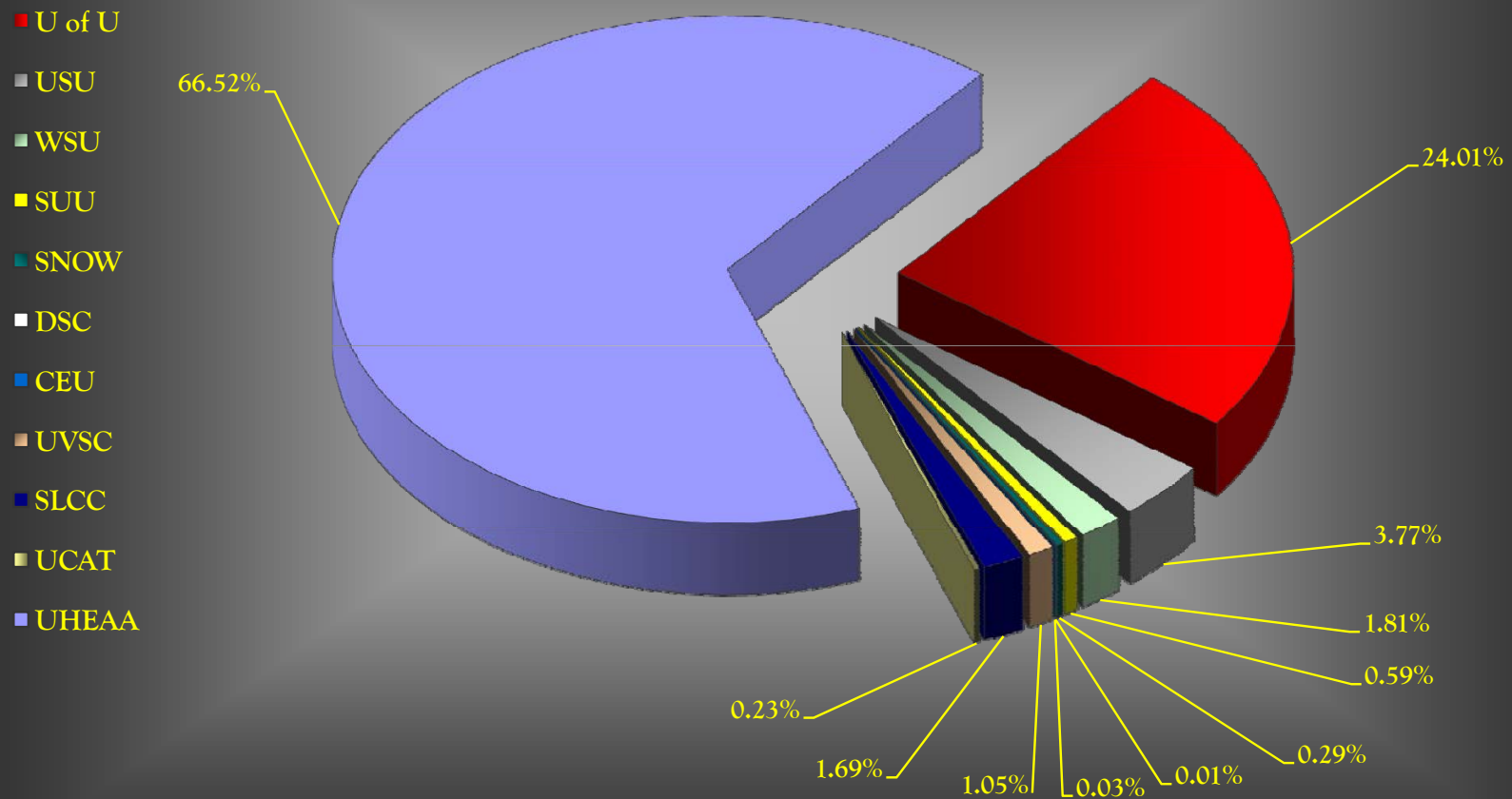


\*Note: USU blends foundation investments into its endowment; SNOW, CEU & UHEAA do not have investments within their foundations or do not have foundations; DSC's foundation reports separately



O T H E R I N V E S T M E N T S											
TOTAL \$ INVESTED	U of U	USU	WSU	SUU	SNOW	DSC	CEU	UVSC	SLCC	UCAT	UHEAA
\$ 4,459,249,197	\$ 1,070,854,882	\$ 168,088,623	\$ 80,688,002	\$ 26,276,545	\$ 12,834,401	\$ 639,904	\$ 1,147,209	\$ 46,664,441	\$ 75,228,011	\$ 10,409,950	\$ 2,966,417,229
	24.01%	3.77%	1.81%	0.59%	0.29%	0.01%	0.03%	1.05%	1.69%	0.23%	66.52%

Percent of Total Other Investments  
as of June 30, 2007



March 4, 2008

Commissioner David Buhler  
Board of Regents Building, The Gateway  
60 South 400 West  
Salt Lake City, UT 84101-1284

Dear Commissioner Buhler,

We are requesting approval to purchase 5.19 acres of real property contiguous to UVSC. This property has been included as part of our master plan and represents the last piece of undeveloped property next to campus. This property has been platted and zoned for construction of twin homes.

The property was appraised at \$2.75 million so the purchase price represents a 7% above appraised value. Funding for this property is \$2.03 million from the Utah Legislature and \$1.32 million from institutional reserves.

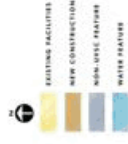
If you have any questions about this purchase please call me at 801-863-8486.

Sincerely,

Dr. Val Peterson  
Vice President  
Administration and Legislative Affairs  
UVSC

cc: Pres. William Sederburg  
Dr. Mark Spencer  
James Michaelis

Enclosure



1. Existing Buildings  
 2. New Buildings  
 3. Existing Parking  
 4. New Parking  
 5. Existing Roads and Highways  
 6. New Roads and Highways  
 7. Existing Railways  
 8. New Railways  
 9. Existing Waterways  
 10. New Waterways  
 11. Existing Utilities  
 12. New Utilities  
 13. Existing Landmarks  
 14. New Landmarks  
 15. Existing Open Space  
 16. New Open Space  
 17. Existing Trees  
 18. New Trees  
 19. Existing Fences  
 20. New Fences  
 21. Existing Signs  
 22. New Signs  
 23. Existing Security  
 24. New Security  
 25. Existing Other  
 26. New Other



March 12, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – Spring 2008 Enrollment Report

The attached report summarizes the 2007-08 Spring 3<sup>rd</sup> week enrollment figures for the traditional nine institutions. The report provides information regarding student headcount and FTE counts for both budget-related and self-support students.

The total budget-related student headcount was 119,253 for Spring 2008 compared to 119,475 for Spring 2007. The total budget-related student headcount was relatively flat for Spring 2008 compared to Spring 2007 with a slight decline of 222 students. The FTE count for Spring 2008 at 3<sup>rd</sup> week was 85,235 compared to 85,701 budget-related FTE students in Spring 2007. This represents an increase of approximately 164 FTE students.

**Spring 2008 3<sup>rd</sup> Week Budget Related Headcount Enrollment Report**

	Spring 3rd Week Headcount	Change over Spring 2007	% Change over Spring 2007
University of Utah	26,852	(371)	-1.36%
Utah State University	19,050	(457)	-2.34%
Weber State University	15,548	(327)	-2.06%
Southern Utah University	5,898	327	5.87%
Snow College	2,989	(164)	-5.20%
Dixie State College	4,908	96	2.00%
College of Eastern Utah	1,665	38	2.34%
Utah Valley State College	19,689	416	2.16%
Salt Lake Community College	22,654	220	0.98%
<b>USHE Total</b>	<b>119,253</b>	<b>(222)</b>	<b>-0.19%</b>

### Spring 2008 3<sup>rd</sup> Week Budget Related FTE Enrollment Report

	Spring 3rd Week FTE	Change over Spring 2007	% Change over Spring 2007
University of Utah	22,148	(297)	-1.32%
Utah State University	14,054	(93)	-0.65%
Weber State University	10,599	(233)	-2.15%
Southern Utah University	5,137	309	6.40%
Snow College	2,129	(211)	-9.02%
Dixie State College	3,562	112	3.23%
College of Eastern Utah	1,223	(35)	-2.74%
Utah Valley State College	13,564	522	4.01%
Salt Lake Community College	12,821	91	0.71%
<b>USHE Total</b>	<b>85,235</b>	<b>165</b>	<b>0.19%</b>

Budget-related and self-support enrollment figures are included in the attachment.

#### Commissioner's Recommendation

This item is for information only.

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David L. Buhler  
Interim Commissioner of Higher Education

REK/MHS/KLH  
Attachments

# Utah System of Higher Education

## Spring 2007-2008 3rd Week Headcount Enrollment Report

BUDGET RELATED HEADCOUNT				
	PRIOR	CURRENT	CHANGE	CHANGE
UU	27,223	26,852	(371)	-1.36%
USU	19,507	19,050	(457)	-2.34%
WSU	15,875	15,548	(327)	-2.06%
SUU	5,571	5,898	327	5.87%
SNOW	3,153	2,989	(164)	-5.20%
DSC	4,812	4,908	96	2.00%
CEU	1,627	1,665	38	2.34%
UVSC	19,273	19,689	416	2.16%
SLCC	22,434	22,654	220	0.98%
USHE	119,475	119,253	(222)	-0.19%

BUDGET RELATED & SELF SUPPORT HEADCOUNT				
	PRIOR	CURRENT	CHANGE	CHANGE
UU	29,510	29,122	(388)	-1.31%
USU	21,519	21,186	(333)	-1.55%
WSU	17,013	16,848	(165)	-0.97%
SUU	7,509	6,639	(870)	-11.59%
SNOW	3,365	3,187	(178)	-5.29%
DSC	5,247	5,338	91	1.73%
CEU	1,763	1,737	(26)	-1.47%
UVSC	20,976	21,431	455	2.17%
SLCC	23,262	23,252	(10)	-0.04%
USHE	130,164	128,740	(1,424)	-1.09%

Notes:

Source: USHE Database

Prior = 2006-2007 Spring 3rd-Week

## Utah System of Higher Education

### Spring 2007-2008 3rd Week FTE Enrollment Report

BUDGET RELATED FTE				
	PRIOR	CURRENT	CHANGE	CHANGE
UU	22,445	22,148	(297)	-1.32%
USU	14,146	14,054	(92)	-0.65%
WSU	10,832	10,599	(233)	-2.15%
SUU	4,828	5,137	309	6.40%
SNOW	2,340	2,129	(211)	-9.02%
DSC	3,451	3,562	111	3.22%
CEU	1,257	1,223	(34)	-2.70%
UVSC	13,042	13,564	522	4.00%
SLCC	12,731	12,821	90	0.71%
USHE	85,072	85,235	163	0.19%

BUDGET RELATED & SELF SUPPORT FTE				
	PRIOR	CURRENT	CHANGE	CHANGE
UU	22,703	22,366	(337)	-1.48%
USU	15,039	14,919	(119)	-0.79%
WSU	11,665	11,406	(259)	-2.22%
SUU	5,309	5,336	27	0.51%
SNOW	2,418	2,212	(206)	-8.52%
DSC	3,520	3,599	79	2.25%
CEU	1,291	1,244	(47)	-3.65%
UVSC	14,127	14,720	594	4.20%
SLCC	13,058	13,055	(3)	-0.02%
USHE	89,130	88,857	(273)	-0.31%

#### Notes:

Rounding Error - FTEs are calculated then rounded to the nearest one

Source: USHE Database

## Utah System of Higher Education

*Spring 2007-2008 3rd Week Headcount Enrollment Report*

	BUDGET RELATED GENDER			
	PRIOR	CURRENT	CHANGE	CHANGE
FEMALE	56,538	56,764	226	0.40%
MALE	62,423	62,455	32	0.05%
Unknown	514	34	(480)	-93.39%
USHE Total	119,475	119,253	(222)	-0.19%



## Utah System of Higher Education

*Spring 2007-2008 3rd Week Headcount Enrollment Report*

BUDGET RELATED ETHNICITY				
	PRIOR	CURRENT	CHANGE	CHANGE
American Indian Alaskan	1,362	1,319	(43)	-3.2%
Asian	2,997	2,764	(233)	-7.8%
Black or African American	1,064	1,184	120	11.3%
Hispanic or Latino	5,282	5,689	407	7.7%
Native Hawaiian or Pacific Islander	603	838	235	39.0%
Non Resident Alien	3,126	3,487	361	11.5%
Unspecified	8,947	8,873	(74)	-0.8%
White	96,094	95,099	(995)	-1.0%
Total	119,475	119,253	(222)	-0.2%

## Utah System of Higher Education

### Fall 2007-2008 EOT Headcount Enrollment Report

BR HEADCOUNT	PRIOR	CURRENT	CHANGE	CHANGE
UU	28,178	27,822	(356)	-1.26%
USU	21,295	21,498	203	0.95%
WSU	17,033	16,962	(71)	-0.42%
SUU	5,885	6,241	356	6.05%
SNOW	3,545	3,211	(334)	-9.42%
DSC	5,240	5,026	(214)	-4.08%
CEU	1,905	1,855	(50)	-2.62%
UVSC	19,347	19,983	636	3.29%
SLCC	25,783	24,798	(985)	-3.82%
USHE	128,211	127,396	(815)	-0.64%

BR & SS HEADCOUNT	PRIOR	CURRENT	CHANGE	CHANGE
UU	32,260	32,024	(236)	-0.73%
USU	25,091	25,159	68	0.27%
WSU	20,707	20,487	(220)	-1.06%
SUU	8,570	7,757	(813)	-9.49%
SNOW	4,221	3,770	(451)	-10.68%
DSC	6,599	6,413	(186)	-2.82%
CEU	2,330	2,103	(227)	-9.74%
UVSC	24,374	25,550	1,176	4.82%
SLCC	33,580	34,927	1,347	4.01%
USHE	157,732	158,190	458	0.29%

Notes:

Source: USHE Database

Prior = 2006-2007 Fall EOT

Current = 2007-2008 Fall EOT

## Utah System of Higher Education

### Fall 2007-2008 EOT Headcount Enrollment Report

BR FTE	PRIOR	CURRENT	CHANGE	CHANGE
UU	23,033	23,135	102	0.44%
USU	15,553	15,682	129	0.83%
WSU	11,589	11,355	(235)	-2.03%
SUU	5,219	5,560	341	6.54%
SNOW	2,882	2,514	(367)	-12.74%
DSC	3,833	3,782	(51)	-1.34%
CEU	1,443	1,378	(65)	-4.50%
UVSC	13,451	13,929	478	3.55%
SLCC	14,293	13,761	(532)	-3.72%
USHE	91,296	91,095	(201)	-0.22%

BR & SS FTE	PRIOR	CURRENT	CHANGE	CHANGE
UU	24,467	23,947	(520)	-2.13%
USU	17,343	17,554	211	1.22%
WSU	13,136	12,858	(278)	-2.12%
SUU	5,766	5,919	154	2.67%
SNOW	3,166	2,744	(422)	-13.32%
DSC	4,047	3,996	(51)	-1.25%
CEU	1,591	1,468	(123)	-7.74%
UVSC	15,834	16,452	617	3.90%
SLCC	16,501	17,144	643	3.90%
USHE	101,852	102,082	231	0.23%

#### Notes:

Rounding Error - FTEs are calculated then rounded to the nearest one

Prior = 2006-2007 Fall EOT

Current = 2007-2008 Fall EOT

## Utah System of Higher Education

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### *Fall 2007-2008 EOT Headcount Enrollment Report*

BR GENDER	PRIOR	CURRENT	CHANGE	CHANGE
FEMALE	62,094	61,922	(172)	-0.28%
MALE	65,402	65,323	(79)	-0.12%
Unknown	715	151	(564)	-78.88%
USHE Total	128,211	127,396	(815)	-0.64%

Prior = 2006-2007 Fall EOT

*Current = 2007-2008 Fall EOT*

## Utah System of Higher Education

### *Fall 2007-2008 EOT Headcount Enrollment Report*

BR Ethnicity	PRIOR	CURRENT	CHANGE	CHANGE
American Indian Alaskan	1433	1,448	15	1.0%
Asian	3193	3,057	(136)	-4.4%
Black or African American	1192	1,280	88	6.9%
Hispanic or Latino	5784	6,268	484	7.7%
Native Hawaiian or Pacific Islander	604	897	293	32.7%
Non Resident Alien	3302	3,612	310	8.6%
Unspecified	9794	10,399	605	5.8%
White	102,909	100,435	(2,474)	-2.5%
Total*	128,211	127,396	(815)	-0.6%

Prior = 2006-2007 Fall EOT

Current = 2007-2008 Fall EOT

March 12, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: UHEAA – Action of Regents' Executive Committee – Follow-up Report

This memorandum reports action taken by the Executive Committee of the State Board of Regents at a public meeting held on March 11, 2008. The Executive Committee approved a resolution to authorize early expiration of December 21, 2007, amendments to student loan bonds.

Commissioner's Recommendation

This is presented as information only.

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David L. Buhler  
Interim Commissioner of Higher Education

DLB/MHS  
Attachment

STATE BOARD OF REGENTS EXECUTIVE COMMITTEE  
SPECIAL MEETING VIA CONFERENCE CALL  
MARCH 11, 2008  
Minutes

Regents Participating:

Jed H. Pitcher, Chair  
Bonnie Jean Beesley, Vice Chair  
Katharine B. Garff  
Meghan Holbrook  
David J. Jordan  
Nolan E. Karras

Regents Excused:

Jerry C. Atkin  
James S. Jardine

Office of the Commissioner

David L. Buhler, Interim Commissioner  
Joyce Cottrell, Executive Secretary  
Richard Davis, Deputy Executive Director, UHEAA  
David A. Feitz, Executive Director, UHEAA  
Mark H. Spencer, Associate Commissioner for Finance and Facilities

Others

Thomas C. Anderson, Attorney General's Office  
Paul Wozniak, Investment Bank of Scotland (investment banker)  
Blake Wade, Ballard Spahr (bond counsel)

At 10:00 am, Chair Pitcher asked Secretary Cottrell to call the roll and to confirm the establishment of a quorum. Commissioner Buhler thanked everyone for their participation.

Commissioner Buhler explained that due to the uncertainty in credit markets, the Regents' Executive Committee voted in December to raise the cap on interest rates paid to bond holders in an effort to improve liquidity. This was then extended until May 31 at the January Board meeting. We now know that this did not have the desired effect. It did not improve liquidity but it has increased our costs. As a result, the Student Finance Subcommittee met on Friday, March 7, and recommended that the Regents' Executive Committee rescind this action and return to the original terms of the bond indenture. He asked Regent Karras to comment.

Regent Karras explained that under the indenture auction rate of securities, there will be a revision that takes over for a failed auction, based on a formula. The Board voted to suspend the funding formula, raising the amount to be paid, hoping there would not be a failed market. However, raising the rates did not prohibit the bonds from failing. The Student Finance Subcommittee's recommendation was to go back to the formula. In addition, alternative methods for financing bonds will need to be developed.

Executive Director Feitz said UHEAA is hoping for government intervention to "shore up" some of the markets. The Federal Reserve today put \$2 billion into the credit markets, in that hope, but there is no guarantee. The Executive Committee's action today will save UHEAA up to one million dollars.

Regent Karras pointed out that traditionally the big banks made sure the market was efficient. But as the credit market stalled, there was so much credit on the market that the banks could not afford to buy all of the bonds. This resulted in a failed market. Some of the market rate securities have gone as high as 15 percent for tax-exempt bonds. The larger municipalities are retiring their auction-rate securities.

Mr. Feitz said there was no basic difference between the UHEAA bonds and the sub-prime mortgages, in that they were all considered "exit-backed securities," i.e., the government guarantees the bonds against loss. UHEAA is well positioned with good financial reserves. Agency administrators plan to use those reserves to continue to make new loans this fall. If it becomes necessary to use the reserves to repay existing debt, new loans cannot be issued. He emphasized that these are still good loans; there is just not enough cash available. It is possible that the interest rates could go as low as 0 percent. The credit markets are trying to find a way to turn the current situation around.

**Regent Karras moved that the Board Executive Committee adopt the resolution providing for an early termination of the artificial caps to implement the action recommended by the Student Finance Subcommittee, with the understanding that this is being done on an emergency basis due because of the possibility of losing substantial amounts of money in the UHEAA accounts due to the current liquidity problems in the credit markets. Regent Garff seconded the motion.**

Mr. Wade said there is currently much discussion about whether what is happening in the auction market will result in litigation. Regent Karras pointed out that personal injury attorneys have been advertising for people who have been hurt by this problem. Mr. Anderson said the Attorney General's Office was aware of the possibility of litigation but thinks that is unlikely. It is thought that the savings effected by the Executive Committee's action today would be at least equal to any recovery, should someone bring legal action.

**Vote was taken on the motion, which carried unanimously.** The meeting adjourned at 10:20 a.m. Commissioner Buhler again thanked everyone for their time and participation.

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Joyce Cottrell CPS, Executive Secretary



March 12, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah Scholars Update—Information Item

Issue

The first prong of the Regents' "preparation, participation, and completion" agenda is perhaps the most critical, because if high school students do not prepare academically for postsecondary education, they will not enroll, they will not persist, and they will not graduate. Therefore, for the past two years the Office of the Commissioner has dedicated a great deal of time and energy to implementing the State Scholars Initiative in Utah, which is a business/education partnership designed to motivate high school students to complete a rigorous, college-prep curriculum in grades 9-12. This report provides an update of the program's accomplishments as well as our plans for the future.

Background

A. Policy Justification for Utah Scholars

In February 2006, the U.S. Department of Education released a major study titled "The Toolbox Revisited: Paths to Degree Completion from High School Through College," which contains critical data on the issue of academic preparation for college. Drawing its data from the National Education Longitudinal Study of 1988 (NELS:88/2000), this "longitudinal study followed a national sample of over 12,000 students (representing a weighted 2.9 million students) from the time they were in the 8<sup>th</sup> grade in 1988 to roughly age 26 or 27 in December 2000."<sup>1</sup>

In the Executive Summary, Clifford Adelman, the study's author, emphasized the importance of taking a rigorous course of study in high school; he stated:

"The academic intensity of the student's high school curriculum still counts more than anything else in precollegiate history in providing momentum toward completing a

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<sup>1</sup> Clifford Adelman, *The Toolbox Revisited: Paths to Degree Completion from High School Through College* (U.S. Dept. of Education, Feb. 2006), p. 3.

bachelor's degree. At the highest level of a 31-level scale describing this academic intensity, one finds students who, through grade 12 in 1992, had accumulated:

- 3.75 or more Carnegie units of English
- 3.75 or more Carnegie units of mathematics
- highest mathematics of either calculus, precalculus, or trigonometry
- 2.5 or more Carnegie units of science or more than 2.0 Carnegie units of core laboratory science (biology, chemistry, and physics)
- more than 2.0 Carnegie Units of foreign languages
- more than 2.0 Carnegie Units of history and social studies
- 1.0 or more Carnegie Units of computer science
- more than one Advanced Placement class
- no remedial English; no remedial mathematics

"These are minimums. In fact, students who reached this level of academic curriculum intensity accumulated much more than these threshold criteria, and 95 percent of these students earned bachelor's degrees (41 percent also earned master's, first professional, or doctoral degrees) by December 2000."<sup>2</sup>

Adelman further explained:

"There is a quantitative theme to the curriculum story that illustrates how students cross the bridge onto and through the postsecondary landscape successfully. The highest level of mathematics reached in high school continues to be a key marker in precollegiate momentum, with the tipping point of momentum toward a bachelor's degree now firmly above Algebra 2. But in order for that momentum to pay off, earning credits in truly college-level mathematics on the postsecondary side is *de rigeur*. The world has gone quantitative: business, geography, criminal justice, history, allied health fields—a full range of disciplines and job tasks tells students why math requirements are not just some abstract school exercise."<sup>3</sup>

Yet too many high school students in Utah do not complete a college-prep course of study. Seniors graduating in the classes of 2008, 2009, and 2010 will only have to complete 15 core credits to graduate from high school (including only three years of English, two years of math, and two years of science), while students in 37 states must now complete at least 20 core credits.<sup>4</sup> Beginning with the class of 2011, Utah high school students will have to complete 18 core credits (including four years of English, three years of math, and three years of science). However, students will still not be required to complete math through Algebra II, or to complete lab science courses in biology, chemistry, and physics.

The Utah Scholars program is a business/education partnership that works with local school districts to motivate high school students to complete the following courses in grades 9-12:

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<sup>2</sup> Id. at xviii.

<sup>3</sup> Id. at xix.

<sup>4</sup> National Center for Education Statistics, U.S. Dept. of Ed., *High School Coursetaking* (June 2007).

- 4 years of English
- 4 years of math (Algebra I, Geometry, Algebra II, and a senior-year advanced math class such as pre-calculus, calculus, statistics, or a concurrent enrollment math course)
- 3.5 years of social studies (e.g., Geography, U.S. History, World History, Economics, Government)
- 3 years of lab science (Biology, Chemistry, and Physics)
- 2 years of the same language other than English (e.g., French, German, Spanish, American Sign Language)

#### B. Initiation and Implementation of Utah Scholars 2006-2008

Utah Scholars was initiated in the 2006-2007 school year with a \$300,000 grant from the U.S. Department of Education and the Western Interstate Commission for Higher Education (WICHE). During the first year of implementation, we implemented the program in eight middle schools and five high schools across the Wasatch Front in the Davis, Granite, Jordan, and Park City School Districts. By the end of the 2006-2007 school year, a State Scholars presentation had been delivered to nearly 2,400 8<sup>th</sup> grade students by 20 different business and community leaders, and approximately 160 high school seniors were recognized as the first class of Utah Scholars.

During the second year of implementation, we have expanded the program to 39 middle schools and 36 high schools in the Ogden, Davis, Salt Lake City, Granite, Jordan, Alpine, Provo, Park City, and Washington County school districts. By the end of the 2007-2008 school year, nearly 11,000 8<sup>th</sup> and 9<sup>th</sup> grade students will have received the State Scholars presentation from some 105 trained business and community volunteers. In April, over 300 high school seniors will be recognized as the second class of Utah Scholars.

Sustainability of the program has been a priority since the day Utah was awarded the State Scholars grant in March 2006. Fortunately, both the political and the business communities in Utah have helped with funding for the program. During the 2007 General Session, the Utah Legislature granted the Regents' request for \$500,000 in one-time funds to sustain the administrative and operational costs of the program, and to allow the program to expand significantly. In addition to using part of these funds for a small staff and other operational costs, some of these funds have been used for strategic partnerships that have been very effective in promoting the program. Such partnerships and projects include:

- A partnership with Utah Campus Compact to support initiatives on several campuses to develop service learning projects tied to Utah Scholars (tutoring and mentoring programs, academic support services for high school students, outreach with Latino students, etc.).
- A partnership with the University of Utah to develop an assessment program for first-year college students to examine the preparedness and success of students completing the Utah Scholars curriculum.
- A partnership with the Academy for Math, Engineering & Science to fund a small project to get all AMES students to take the ACT sequence of tests to gauge college readiness.

- A partnership with the College Advising Corps at the University of Utah, to support the University's grant from the Jack Kent Cooke Foundation that is being used to place trained "advisors" in selected high schools to help juniors and seniors prepare for college.
- A partnership with Ken Garff Automotive and the Utah Blaze to promote literacy and college preparedness in elementary school through the Road to Success program.

While the Utah Legislature did not fund operational costs for Utah Scholars for FY 2008-2009, it did appropriate \$400,000 in ongoing funds and \$500,000 in one-time money, through S.B. 180, sponsored by Senator Lyle Hillyard and Rep. Mark Walker, to establish the "Regents' Scholarship" that will be connected to Utah Scholars. This innovative scholarship will have three features. First, students who complete the Utah Scholars Core Course of Study, or who complete an International Baccalaureate diploma with a minimum GPA, submit an ACT score, and lack a criminal record will receive a base \$1,000 scholarship that can be used toward tuition at any USHE institution, BYU, LDS Business College, Western Governor's University, or Westminster College. Second, students who complete the Utah Scholars Core Course of Study or an International Baccalaureate diploma with a 3.5 GPA and a 26 or higher on the ACT will be eligible for a scholarship equal to 75 percent of tuition that can be used at any of the same institutions. Finally, students who meet the academic criteria of the scholarship will also be eligible for up to \$100 per year for grades 9, 10, 11, and 12 in state matching funds for contributions made to a UESP account.

### C. Future Plans for Utah Scholars and Strategic Planning Issues

As we look ahead to the 2008-2009 school year and beyond, we have several goals and tasks ahead, including:

- We will be sending a six-person team to represent Utah Scholars at the first National Summit on Academic Rigor and Relevance in Boston on April 29-30, 2008, to be hosted by the U.S. Department of Education and WICHE. This team will be chaired by Lisa Vehrenkamp from American Express, who chairs the Salt Lake Chamber's newly formed Education Committee, and will also include Pearl Wright, Director of the Energy Solutions Foundation; Mary Shumway, State Career & Technical Education Director, Utah State Office of Education; Dirk Anderson, Governor's Office of Planning and Budget; Al Church, Principal and CEO, Academy for Math, Engineering & Science; and Dave Doty, Program Director, Utah Scholars. As part of the Summit, we will be working with national authorities and colleagues in other states to develop policy ideas on how to strengthen academic rigor in high school, and presenting a status report on Utah Scholars to the State Scholars Initiative National Advisory Board.
- We will be drafting, and submitting to the Regents for approval, no later than the May Board meeting, a new Regents' policy articulating the procedures for administering the new Regents' Scholarship.
- We will be developing written application materials to send to parents of Utah Scholars, as well as to post on the USHE, Utah Scholars, and Utah Mentor Web sites informing students about the criteria and application procedures required to obtain a Regents' Scholarship.

- We will be working with UHEAA, UESP, and institutional admissions and financial aid officers to coordinate the operational procedures of the Regents' Scholarship including, but not limited to, application processes and timelines, transcript review, disbursement of funds, and data collection.
- We will be meeting with superintendents and other school officials from school districts across the state in an effort to expand the Utah Scholars program to at least 20 of Utah's 40 school districts during the 2008-2009 school year.
- We will continue to work with the Salt Lake Chamber, Leadership Dixie, the Utah Hispanic Chamber, and other chambers and business groups across the state to recruit classroom presenters, corporate funding, and political support for Utah Scholars.
- We will continue to form and cultivate strategic partnerships with all higher education institutions in Utah Campus Compact to expand the reach and effect of Utah Scholars.
- We will work to develop and train multiple Utah Scholars steering committees, hopefully connected to USHE institutions, and chaired by business owners or institutional trustees, to facilitate the operation and sustainability of Utah Scholars at the local level.
- We will be holding our second annual Utah Scholars Senior Recognition banquet at the Miller Campus of Salt Lake Community College on April 22, 2008. Welcoming remarks will be given by President Cynthia Bioteau, with a keynote address to be delivered by former Commissioner of Higher Education Richard E. Kendell.

As far as planning, the Strategic Planning Committee and the Board should consider several planning and policy issues that are critical to the ongoing success of Utah Scholars, and to the Board's emphasis on the academic preparation of high school students. These issues include:

- The Board will need to develop a clear plan to obtain ongoing state and/or corporate financial support for the operation of Utah Scholars. While the program has been designed to be a relatively low-cost, straightforward program, it is very labor intensive to work with the program's multiple stakeholder groups, including public schools, business leaders, institutions of higher education, and national program authorities. Therefore, a source of continuous revenue will be needed to sustain the lean staff needed to run the program and ensure its consistent implementation throughout the state.
- The Board will need to make ongoing funding for the Regents' Scholarship a top priority in its budget in order to meet the demand for the scholarships.
- The Board will need to carefully consider the merits of the state funding three scholarships (Centennial, New Century, and Regents'), all of which reward different things and which may not all be producing college readiness to the same degree.
- The Regents, Presidents, and institutional Trustees will need to consider institutional admissions and scholarship requirements at USHE institutions and how such requirements align, or lack alignment, with the curriculum being encouraged by Utah Scholars.

- The Board should continue, in collaboration with the State Board of Education and the Utah K-16 Alliance, to explore various policy options related to Utah high school graduation requirements, including the possibility of a default college-prep curriculum for all students or incentives for school districts that voluntarily adopt more rigorous graduation standards.
- The Board should continue, in collaboration with the State Board of Education and the Utah K-16 Alliance, to explore the feasibility of eliminating Utah's high school assessment program (UBSCT) and replacing it with a universal ACT for all high school students.

Commissioner's Recommendation

This item is for information only and requires no action.


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David L. Buhler  
Interim Commissioner of Higher Education

DLB:dsd



# STATE SCHOLARS INITIATIVE



*A scholar  
today ...  
a success  
tomorrow!*

The **STATE SCHOLARS INITIATIVE** brings business leaders into the nation's classrooms, where they work with educators to motivate students to complete a rigorous course of study in high school – one that will give them a boost in college and/or in their careers.

In a knowledge-based economy, education beyond high school – whether that means college or a work-related training program – is essential. Students need a rigorous high school education if they're going to succeed after graduation, in school or in the workplace. Today, the State Scholars Initiative is helping thousands of students to strive for excellence and achieve it.

And now it's reaching out to help even more students – including those in your community.

# A high school diploma is no longer enough.

Businesses know it. Educators know it. And today, thanks to the State Scholars Initiative, students are finding out.

The State Scholars Initiative (SSI) is a national program that uses business leaders to encourage students to complete a rigorous course of study in high school, one that's patterned after the recommendations of the National Commission on Excellence in Education and other groups (see Table 1).

The partnering of business and education is critical. When businesspeople visit classrooms to talk to students directly about the importance of taking a rigorous course of study and how it will benefit them in work and life every day, they bring home for students the value of a strong education in a real-world, bottom-line way. That's a message all students need to hear, but one that's especially important for low-income students.



*"By encouraging students to take a more rigorous high school curriculum, we are fostering greater economic choice and individual responsibility."*

– Virginia Governor  
Timothy M. Kaine

*"The Scholars program inspires high school students to develop plans for their lives after graduation.... We were able to visualize the difference an education can make in the average salary of a person with a higher education."*

– Anna Hodges  
Mississippi Scholar and student at South Pike High

*"At Intel, we strongly believe that education is the key to a knowledge-based economy, innovation, and the future. The State Scholars Initiative is providing the venue for getting critical messages such as this out to tens of thousands of Arizona students, their parents, and teachers."*

– Shelly Esque  
Director of Public Affairs, Intel

Table 1. SSI Core Course of Study

COURSES	YEARS
<b>English</b> (English I, English II, English III, English IV)	4
<b>Mathematics</b> (Algebra I, Geometry, Algebra II)	3
<b>Science</b> (Biology, Chemistry, Physics)	3
<b>Social Studies</b> (U.S. History, World History, World Geography, Economics, or Government)	3.5
<b>Languages other than English</b> (2 years of the same language)	2
<b>TOTAL CREDITS</b>	<b>15.5</b>

## Win/Win or Lose/Lose?

The State Scholars Initiative was created to address a particular reality: Our businesses and our economy are demanding more of workers – more skills, a more flexible knowledge base and, above all, a greater capacity to learn – than at any time in history. Our companies will require this, and the quick-changing global economy will demand it. According to the Bureau of Labor Statistics, employees will need some education after high school – a bachelor's or associate's degree, generally – to qualify for most of the 20 fastest-growing occupations.<sup>1</sup> Even those individuals who don't go on to college will benefit from a strong academic background, as the training in many fields – from computer technology and auto mechanics – becomes increasingly complex.



The problem is: We're not preparing enough students to satisfy this demand. Shortages of workers with postsecondary training could range as high as 12 million by 2020.<sup>2</sup> A study published by the Organisation for Economic Co-operation and Development (OECD) in 2007 outlines why: while a high percentage of our population has had some postsecondary education (39 percent, compared to the OECD average of 26 percent), our high school graduation rate is one of the lowest. The U.S. ranks below the average for the 29 OECD and 19 European Union countries studied, with a 76 percent graduation rate, compared to 82 percent (OECD) and 87 percent (EU). It falls far behind global competitors like Japan and Korea (both 93 percent) and also doesn't measure up to countries like Slovenia (83 percent) and Hungary (84 percent).<sup>3</sup> The anticipated shortage of well-educated workers will only worsen in the next decades with the big wave of baby boomer retirements – unless we act now. If we don't act, everyone loses. But if we do act, students will win, and business and communities will win, too. SSI is working to make sure we all win.



## The Scholars Edge: Recent Research

There are real-world payoffs for students who take the Scholars Core Course of Study – and for the businesses encouraging them to do so. A long-term study by the U.S. Department of Education showed that students who succeeded in challenging courses were more likely to go on to college and earn degrees.<sup>4</sup> In addition, it found that the courses students took were a more accurate predictor of their success than grades, test scores, or class rank, particularly for minority students.

The future looks brighter for Scholars, as well. Scholars programs have been shown to motivate students to take more math and science courses. In addition, students who complete a rigorous curriculum like the Scholars Core Course of Study perform better on standardized tests. On the ACT, a rigorous curriculum gave students a boost of 2.2 points (out of a

possible total of 36), on average (see Figure 1). On the SAT, students who'd taken four years of English scored an average of 44 points higher on both the critical reading and writing tests than those who'd taken only three.<sup>5</sup>



Today, more students need to develop the Scholar's Edge. The ACT's "2007 National Report Score" found that just over half of the 1.3 million students in its most recent report (51 percent) took a rigorous "core" course of study; that's down from 57 percent in 2004.<sup>6</sup> In addition, only 23 percent were "college ready" – earning ACT scores indicating they were prepared for college-level work in four areas: English composition, algebra, biology, and social science.<sup>7</sup>

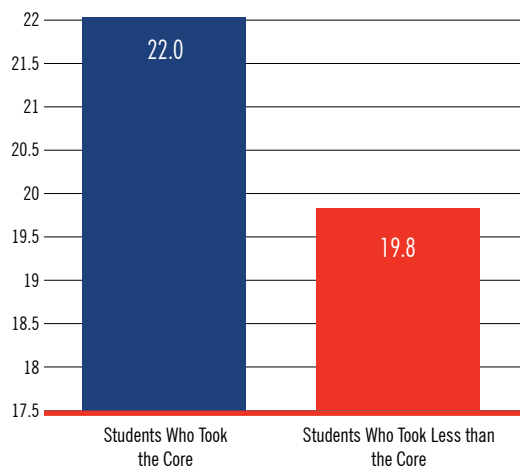
For students who make the effort, the rewards are substantial. According to "The Big Payoff," published by the U.S. Census Bureau, a solid education literally "pays off" – and its value is rising.<sup>8</sup> In 1975 college-degree holders had annual earnings 1.5 times those who had only high school diplomas; that number had risen to 1.8 by 1999. Those who had an associate's degree also had higher earnings. Meanwhile, those who'd never finished high school saw their relative earnings decline. Over the course of a lifetime, those who've earned a bachelor's degree make an average of \$900,000 more than those who stopped their education with high school; those with an associate's degree earn \$400,000 more. Other research has shown that even students who don't go to college do better if they've taken academically rigorous courses in high school.<sup>9</sup> One study indicates that for high school seniors, an improvement in math performance equals a significant boost in annual earnings.<sup>10</sup>

For the business community, and the community at large, the value of the State Scholars Initiative is clear. SSI helps young people attain one of the most important skills they'll use in work and life: the ability to tackle challenging work and learn what they need to know to do it. It creates stronger students, who are ready to master new information; more flexible employees, who are equipped to adapt to the evolving economy; and engaged citizens, who are more likely to be thoughtful and informed.

The link between academic achievement and prosperity – or lack of it – is a powerful one. A study of international variations in math and science education since the 1960s, reported in the International Monetary Fund's quarterly, found a clear correlation between increases in average test scores and national economic growth: in country after country, a boost in test performance was linked to a distinct rise in annual per capita GDP growth.<sup>11</sup> Another study forecasts a decline in U.S. per capita personal income if we don't move to educate all of our students well (Figure 2 shows the projected disparities in per capita income for three courses of action: sticking to the status quo; creating educational parity within states; and creating parity nationwide).<sup>12</sup>

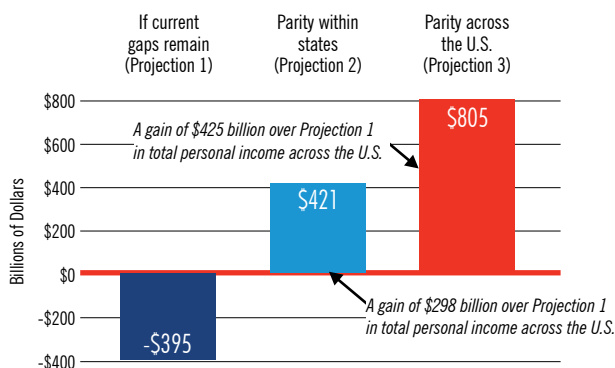
In short, for students who want to do well in life, and for businesses and communities that want to prosper, a rigorous course of study in high school isn't an option; it's a necessity.

**Figure 1. Average ACT Scores  
by Level of Academic Preparation**



Note: ACT's "core curriculum" is the same as SSI's except that it has no language requirement.  
Source: ACT, "2007 National Score Report."

**Figure 2. Projected Changes in Personal  
Income per Capita, 2000 to 2020, Based  
on Three Assumptions**



Source: National Center for Public Policy and Higher Education, November 2005.

## Nuts & Bolts: How SSI Works

The State Scholars Initiative is a national program with a local focus. Twenty-two states are currently involved in SSI, and each designs its own program to meet its particular needs, incorporating fundamental SSI precepts and the SSI Core Course of Study. Each SSI state has from two to four school districts participating in its first two years.

At the heart of each state program are local business-education partnerships that encourage students to take the SSI Core Course of Study and motivate them to succeed. Business leaders, along with members of civic organizations – such as chambers of commerce – work with local educators to create and implement the program in their communities.



Businesspeople visit middle school and high school classrooms and talk to students about why an academically challenging course of study is important and how it will help them down the line – whether they go on to college or go straight to work. Students really respond to the opportunity to think about their education in relationship to their life goals.

Educators, businesspeople, and community leaders work together to motivate and support students, recognizing Scholar success at each step along the way. Local businesspeople engage Scholars with “power breakfasts,” tutoring sessions, and recognition ceremonies. In some states, colleges and universities provide incentives, offering scholarships and other financial assistance to eligible Scholars. The national SSI program administrator can help with ideas, resources, guidelines, and contacts with those in other states who’ve launched a program.

SSI is administered by the Western Interstate Commission for Higher Education, based in Boulder, CO, and funded by the U.S. Department of Education under the Carl D. Perkins Vocational and Technical Education Act of 1998 at \$6.6 million.<sup>13</sup> To find out more about what’s happening in your area, visit our Web site ([www.wiche.edu/statescholars](http://www.wiche.edu/statescholars)) or contact program director Terese Rainwater at [trainwater@wiche.edu](mailto:trainwater@wiche.edu) or (303) 541-0225.



*“We’re thrilled at the early results of the Maryland Scholars program, especially in the area of challenging those ‘mid-range’ students – the ones who might not otherwise have attempted higher level courses – to stretch themselves and tap into their potential. It’s working.”*

– Jacqueline C. Haas  
Harford County superintendent  
of schools

### Endnotes

1. Bureau of Labor Statistics, *Occupational Outlook Handbook 2006-07* (Washington, D.C.: U.S. Department of Labor, accessed 1/18/08 at <[www.bls.gov/oco/](http://www.bls.gov/oco/)>.
2. Anthony P. Carnevale and Donna M. Desrochers, “The Missing Middle: Aligning Education and the Knowledge Economy,” prepared for the Office of Vocational and Adult Education, U.S. Department of Education, by the Educational Testing Service (Washington, D.C.: U.S. Department of Education, 2002), accessed 1/18/08 at <[www.ed.gov/about/offices/list/ovae/pi/hs/carnevale.doc](http://www.ed.gov/about/offices/list/ovae/pi/hs/carnevale.doc)>.
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4. Clifford Adelman, *The Toolbox Revisited* (Washington, D.C.: U. S. Department of Education, 2006); also see Clifford Adelman, *Answers in the Tool Box* (same publisher, 1999).
5. ACT, “2007 National Score Report,” accessed 1/18/08 at <[www.act.org/news/data/07/data.html](http://www.act.org/news/data/07/data.html)>; College Board, *College-Bound Seniors 2007*, accessed 1/18/08 at <[www.collegeboard.com/about/news\\_info/cbsenior/yr2007/links.html](http://www.collegeboard.com/about/news_info/cbsenior/yr2007/links.html)>.
6. ACT, “2007 National Score Report.”
7. Ibid.
8. Jennifer Cheeseman Day and Eric C. Newburger, “The Big Payoff” (Washington, D.C.: U.S. Census Bureau, 2002), 3-4.
9. Adelman, *The Toolbox*.
10. Sources cited by Eric A. Hanushek in “Why Quality Matters in Education,” *Finance and Development* (a quarterly journal of the International Monetary Fund) 42, no. 2 (June 2005), accessed 1/18/08 at <[www.imf.org/external/pubs/ft/fandd/2005/06/hanushek.htm](http://www.imf.org/external/pubs/ft/fandd/2005/06/hanushek.htm)>; sources include Casey B. Mulligan, “Galton versus the Human Capital Approach to Inheritance,” *Journal of Political Economy* 107, no. 6, part 2 (December 1999), S184-224; Richard Murnane, John B. Willett, Yves Duhaldeborde, and John H. Tyler, “How Important Are the Cognitive Skills of Teenagers in Predicting Subsequent Earnings?” *Journal of Policy Analysis and Management* 19, no. 4 (Fall 2000), 547; Edward P. Lazear, “Teacher Incentives,” *Swedish Economic Policy Review* 10, no. 2 (2003), 179.
11. Hanushek, “Why Quality Matters in Education.”
12. National Center for Public Policy and Higher Education, “Income of U.S. Workforce Projected to Decline if Education Doesn’t Improve,” Policy Alert (November 2005), accessed 1/18/2008 at <[http://www.highereducation.org/reports/pa\\_decline/index.shtml](http://www.highereducation.org/reports/pa_decline/index.shtml)>.
13. The State Scholars Initiative is currently funded at \$6.6 million. The work reported herein was supported under State Scholars Initiative, PR/Award Number (V051U050006), as administered by the Office of Vocational and Adult Education, U.S. Department of Education. However, the contents do not necessarily represent the positions or policies of the Office of Vocational and Adult Education or the U.S. Department of Education, and you should not assume endorsement by the federal government.



March 12, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: CAO White Paper on Student Retention—Information Item

Issue

Student retention is critical to the improvement of educational attainment rates in Utah, and will be the focus of the Board's Planning Retreat on March 20, 2008 on the campus of Dixie State College. As a follow-up to the CAO White Paper on Retention that was presented to the Board in April 2005, the attached paper contains a report on progress made over the past three years, as well as additional recommendations for improving retention across the system.

Background

A CAO white paper on student retention and success was presented to the Board in April 2005, which resulted in an action plan based on two recommendations: 1) USHE institutions should establish retention and time to graduation goals and annually report on their progress; and 2) Institutional leaders should regularly share issues, barriers, and best practices through an annual conference and other forums to advance retention efforts at the campus level.

Under the direction of the Associate Commissioner for Academic Affairs, Dr. Lucille Stoddard, an updated white paper has been prepared and presented to a system-wide retention conference that was held at the Board of Regents building on March 5, 2008. A report on the paper and its recommendations, as well as a report on the outcomes of the retention conference, will be presented by Melissa Miller Kincart, Executive Director of Utah Campus Compact and Associate Director, Utah Scholars.

Commissioner's Recommendation

This item is for information only and requires no action.

---

David L. Buhler  
Interim Commissioner of Higher Education

DLB:dsd  
Attachment

March 12, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Campus Retention Plan Reports—Information Item

Issue

Based on the issues raised in the CAO white paper on retention, as well as the Board's focus on retention at its Planning Retreat on March 20, 2008, the Commissioner recommends that the Regents hear from each institution regarding its current and future plans to improve student retention and completion rates. Because each of the institutions has unique student populations and programs designed to address retention, the sharing of such information will benefit not only the Regents but the system campuses as the institutions have the opportunity to learn from each other.

Background

Between January 2007 and January 2008, the Strategic Planning Committee heard presentations from all ten USHE institutions on their current and future plans with respect to increasing enrollments and success rates for minority and disadvantaged students. These reports were well received and have provided a base of information for the Regents and all of the institutions.

As an extension of the Board's Planning Retreat on March 20, 2008, similar presentations should be given by the institutions with respect to their retention programs and plans. In order to assist the institutions in preparing and delivering these presentations, the following schedule is suggested:

May 30 (WSU): Weber State University and Utah State University  
July 11 (SUU): Southern Utah University and Dixie State College  
Sept. 5 (CEU): College of Eastern Utah and Snow College  
Oct. 24 (MATC): UCAT and UVU  
Dec. 5 (U of U): University of Utah and Salt Lake Community College

Institutional representatives may coordinate these presentations with Dave Doty, Assistant Commissioner & Director of Policy Studies (801-321-7111, [ddoty@utahsbr.edu](mailto:ddoty@utahsbr.edu)).

Commissioner's Recommendation

This item is for information only and requires no action.

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David L. Buhler  
Interim Commissioner of Higher Education

DLB:dsd

March 12, 2008

MEMORANDUM

TO: State Board of Regents  
FROM: David L. Buhler  
SUBJECT: Tuition Increases for 2008-2009 (1<sup>st</sup>- and 2<sup>nd</sup>- tier)

Issue

Regents are asked to review and finalize first- and second-tier tuition increases for 2008-2009 for all 10 USHE institutions and the Utah Electronic College.

At the time of printing, 2008-2009 tuition rate increases had not been finalized for the USHE institutions and the Utah Electronic College. Proposed tuition rate increases will be collected from the institutions and be hand carried to the meeting.

Commissioner's Recommendation

The Commissioner's staff will review the funding allocated to higher education and prepare a first-tier tuition increase recommendation to meet the needs of the system. Staff will also review information from the institutions regarding second-tier tuition increase and prepare a summary report for the Regents' review and approval. Information will be presented during the March 21 meeting.

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David L. Buhler  
Interim Commissioner of Higher Education

DLB/MHS/KLH

March 12, 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 –

1. Minutes of the Regular Board Meeting held January 18, 2008, at Salt Lake Community College (Attachment 1)
2. Minutes of the Special Board Meeting held January 29, 2008, via teleconference (Attachment 2)

B. Grant Proposals

1. University of Utah – National Science Foundation; "Prediction of an Oxy-Coal Comb"; \$9,508,603. Philip J. Smith, Principal Investigator.
2. University of Utah – National Institutes of Health; "Wireless Neural Interface"; \$6,192,147. Florian Solzbacher, Principal Investigator.
3. University of Utah – National Science Foundation; "CDI FIRE"; \$1,939,287. Philip J. Smith, Principal Investigator.
4. University of Utah – National Science Foundation; "CDI II: Coastal"; \$1,542,627. Juliana Freire de Lima E Silva, Principal Investigator.
5. University of Utah – National Institutes of Health; "Genetic-Chemical Labeling"; \$1,083,300. Eric W. Schmidt, Principal Investigator.
6. University of Utah -- National Institutes of Health; "Cellular PM Sensors"; \$1,053,500. Christopher A. Reilly, Principal Investigator.
7. University of Utah – University at Buffalo; "Hair Analysis of Nicotine Exp"; \$1,023,306. Diana G. Wilkins, Principal Investigator.

8. University of Utah – National Science Foundation; “CEI-Type II Blood Clotting”; \$2,558,612. Michael Caserta, Principal Investigator.
9. University of Utah – National Institutes of Health; “SLCC to UofU Bridges Program”; \$2,461,805. Rosemary Gray, Principal Investigator.
10. University of Utah – National Institutes of Health/National Heart Lung and Blood Institute; “THAPCA Data Coordinating Cent”; \$8,567,494. J. Michael Dean, Principal Investigator.
11. University of Utah – Health Resources and Services; “NEDARC”; \$3,900,000. J. Michael Dean, Principal Investigator.
12. University of Utah – National Institutes of Health/National Cancer Institute; “Multiple Myeloma”; \$3,391,627. Nicola J. Camp, Principal Investigator.
13. University of Utah – Mayo Clinic Rochester; “Genetic Epidemiology of NHL”; \$2,236,716. Nicola J. Camp, Principal Investigator.
14. University of Utah – National Institutes of Health; “Abnormal Connectivity Autism”; \$1,881,250. Janet E. Lainhart, Principal Investigator.
15. University of Utah – National Institutes of Health/National Institute of Allergy and Infectious Diseases; “New Chelators for U Depletion”; \$1,806,000. Gang Liu, Principal Investigator.
16. University of Utah – National Institutes of Health; “Maturation of Hemodialysis”; \$1,617,148. Alfred K. Cheung, Principal Investigator.
17. University of Utah – Doris Duke Foundation; “Distinguished Clinical Scienti”; \$1,500,000. Carrie L. Byington, Principal Investigator.
18. University of Utah – National Institutes of Health/National Institute of Allergy and Infectious Diseases; “Therapies for Burn/Radiation”; \$1,306,057. Scott C. Miller, Principal Investigator.
19. Utah State University – Clemson University; “SMEX: High-Latitude Dynamic E-field Forcing Explorer (HIDEF) Swarm”; \$1,524,109. Robert Schunk, Principal Investigator.
20. Utah State University – National Aeronautics and Space Administration; “Mini-cell On-orbit Temperature Recalibration (MOTR): Phase Change IR Sensor Calibration Verification to Ensure Long-term Accuracy”; \$2,021,705. Gail Bingham, Principal Investigator.



21. Utah State University – Space Micro Corporation; “Vision Processing Unit (VPU) for the Crew Module of the Crew Exploration Vehicle (CEV) on the Orion Program”; \$5,705,408. Quinn Young, Principal Investigator.
- C. Grant Awards
1. University of Utah – Utah Department of Human Services; “Title IV-E”; \$4,379,405. Norma J. Harris, Principal Investigator.
  2. University of Utah – National Institutes of Health/National Institute for Child Health and Human Development; “EAGR Trial”; \$1,603,794. Robert M. Silver, Principal Investigator.
  3. Utah State University – NASA Jet Propulsion Laboratory; “Wide-Field Infra-Red Survey Explorer (WISE)”; \$1,022,298. John Elwell, Principal Investigator; Scott Schick, Co-Principal Investigator.

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David L. Buhler, Interim Commissioner

DLB:jc  
Attachments

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SALT LAKE COMMUNITY COLLEGE  
JANUARY 18, 2008

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REGULAR MEETING OF THE STATE BOARD OF REGENTS  
SALT LAKE COMMUNITY COLLEGE  
JANUARY 18, 2008

Minutes

Regents Present

Jed H. Pitcher, Chair  
Bonnie Jean Beesley, Vice Chair  
Jerry C. Atkin  
Rosanita Cespedes  
Amy Engh  
Katharine B. Garff  
Greg W. Haws  
Meghan Holbrook  
James S. Jardine  
David J. Jordan  
Nolan E. Karras  
Josh M. Reid  
Sara V. Sinclair  
Marlon O. Snow  
John H. Zenger

Regents Excused

Janet A. Cannon  
Patti Harrington  
Anthony W. Morgan

Office of the Commissioner

David L. Buhler, Interim Commissioner of Higher Education  
Carrie Beckman, Policy and Special Projects Coordinator  
Troy Caserta, Accounting Officer  
Joyce Cottrell, Executive Secretary  
Amanda Covington, Assistant Commissioner for Public Affairs  
David S. Doty, Director of Policy Studies and Assistant Commissioner  
Brian Foisy, Assistant Commissioner for Financial Services  
Kimberly Henrie, Assistant Commissioner for Budget and Planning  
Melissa Kincart, Director, Utah Campus Compact  
Phyllis C. Safman, Assistant Commissioner for Academic Affairs  
Mark H. Spencer, Associate Commissioner for Finance and Facilities/Deputy to the Interim Commissioner  
Lucille T. Stoddard, Associate Commissioner for Academic Affairs  
Gary S. Wixom, Assistant Commissioner for Academic Affairs

INSTITUTIONAL REPRESENTATIVES

University of Utah

A. Lorris Betz, Senior Vice President for Health Sciences  
Paul T. Brinkman, Associate Vice President for Budget and Planning  
Mario Capecchi, Helen Lowe Bamberger Colby and John E. Bamberger Presidential Endowed Chair in the  
Health Sciences and Recipient of the 2007 Nobel Prize for Medicine  
Arnold B. Combe, Vice President for Administrative Services  
John G. Francis, Associate Vice President for Academic Affairs  
Ryan Jensen, Management Assistant, Office of the President

Spencer Pearson, Student Body Officer  
Laura Snow, Special Assistant to the President/Secretary to the University  
Kim Wirthlin, Vice President for Government Relations

Utah State University  
Stan L. Albrecht, President

Weber State University  
F. Ann Millner, President  
Brad Mortensen, Associate Vice President for Support and Auxiliary Services  
Norm Tarbox, Vice President for Administrative Services  
Michael Vaughan, Provost

Southern Utah University  
Michael T. Benson, President  
Rodney D. Decker, Interim Provost  
Donna Eddleman, Vice President for Student Services  
Chase Palmer, Presidential Intern

Snow College  
Scott L. Wyatt, President  
Marvin Dodge, Vice President for Finance and Administrative Services

Dixie State College  
Lee G. Caldwell, President  
Darl Biniaz, Assistant Professor of English  
Donna Dillingham Evans, Academic Vice President  
Donald R. Hinton, Dean of Education, Humanities, Arts and Social Sciences  
Shandon Gubler, Chair, Dixie State College Board of Trustees  
Frank Lojko, Interim Vice President of Student Services/Director of Government Relations  
Stanley Plewe, Vice President of College Relations

College of Eastern Utah  
Ryan L. Thomas, President  
Kevin Walthers, Vice President

Utah Valley State College  
William A. Sederburg, President  
Jack Christensen, Director, Center for Engaged Learning  
Elizabeth J. Hitch, Vice President for Academic Affairs  
J. Karl Worthington, Associate Vice President for Academic Affairs

Salt Lake Community College  
Cynthia A. Bioteau, President  
Mason Bishop, Vice President of Marketing

Julie Curtis, Assistant to the Vice President for Instruction  
Deneece Huftalin, Vice President of Student Services  
Dennis Klaus, Vice President of Administrative Services  
Alison McFarlane, Director, Institutional Marketing and Communications  
John Morgan, Manager, Media Presentations  
Joe Peterson, Vice President for Instruction  
Halee Thomsen, Student Body President

Utah College of Applied Technology  
Richard L. White, President

Representatives of the Media  
Amy K. Stewart, *Deseret Morning News*

Other Guests  
Michael Bassis, President, Westminster College  
Spencer Pratt, Office of the Legislative Fiscal Analyst

Following a breakfast meeting with the Salt Lake Community College Board of Trustees, and meetings of the Board committees, the Regents convened in Committee of the Whole at 10:40 a.m. Chair Pitcher called the meeting to order and welcomed everyone to SLCC's Redwood Campus on a cold, snowy day. He thanked President Bioteau and her staff for the warm welcome and gracious hospitality and excused Regents Cannon, Harrington and Morgan.

#### Recognition of Dr. Mario Capecchi

Regent Jardine said introducing Dr. Capecchi was his greatest opportunity as a Regent. On the day the Nobel prize winners were announced, Regent Jardine was in Houston. The Houston newspaper featured a half-page article on Dr. Capecchi and his accomplishments. Regent Jardine pointed out that the University of Utah is one of only five public universities to have a Nobel prize winner.

**Regent Jardine read the Resolution honoring Dr. Capecchi and moved its adoption. The motion was seconded and carried unanimously.** After receiving a standing ovation, Dr. Capecchi thanked the Regents for the recognition. He said the University of Utah has a level of excellence beyond his expectations and beyond its means. This is not by accident; the University has built this reputation since it was led by Dr. James Fletcher in the 1960s. Dr. Capecchi stated what is really important to a good university achieving excellence is its people – from the students to the faculty and administration. Having achieved excellence, it is much more difficult for a university to maintain excellence, and it takes an increasing amount of funding. The University's charge is to try to maintain excellence. We must continue to bring in outstanding investigators to do scientific research. Dr. Capecchi credited his faculty for their outstanding work.

Dr. Betz also thanked the Board for this recognition. It is a thrill to be at a university when a colleague is recognized with the Nobel prize. Dr. Betz said, "We knew it was going to happen; we just didn't know when." The announcement was made on a morning when the University's Board of Trustees was meeting. Dr. Betz said the announcement was one of the most memorable moments in his life. He congratulated Dr. Capecchi

for the dignified manner he has handled this recognition. An event is planned to recognize Dr. Capecchi on February 23; Regents and Presidents will be invited.

Chair Pitcher thanked Dr. Betz and Regent Jardine for their remarks.

### State of the College

President Bioteau said the SLCC faculty, staff and students were very excited to welcome the Board to campus and encouraged the Regents to feel the positive energy and to take it with them when they leave. Salt Lake Community College's goal is to become the premiere comprehensive community college in the nation. President Bioteau gave a PowerPoint presentation to reinforce the major components of a comprehensive community college: (1) Career and Technical Education, (2) Business and Economic Development, (3) General Education and Transfer Programs, (4) Adult and Community Education, (5) Developmental Education, and (6) Community Service/Service Learning. Last year, nearly 4000 SLCC students took part in service projects in the community.

President Bioteau noted the college would celebrate its 60<sup>th</sup> anniversary in September 2008. She thanked the Regents and Presidents for the partnerships and pledged to work with each of them to provide excellent education and training opportunities to Utah's citizens.

President Benson pointed out that SLCC has the only undefeated basketball teams in the conference this year, and the men's team is ranked third in the nation. In addition, its women's volleyball team played in the national volleyball championships last year.

### Preview of 2008 Legislative Session

Commissioner Buhler said this would be his eighth legislative session working for the Board, and his 20<sup>th</sup> session as a member of the executive branch or a State Senator. He thanked his staff and the legislative liaisons for the great team effort.

Commissioner Buhler referred to Tab R and said the USHE had received a 12.6 percent increase in its ongoing budget last year, which was more than requested. He noted that typically the Governor allocates all funds in his recommendation, whereas the Legislature begins by holding back funds. Quoting a presentation by Senator Hillyard, economists are projecting a 2.6 percent growth in state revenues, which translates to \$163 million for new state spending for high priorities and mandates and \$838 million in unallocated funding for one-time and ongoing budgets. The following priorities have been identified by the Legislature in base budget bills: \$76 million new state money for public education, \$60 million (25 percent) FY07 surplus into the State Rainy Day fund, \$14 million to Medicaid, \$10 million to maintain existing buildings, and \$3 million to recover from last year's range fires.

The Legislative staff was directed to focus on cuts and offsets within existing budgets because it is anticipated that FY09 base allocations will be 14 percent lower than the total appropriations for FY08. Statutory spending limits are in place, with the following areas exempt from the spending limit: Tax cuts, public education operations, buildings, roads, debt service, and Rainy Day funds.

Commissioner Buhler reviewed the Regents' priorities for the 2008 General Legislative Session. The top priority is compensation and retention, followed by specific initiatives to ensure an educated workforce (teacher education, health professions, engineering, science and technology). Another priority is student success for self-sustaining adults through financial assistance and scholarships. The USHE budget request includes \$17.5 million for institutional partnerships and priorities, \$7.4 million for mandated costs, \$9.9 million for statewide IT infrastructure, \$15.3 for one-time increases, and \$683,500 for supplemental increases. Commissioner Buhler also reviewed the Regents' prioritized capital facilities requests.

Proposed legislation was discussed. Of special interest were:

- HB 284, SLCC/SLTATC Consolidation, sponsored by Representative Kory Holdaway
- Regents' Scholarship, sponsored by Senator Lyle Hillyard
- SB 103, Higher Education Enhancements, sponsored by Senator Dennis Stowell
- SB 42, UCAT Governance and Operations, sponsored by Senator Greg Bell

Commissioner Buhler announced the Higher Education Day Legislative Luncheon on February 20 in the Capitol Rotunda and asked the Regents and Presidents to mark this date on their calendars.

#### K-16 Alliance Report

Associate Commissioner Stoddard referred to Tab S and said the K-16 Alliance had met with extraordinary success. The over-arching vision of the Alliance is the development of a seamless approach to education in Utah. She reviewed some of the accomplishments and ongoing areas of focus of the Alliance and its committees. She noted Governor Huntsman had established a blue-ribbon commission on testing that included higher education. Last year, a funding formula for concurrent enrollment was proposed to the Legislature by Commissioner Kendell and Superintendent Harrington as a unified plan. Utah's concurrent enrollment program serves 30,000 students.

Public education and higher education are working together so that higher education has to do less remedial education and more is done in the K-12 schools. A common student identifier is in place, which will give both systems the ability to track students from grade school through college. The teacher shortage report was prepared under the direction of the K-16 Alliance and has resulted in proposed legislation to begin to remedy the problem.

Chair Pitcher thanked Dr. Stoddard for her report.

#### General Consent Calendar

**Upon a motion by Regent Snow and a second by Regent Reid, the following items were approved on the Regents' General Consent Calendar (Tab T):**

- A. Minutes – Minutes of the Regular Board Meeting held December 18, 2007, at the Regents' Offices in Salt Lake City, Utah
- B. Grant Proposals – On file in the Commissioner's Office



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. This policy established and provided 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. Dr. Richard E. Kendell was appointed as the first G. Homer Durham Regents Professor.

Reports of Board Committees

Academic, CTE and Student Success (Programs) Committee (Regent Katharine B. Garff, Chair)

University of Utah – Interdisciplinary Master of Arts Degree in Asian Studies (Tab A). Chair Garff said the proposed program would be the first M.A. in Asian Studies in the state and in the Intermountain West. It fits nicely with the Governor’s new markets in China and with President Young’s recent appointment by Secretary of State Condoleezza Rice to the East-West Center’s Board of Governors. (The East-West Center is an education and research organization established by Congress in 1960 to strengthen relations and understanding among the peoples and nations of Asia, the Pacific, and the United States.) The program would prepare students for further academic studies in the Ph.D. level or for careers in government service, international law, international business, and education. It will facilitate advanced research and teaching on Asia by giving faculty the opportunity to teach graduate students and guide student research. The graduates’ expertise will also help to enhance Utah’s international reputation and economic ties with Asia. **Chair Garff moved approval of the University of Utah’s Interdisciplinary Master of Arts Degree in Asian Studies. Regent Reid seconded the motion, which was adopted unanimously.**

University of Utah – Master of Science Degree in Occupational Health and Master of Occupational Health Degree (Tab B). New requirements by the Council on Education for Public Health (CEDPH) have eliminated some necessary courses for the occupational health students, thereby reducing the quality of OH programs. The proposed programs would restore the quality of OH education, reduce the credit requirements to more appropriate levels, and allow the University of Utah to compete for and accept outstanding physicians in the USAF Aerospace Medicine residency program. The MSOH degree includes a requirement for a research project, whereas the MOH degree is primarily for Occupational Medicine residents, Aerospace Medicine residents, and other students with significant professional experience to meet an equivalency requirement. **Chair Garff moved approval of the MOH and MSOH degrees at the University of Utah. Regent Karras seconded the motion, which was adopted unanimously.**

Utah Valley State College – Bachelor of Science Degree in Dental Hygiene (Tab C). Chair Garff said the committee had discussed the market demand for dental assistants. Although the current standard is a two-year degree, the American Dental Hygiene Association is moving toward 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, and is encouraging a new form of oral health care provider with a master's degree. The program will have three emphases: Education, Public Health, and Business. **Chair Garff moved approval of UVSC's Bachelor of Science Degree in Dental Hygiene. Following a second by Regent Zenger, the motion was adopted unanimously.**

Dixie State College – Bachelor of Science/Bachelor of Arts Degree in Integrated Studies (Tab D). Chair Garff said institutional officials had done much research and had responded to questions from the committee. She expressed appreciation for their hard work. The Integrated Studies Degree was designed for students who may have started a program and changed direction, or those with associate degrees and/or college credits who want to complete a degree for career advancement or for personal fulfillment. Chair Garff said it was a strong degree for a developing institution. The college will have a strong counseling component to this degree to help students build their career paths. **Chair Garff moved approval of DSC's BS/BA Degree in Integrated Studies. Regent Beesley seconded the motion, which was adopted unanimously.**

Consent Calendar, Programs Committee (Tab E). Chair Garff said the committee had spent considerable time on SUU's Strategic Plan. President Benson said SUU has experienced steady increases in enrollment. He reported 90 percent of the tenured and tenure-track faculty have terminal degrees, and 85 percent of the classes are taught by full-time faculty. President Benson said university officials would request a bond resolution at the next Board meeting for Phase II of the housing complex. President Benson thanked the committee for taking time to hear the presentation, after discussion was deferred from the previous meeting. Chair Garff reported that the University of Utah and Salt Lake Community College had discontinued programs. She commended them for the courage required to go through this type of evaluation. **On motion by Chair Garff and second by Regent Beesley, the following items were approved on the Programs Committee's Consent Calendar:**

- A. University of Utah
  - i. BA/BS Degree in Economics or Political Science and Master of Public Policy
  - ii. Discontinued 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 in Architectural Technology/Structural/Civil Design

Finance, Facilities and Accountability Committee (Regent Jerry C. Atkin, Chair)

Policy R345, *Information Technology Resource Security* (Tab F). Chair Atkin reported this item had been deferred until March so the institutions could have additional time for review. Regent Jordan said he had helped a client work through federal and state laws as a result of a security breach. More than 40 states have their own state laws about what is required when personal information security has been breached. In some cases, multiple states may be involved. He suggested that the Attorney General's office be involved in finalizing this policy in case financial aid applications could be affected.

Salt Lake Community College – Campus Master Plan (Tab G). Chair Atkin said the committee had reviewed the college's master plan, which had no major changes since it was last approved. Next year a long-term plan will be presented to the Regents for approval. **Chair Atkin moved approval of SLCC's Campus Master Plan. Following a second by Regent Reid, the motion was adopted unanimously.**

Consent Calendar, Finance Committee (Tab H). On motion by Regent Atkin and second by Regent Reid, the following items were approved on the Finance Committee's Consent Calendar:

- A. University of Utah and Utah State University – Capital Facilities Delegation Reports
- B. University of Utah – Property Sale
- C. USHE – Annual Report of Commissioner's Discretionary Account
- D. USHE – Revised Policy R561, *Accounting and Financial Controls*
- E. Utah State University – Revenue Bond Request

Annual Report of Institutional and System Bonded Indebtedness (Tab I). Chair Atkin said the report had been prepared at the committee's request and was for information only.

Report of the Audit Review Subcommittee (Tab J). Chair Atkin said the committee had heard an excellent report by Regent Karras, who chairs the Subcommittee. The committee concentrated on four focus areas this past year: (1) Strengthening financial reporting at the College of Eastern Utah, (2) follow-up and "lessons learned" from the theft at Snow College, (3) establishing a system resource team to perform an IT Network Security Assessment for each institution, and (4) developing a legislative appropriations request to augment the internal auditing staff function within USHE institutions. Chair Atkin remarked the institutional audit committees were making excellent progress. Chair Pitcher commended Regent Karras for the efficient manner in which the audit committee meetings had conducted the previous day. Regent Karras, in turn, thanked Associate Commissioner Spencer, Brian Foisy and Troy Caserta for their excellent work.

Report of Auxiliary Funds (Tab K). This report is required annually by the Board of Regents. It was presented for information only.

"Impact of Technology" Briefing (Tab L). Chair Atkin said System CIO Steve Hess had made a presentation to the committee. He said this issue would be discussed in depth at the strategic planning session during the March Board meeting.

Actions of Regents' Executive Committee (Tab M). Chair Atkin referred to the Commissioner's memo, which reported actions taken by the Regents' Executive Committee which had been authorized by the full Board in its December meeting.

UHEAA – Update on Student Loan Bonds and Current Market Conditions (Tab N). Chair Atkin said this information was presented for information only; however, a conference call meeting of the Board will be necessary in January, following a meeting of the Student Finance Subcommittee.

Strategic Planning and Communications Committee (Regent James S. Jardine, Chair)

Minority Reports – Snow College and College of Eastern Utah (Tab O). Chair Jardine said information from CEU was included with the agenda. More than half of the students on CEU's San Juan campus are of diverse ethnicities. There is also a significant minority population in Price. College administrators' challenge is having the student body reflect the general population. President Wyatt spoke to the committee about the efforts Snow College is making in its communities. He noted the college serves the poorest service region in the state. In addition, 25 percent of the student body are first-generation college students. College officials have a special focus on the Hispanic population, which is growing in that area of the state. Many of these students drop out of school before they get to college. Chair Jardine said the purpose of these reports is to help the

Regents understand what is going on at the institutions. He thanked both institutions for their excellent presentations.

Utah Valley State College – Mission Implementation (Tab P). President Sederburg recalled that the Regents had approved a new Mission and Role Statement in December for the institution, when it becomes a university in July 2008. Utah Valley University will follow an Engagement Model, to connect with its communities. He introduced Dr. Jack Christensen, Director of the Center for Engaged Learning. President Sederburg said the Carnegie Foundation had introduced a new elective classification of Community Engagement, and UVU will pursue this classification. Chair Jardine noted policy R812 had been written to reflect the Carnegie classifications. He asked Assistant Commissioner Doty to work with Associate Commissioner Stoddard to reflect this classification change in the policy.

Measuring Utah Higher Education 2008 (Tab Q). Copies of the 2008 report were distributed at the meeting. Chair Jardine pointed out the previous report raised questions about completion rates. The new report cleared up that confusion.

#### Report of the Commissioner

Interim Commissioner Buhler pointed out his printed report in the Regents' folders. A CD of the 2008 Data Book was distributed; hard copies are available upon request.

#### Report of the Chair

Chair Pitcher also referred to his written report in the Regents' folders. In addition, a Resolution of Appreciation for former Commissioner Kendell and a Resolution in Memory of Lorna Matheson were in the folders, as requested at the last Board meeting. **Regent Atkin moved the adoption of the resolutions. Vice Chair Beesley seconded the motion, which carried unanimously.**

#### Adjournment

**Regent Reid moved that the Regents recess to closed session to discuss personnel issues, pending litigation and/or real estate issues. Regent Cespedes seconded the motion, which was adopted unanimously.**

The Regents reconvened in closed session at 11:58 a.m. and adjourned from there at 2:20 p.m.

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Joyce Cottrell CPS, Executive Secretary

Date Approved

STATE BOARD OF REGENTS  
SPECIAL MEETING HELD JANUARY 29, 2008  
BY TELECONFERENCE

Minutes

Regents Participating

Jed H. Pitcher, Chair  
Bonnie Jean Beesley, Vice Chair  
Jerry C. Atkin  
Janet A. Canon  
Rosanita Cespedes  
Katharine B. Garff  
James S. Jardine  
David J. Jordan  
Nolan E. Karras  
Anthony W. Morgan  
Sara V. Sinclair  
Marlon O. Snow  
John H. Zenger

Regents Excused

Amy Engh  
Patti Harrington  
Greg W. Haws  
Meghan Holbrook  
Josh M. Reid

Office of the Commissioner

David L. Buhler, Interim Commissioner  
Joyce Cottrell, Executive Secretary  
Amanda Covington, Assistant Commissioner for Public Affairs  
Richard Davis, Deputy Executive Director, UHEAA  
David A. Feitz, Executive Director, UHEAA  
Mark H. Spencer, Associate Commissioner for Finance and Facilities

Representatives of the Media

Wendy Leonard, *Deseret Morning News*  
Brian Maffly, *Salt Lake Tribune*

Other Guests

Thomas C. Anderson, Assistant Attorney General  
Val Peterson, Vice President for Administration and External Affairs  
Blake Wade, Ballard Spahr  
Paul Wozniak, Ballard Spahr

Chair Pitcher welcomed the Regents at 1:30 p.m. and thanked them for taking time to call in for this important meeting. He asked Secretary Cottrell to call the roll; a quorum was established.

UHEAA – Approving Resolution for Extension of Student Loan Program Amendments. Regent Atkin, Chair of the Finance and Facilities Committee, summarized the issue. Any bond or debt instrument being traded has been “shaky” as a result of the volatile mortgage issue; this has bled over into our student bonds. Any parameters which do not allow market rate interest could cause additional concern. The resolution

expanded the interest rate at which a bond could be traded. A temporary waiver of the Maximum Auction Rates (MAR) was approved by the rating agencies through May 31, 2008. The Student Loan Finance Subcommittee approved this resolution the previous week. **Regent Atkin moved approval of the Approving Resolution. Upon second by Regent Cespedes, the motion was adopted unanimously.**

Utah Valley State College – Approval to Add a Non-State Funded Capital Development Project. Associate Commissioner Spencer said UVSC officials wished to add to the non-state funding list the expansion of the Ray Noorda Children's Theatre in the Gunther Trades Building. Although the project will be paid with donated funds, the college would like to request O&M (operations and maintenance) funding of \$45,000 when the structure is completed. This request will be taken to the Legislative Capital Facilities Subcommittee on January 31, because legislative approval is required before construction can begin. Dr. Spencer confirmed that this action does not endanger any other items on the Regents' priority list. **Regent Snow moved approval to add this project to the Regents' Non-State Funded Capital Development priority list. Regent Zenger seconded the motion, which was subsequently adopted unanimously.**

Legislative Update. Commissioner Buhler reported legislative priorities are moving forward. He thanked Assistant Commissioner Covington for preparing the weekly legislative report. The SLCC-SLTATC merger and the Regents' Scholarship bills are being tracked closely.

Regents' Scholarship Bill. Assistant Commissioner Covington has been lining up co-sponsors in the Senate; there are presently 14 co-sponsors in addition to the bill's sponsor, Senator Lyle Hillyard. The bill will add a monetary incentive to the State Scholars Program. The bill also includes additional funding for first-generation students. We anticipate strong support in the House; Speaker Curtis has offered to help identify a sponsor. Fiscal impact would be \$7.5 million ongoing and \$50 million one-time funding. Commissioner Buhler said many of the budget decisions will be made in late February, after final revenue projects have been received.

SLCC/SLTATC Merger. Commissioner Buhler reported the UCAT Board of Trustees had taken formal action to oppose the merger. The Commissioner has been working closely with Representative Holdaway, sponsor of the bill; he has also met with a number of other legislators. Commissioner Buhler, Assistant Commissioner Covington, SLCC President Buhler and Vice President Bishop have been meeting with legislators, trustees, and others to respond to questions.

UCAT Governance. Commissioner Buhler said Senator Greg Bell had sponsored a bill dealing with UCAT governance. The bill will make some important changes by involving the Regents in UCAT's budget discussions, capital facilities needs, etc. Regent Garff encouraged Commissioner Buhler to get input from former Governor Bangerter, who was the original chair of the UCAT Board of Trustees. Commissioner Buhler said he and President Bioteau had scheduled a meeting with Governor Bangerter. Regent Garff encouraged continued discussions.

Other. Commissioner Buhler reported President Young had met with the Higher Education Appropriations Subcommittee the previous day to discuss the administrative salaries issue. The legislators seemed satisfied with President Young's responses. Commissioner Buhler said we have an excellent Higher Education Subcommittee, whose members are willing to ask hard questions. He noted that a 1998 audit showed that a 6 to 7 percent balance in non-lapsing funds was appropriate.

Higher Education Day Luncheon. Commissioner Buhler reminded the Regents of the Higher Education Day luncheon on February 20 in the Capitol Rotunda. He asked the Regents to let Secretary Cottrell know if they would be available to attend that day. We hope to have a good turnout.

Adjournment

Chair Pitcher again thanked the Regents for their time. **Regent Atkin moved adjournment, seconded by Regent Garff. The motion was adopted unanimously.** The meeting adjourned at 1:55 p.m.

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Joyce Cottrell CPS  
Executive Secretary

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Date Approved